Identifying challenges and good practices in preparing trainee teachers in Wales to meet the needs of additional language learners

Jonathan Brentnall in cooperation with Aberystwyth University School of Education and Lifelong Learning

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Main Report
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Dianne Hockenhull, Bishop Gore School
Katie Jeffery, St Helen's Primary School
Stuart McNeil, Oakdale Comprehensive School
Gwyn Owen, Ysgol Eifionydd
Jackie Street, Ysgol Friars
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ABSTRACT

This study examines practices in Initial Teacher Training (ITT) provision in Wales in preparing trainee teachers to meet the needs of English as Additional Language and Welsh as an Additional Language (EAL/WAL) learners, with specific reference to QTS Standards S1.1 and S3.1.3, which refer to diversity, and especially to S3.2.5 and S3.3.5, which refer directly to EAL/WAL.

The study identifies challenges encountered and improvements needed to ensure that trainee teachers in Wales are adequately prepared by their training to meet the needs of EAL/WAL learners.

The research was carried out through:
- an e-survey questionnaire of trainee teachers at the end of their courses in June 2014
- structured interviews with university tutors in each of the ITT course provider institutions
- structured interviews with mentors in a selection of ITT placement schools.

The study found considerable variation in the experiences of trainees and in the provision offered by Higher Education Institution (HEI) providers and placement schools. There are examples of good practice and quite detailed coverage but there are also significant areas of weakness and instances of poor or non-existent coverage. The evaluation of evidence for assessment of the diversity and EAL/WAL standards is variable and would benefit from being more robust.

Several challenges were identified including the constraints of course programmes, the demands of government, university and school priorities, lack of staff knowledge and expertise and difficulties in finding and allocating placements in diverse schools for all trainees. Trainees' lack of direct experience with EAL/WAL pupils, due to a lack of diversity in their placement school cohorts, is not always adequately compensated for through supplementary learning experiences.

An extensive list of improvements was suggested by project participants for Welsh Government, university ITT providers and placement schools.

Recommendations include developing training programmes, resources, a good practice model for ITT and a software app for allocating trainee placements.
LIST OF ABBREVIATIONS

CPD – Continuing Professional Development
E1L – English as a First Language
EAL/WAL – English as an Additional Language/Welsh as an Additional Language
EM – Ethnic Minority
EMA – Ethnic Minority Achievement
EMAS – Ethnic Minority Achievement Service
EMLAS – Ethnic Minority Language and Achievement Service
GTCW – General Teaching Council for Wales
HEFCW – Higher Education Funding Council for Wales
HEI – Higher Education Institution
ITET – Initial Teacher Education and Training
ITT – Initial Teacher Training
LA – Local Authority
LSA – Learning Support Assistant
MEAG – Minority Ethnic Achievement Grant
PLASC – Pupil Level Annual School Census
QTS – Qualified Teacher Status
SIMS – School Information Management System
TA – Teaching Assistant
UCET – Universities’ Council for the Education of Teachers
W1L – Welsh as a First Language
WSL or W2L – Welsh as a Second Language
CONTEXT AND BACKGROUND

What is an EAL/WAL learner?

An EAL/WAL (English as an Additional Language/Welsh as an Additional Language) learner in schools in Wales is a pupil whose first language is neither English nor Welsh.

In Wales, English and Welsh have equal legal status as official languages. All children are required to learn both English and Welsh throughout their compulsory education. Some pupils attend English-medium schools and study Welsh as a curriculum subject. Some attend Welsh-medium schools and study English as a curriculum subject. Others attend bilingual Welsh–English schools and study the curriculum through both languages.

There are many pupils in Wales whose first language is English and who begin to learn Welsh as a second language when they start school or when they move to Wales from another country, such as England, where the main medium of schooling is English. These pupils are generally referred to as Welsh second language learners or sometimes simply Welsh learners.

There are many other school pupils in Wales whose first language is neither English nor Welsh. The vast majority of these learners are of minority ethnic backgrounds, which distinguishes them from most Welsh second language learners who are of White British majority ethnic backgrounds and have learned English as their first and only language prior to starting school in Wales. From birth, many minority ethnic children and young people have learned to use at least one other language, so when they start to learn English and Welsh to participate in school and in wider society, these languages become additions to their existing language repertoire. They are learning English and Welsh as additional languages.

How many EAL/WAL learners are there in schools in Wales?

In 2012/13, according to the Pupil Level Annual School Census (PLASC) (StatsWales, 2014), there were approximately 32,000 additional language learners in Wales. This number has been increasing year on year since such figures were first recorded in PLASC. Between them, EAL/WAL pupils in Wales speak almost 150 different languages.
(StatsWales, 2015), with the most common being Polish, Bengali and Arabic. Most attend English-medium schools but, based on approximate figures gathered by Local Authorities in 2013, anything from 786 to 1,965 WAL pupils attend Welsh-medium or bilingual schools (Jones and Bhatt, 2014: x).

Why does this study sometimes refer to EAL/WAL and at other times just to EAL or WAL?

Historically, most minority ethnic additional language learners have attended English-medium schools and government funding has been provided for English-medium support through the Minority Ethnic Achievement Grant (MEAG). Support for children learning Welsh has been provided through other means and no clear distinction has been made between the needs of Welsh as a Second Language learners and Welsh as an Additional Language learners in Welsh-medium and bilingual schools. Consequently, policy, research, guidance and provision for minority ethnic additional language learners have focused primarily on the development of English as an Additional Language.

Most of the work done in schools through specialist centralised Ethnic Minority Language and Achievement Services and in Initial Teacher Training has hitherto focused on EAL but, in recent years, numbers of additional language learners attending Welsh-medium schools have steadily increased. They have been given official recognition as a grouping with distinct educational, social and linguistic needs, leading to the designation WAL (Award of Funding in relation to the Minority Ethnic Achievement Grant Scheme 2013–14, Schedule 1, p.3, 4 April 2013. Welsh Government, 2013; cited in Jones and Bhatt, 2014: vi).

If referring to pupils learning in Welsh-medium schools, the abbreviation WAL may be used alone, and if referring to pupils learning in English-medium schools, the abbreviation EAL may be used alone. To refer to the grouping of additional language learners as a whole, the abbreviation EAL/WAL is used. It encapsulates the fact that all learners need to learn both English and Welsh for social or academic purposes in bilingual Wales and that additional language learners may study the school curriculum through the medium of English, Welsh or both languages.

Therefore, throughout this study, the use of EAL, WAL or EAL/WAL depends on the context of reference.
How is ITT in Wales delivered?

The responsibility for delivering ITT provision in Wales resides with three ITT Centres comprising five universities on six campuses, together with their partner schools:

- North and Mid Wales, comprising Bangor and Aberystwyth Universities;
- South East Wales comprising University of South Wales Newport Caerleon campus and Cardiff Metropolitan University Cyncoed campus;
- South West Wales comprising University of Wales Trinity St. David Carmarthen and Swansea campuses.

ITT courses on offer include Primary and Secondary Undergraduate with Qualified Teacher Status (BA with QTS and BA Ed), and Primary and Secondary Postgraduate Certificate of Education (PGCE). These courses are distributed between the institutions with some offering Primary and Secondary, others only one sector. Some providers offer a wider range of Secondary subject courses than others.

All ITT courses involve a university component and a school-based component. They include either two or three teaching practice placements where trainees have the opportunity to teach in schools, applying what they have studied in their university sessions.

What requirements are placed on ITT Centres to prepare trainee teachers to work with EAL/WAL pupils?

Legislation

Requirements for the provision of Initial Teacher Training courses are set out in subordinate legislation by non-statutory instrument in the Criteria for Initial School Teacher Training Accreditation by the Higher Education Funding Council for Wales 2014 (2014 No. 1), (Welsh Government, 2014a). Annex A stipulates the Requirements for the Provision of Initial Teacher Training Courses. This legislation is made under Regulation 7 (2) and (3) of the School Teachers Qualifications (Wales) Regulations 2012.

The Qualified Teacher Status Standards are set out in subordinate legislation by non-statutory instrument in the Qualified Teacher Status Standards Wales 2009 (2009 No. 25). (Welsh Government, 2009a)
Higher Education Institution ITT course provider requirements

The Welsh Government’s (2013) document ‘Requirements for initial school teacher training courses at higher education institutions in Wales’ places a set of requirements on Higher Education Institution (HEI) providers to ensure that all QTS standards are adequately addressed, supported, assessed and moderated. This includes standards that refer specifically to diversity and EAL/WAL.

The requirements state that trainees ‘… need to teach learners of different backgrounds …’ (Welsh Government, 2013: 33), but there is an explicit recognition that not all schools can provide a full range of experiences with a diverse pupil population, so providers are required to work with a range of schools or settings to ensure that all trainees gain sufficient experience to meet these standards. Where experience is lacking, providers are expected to offer supplementary learning opportunities such as: ‘visits, talks, videos, case study exercises, simulations, role play and directed reading’ (Welsh Government, 2013: 22). They are expected to consider: ‘Which QTS Standards can be demonstrated wholly or partly in the classroom or other educational settings? Which Standards can be demonstrated by other means, including written assignments?’ (Welsh Government, 2013: 25)

Providers are required to design the training programme so all trainees can demonstrate that they have met all of the QTS standards (R2.1) and to regularly and accurately assess trainees’ achievements against the QTS standards (R2.2). Two relevant questions to consider are:

‘Are we able to provide opportunities for trainees to teach in environments with a diverse pupil population? If not, how will we ensure that trainees are prepared to meet the Standards dealing with diversity and inclusion?’ (Welsh Government, 2013: 35)

R3.1 and R3.2 require partnerships to be established between HEI providers, schools and other partners, where all partners are involved in the planning, design and delivery of ITT and all are aware of each partner’s responsibilities in giving trainees all the training, experience and assessment they need.

‘All trainers and trainees need to be clear about who is responsible for each element of training and assessment, and how the elements fit together to ensure training addresses all the QTS Standards.’ (Welsh Government, 2013: 47)

All assessors should have adequate training and professional development to make sound, accurate and consistent judgements about
trainees’ ability to meet the QTS standards. These are important considerations in relation to diversity and EAL/WAL as some partners will be better equipped than others in these areas.

R4.3 requires there to be rigorous moderation of assessment with a stipulation that ‘Trainees can only be assessed as meeting the QTS Standards if they meet all the Standards’ (Welsh Government, 2013: 53). R4.4 and R4.5 also require providers to monitor and evaluate their provision to ensure that compliance is maintained and that issues of quality are investigated and improved.

**QTS standards**

Many QTS standards are relevant to the teaching of EAL/WAL learners but S1.1 and S3.1.3 make specific reference to understanding and taking account of learners’ diverse cultural, linguistic, religious and ethnic backgrounds, and S3.2.5 and S3.3.5 make explicit reference to EAL/WAL learners using the phrase ‘those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home’. This description is sometimes interpreted to include English or Welsh as a second language learners, whose first language is Welsh or English respectively, but the Welsh Government (2009) ‘Becoming a Qualified Teacher: Handbook of Guidance’ indicates that: ‘The Standard does not include those learning Welsh as a second language in non-Welsh medium schools’ (Welsh Government, 2009b: 71, 94). This implies that those learning Welsh as a second language in Welsh-medium or bilingual schools could be included in the description, or indeed Welsh first language speakers learning English in English-medium schools. However, in the main, these standards are taken to refer to EAL/WAL pupils.

Standard S3.2.5 expects trainees to demonstrate, with the help of an experienced teacher, that they can:

- identify the levels of attainment of those learning English or Welsh [as an additional language];
- begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

Standard S3.3.5 expects trainees to demonstrate that they are:

- able to support those learning English or Welsh [as an additional language] with the help of an experienced teacher where appropriate.
Handbook of Guidance

The Welsh Government (2009) Handbook of Guidance explains how each of the QTS standards should be addressed, including the scope of each standard and the kinds of evidence trainees need to demonstrate to meet each standard. It provides some useful direction for trainees, university course providers and school mentors on how each standard should be met.

For Standard S3.2.5, trainees should be able to:
- assess the levels of attainment of learners;
- identify tasks and activities that take account of learners’ language needs and that are intellectually demanding and appropriate to the learners’ assessed levels of attainment.

Evidence can be obtained from:
- direct work with learners;
- working effectively and co-operatively with specialist staff, including bilingual assistants, in planning, supporting and monitoring learners’ work;
- planning of differentiated tasks which do not depend entirely on English or Welsh language fluency. For example, making use of the pupil’s first language, visual aids and diagrams, physical activity, and co-operative work with peers who share the same language;
- use of resources to support learners;

For S3.3.5, trainees should provide particular help with the spoken and written English or Welsh associated with the subject or topic being taught by:
- employing some practical strategies to support learners;
- working effectively with classroom assistants or with specialists to support these learners.

Evidence can be drawn from:
- analysing, with support, the English or Welsh language demands of tasks and activities set in relation to a particular topic;
- establishing a classroom environment in which learners develop their language and literacy skills;
- drawing on learners’ knowledge and experience of language, including their home languages;
• using carefully framed questions and explanations to establish learners’ confidence in the English or Welsh they need for a particular purpose;
• providing learners with opportunities to work with a variety of other learners in a range of different groupings, ensuring that learners … are not inappropriately placed in groups for low-attaining learners (Welsh Government, 2009b: 95).

These lists refer to a range of opportunities for trainees to demonstrate performance and gather evidence, but the handbook guidance acknowledges that ‘opportunities for trainees … will vary with the circumstances of their training’ (Welsh Government, 2009b: 94) and it presumes that some trainees ‘will not have an opportunity for … direct work’ with EAL/WAL pupils (Welsh Government, 2009b: 72). Consequently, the guidance indicates that in order to meet Standards S3.2.5 and S3.3.5 trainees are not required to teach EAL/WAL pupils or to undertake direct work with learners, classroom assistants or specialists (Welsh Government, 2009b: 71, 94).

However, all trainees need to provide some evidence for meeting these standards.

The guidance for S3.2.5 explains that ‘those who do not get such opportunities … may meet the Standard through using video and exemplification materials, through contributions to discussion with specialist teachers and advisers, and through working with case study data’ (Welsh Government, 2009b: 72).

The guidance for S3.3.5 indicates that trainees ‘should show that they have examined the implications of teaching such learners with specialist assistance or input.’ (Welsh Government, 2009b: 94) and ‘Where trainees do not have the opportunity to demonstrate evidence for meeting this Standard in their teaching, the analysis of, for example, video-based case studies … or the preparation of resources might provide some evidence’ (Welsh Government, 2009b: 95).

What did the 2012 GTCW survey of ITET in Wales reveal about provision for EAL?

In 2012, the General Teaching Council for Wales’ survey ‘The experiences of NQTs on the completion of ITET and Induction’ found that:
‘In terms of areas for improvement or aspects that were missing/could have been covered in more detail, two areas in particular were raised…:

- English as an Additional Language (EAL)
- Additional Learning Needs (ALN) or Special Educational Needs (SEN)’

(GTCW, 2012: 8).

Of all the elements of ITET surveyed, meeting the needs of EAL pupils was the least satisfactory by some margin. The question posed in the GTCW survey was:

**Q2: How relevant was your course (including your teaching practice) in equipping you with the knowledge, understanding and skills to: teach pupils where English is not their first language?**

<table>
<thead>
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<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Very Poor</th>
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<td>352</td>
<td>137</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>8.9%</td>
<td>26.7%</td>
<td>42.5%</td>
<td>17.0%</td>
<td>2.7%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Only 35.6% of trainees and NQTs rated their preparation as 'good' or 'very good', 42.5% said it was 'satisfactory', while 19.7% rated it as 'poor' or 'very poor'. The percentages for ‘poor’ or ‘very poor’ were significantly higher than for any other element of the course (GTCW, 2012: 5).
RESEARCH FOCUS, DATA COLLECTION AND ANALYSIS METHODS

What is the focus of the research?

The focus of the research is threefold:

a) to identify current practices in ITT provision in Wales in preparing trainee teachers to meet the needs of EAL/WAL learners, with specific reference to the underlined sections of the following four QTS standards, especially S3.2.5 and S3.3.5:

S1.1 Understand the diverse learning needs of learners and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or cultural, linguistic, religious and ethnic backgrounds.

S3.1.3 Select and prepare resources, and plan for their safe and effective organisation, taking account of learners’ interests and their language and cultural backgrounds, with the help of support staff where appropriate.

S3.2.5 With the help of an experienced teacher, identify the levels of attainment of [EAL/WAL pupils] those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. Begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

S3.3.5 Be able to support [EAL/WAL pupils] those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home, with the help of an experienced teacher where appropriate.

b) to identify challenges encountered in trainee teachers’ preparation to meet the needs of EAL/WAL learners;

c) to identify improvements needed to ensure that trainee teachers are better prepared and equipped to meet the needs of EAL/WAL learners through their ITT in Wales.
How was the research conducted?

The research was conducted through:

- an e-survey questionnaire of trainee teachers who had reached the end of their undergraduate QTS and PGCE courses in June 2014;
- structured interviews with university tutors in each of the course provider institutions with responsibility for leading the ITT courses or delivering elements relevant to the above QTS standards;
- structured interviews with senior mentors or headteachers in a selection of ITT placement schools.

E-SURVEY OF TRAINEE TEACHERS

Who was surveyed?

A small sample of 135 trainees who had just completed their Initial Teacher Training in June 2014 participated in the e-survey: 30 from Primary and 105 from Secondary ITT courses. (See Appendix A for the full list of courses.) The sample is between 8% and 9% of the 2014 quota of trainees for ITT courses in Wales (HEFCW, 2013: Annex A). 112 trainees completed all questions in the survey.

What information did the e-survey seek to obtain?

The e-survey for trainee teachers comprised eight main questions on: course provision, school experience, difficulties encountered, most helpful components and improvements needed, specifically in relation to the underlined sections of QTS Standards S.1.1, S3.1.3, S3.2.5 and S3.3.5 (see Appendix B).

INTERVIEWS WITH UNIVERSITY ITT TUTORS

Who was interviewed from the universities?

Structured interviews were carried out with university tutors in each of the institutions that deliver primary and secondary ITT courses under the auspices of the three ITT Centres in Wales. These tutors were either ITT course leaders or were those responsible for delivering elements of the courses pertaining to diversity and EAL/WAL.
What information did the interview with the university tutors seek to obtain?

The structured interview for the university tutors comprised seven main questions on: course provision, assessment, support for trainees, challenges and improvements needed in relation to QTS Standards S.1.1, S3.1.3, S3.2.5 and S3.3.5 (see Appendix C).

INTERVIEWS WITH SCHOOL MENTORS

Who was interviewed from the schools?

Structured interviews were carried out with senior trainee mentors, headteachers and other teacher mentors in eleven schools which are partnered with universities to provide teaching practice placements for trainees. Each school takes trainees from at least one ITT centre.

The schools were chosen to represent a range of circumstances including: Welsh-medium; English-medium; urban; rural; those with few or no EAL/WAL pupils on roll; and those with sizeable numbers of EAL/WAL pupils on roll.

Although this was only a small sample, the same set of core issues emerged in almost every interview, suggesting that visiting many more schools would not have yielded a much greater variety of responses.

What information did the interview with the school mentors seek to obtain?

The structured interview for the school mentors comprised nine main questions on: experience provided for trainees, assessment, support offered, challenges and improvements needed in relation to QTS Standards S.1.1, S3.1.3, S3.2.5 and S3.3.5 (see Appendix D).

Two additional questions were included to gather information about the ongoing needs of teachers after ITT because the Welsh Government regards the process of teachers’ professional development as a continuum extending from ITT, through NQT Induction and on through CPD (Welsh Government, 2014b).
How were BERA ethical research standards maintained throughout the process?

Requests for the participation of university staff members were made through UCET Cymru to the heads of each ITT institution, who directed the requests to the most relevant staff members.

To protect personal contact data, on behalf of the study, each ITT institution sent an invitation to participate in the e-survey via email to trainees at the end of their undergraduate QTS or PGCE courses.

Informed consent was obtained from each trainee on the first page of the Qualtrics survey, which only allowed them to proceed if they clicked on a button indicating their consent (see Appendix E). The survey responses were anonymous.

Informed consent from each interviewee was obtained by sending information to each of the participants in advance, including details of the project, the interview questions, the anticipated time commitment, how the information would be used and the participants’ right to amend or withdraw their contribution at any time prior to finalisation of the report. At the start of each interview, these points were reiterated and signed consent forms were collected (see Appendix E).

How was compliance with Welsh language responsibilities ensured?

All formal correspondence, invitation letters, consent forms and project information were produced bilingually.

The e-survey provided an opportunity for trainees to respond in English or Welsh.

Although the structured interviews were conducted in English due to the principal researcher’s lack of proficiency in Welsh, all interview questions were sent to interviewees in advance in Welsh.

The final short report will be published bilingually.
How was information from the e-survey and interviews collated and analysed?

**Collation and analysis of the e-survey responses**

The e-survey was set up using Qualtrics software which has facilities to collate and cross-tabulate respondents’ data and produce summary reports in different file formats. Reports were produced in Word and Excel file formats.

Microsoft Excel was used to produce charts representing data from the trainees’ closed-entry responses to Questions 3–6.

The open-ended text responses to Questions 4–8 were analysed by the principal researcher and grouped under recurrent general themes. Some responses, which made the same point, were combined to reduce repetition and the points were summarised in prose (see Findings and Discussion).

**Collation and analysis of the structured interview responses**

During the structured interviews with university tutors and school mentors, the principal researcher used pre-prepared hard copy templates to record written notes of the responses given to each question. These notes were typed up in full, in Microsoft Word, and sent to the interviewees for confirmation of accuracy and any corrections. All changes requested by the interviewees were made to the final versions prior to collation of the responses.

The principal researcher analysed the responses to all questions and grouped the responses under recurrent general themes. Responses were anonymised and, to avoid undue repetition, some were conflated or summarised (see Findings and Discussion).
FINDINGS AND DISCUSSION

How are the findings presented in the report?

The grouped and analysed responses from the three sources have been organised into three main sections: the trainee teacher e-survey, the university tutor and school mentor interviews and suggestions for improvement and recommendations.

The responses of trainees to the e-survey are presented first.

The interview responses of university tutors and school mentors are divided into examples of good practice and areas of weakness in universities and schools and, within these, a distinction is made between the provision offered and the assessment of evidence. The challenges faced by universities and schools are presented last.

The section on suggestions for improvement presents the combined responses of trainees, university tutors and school mentors. These include suggestions for the Welsh Government, for universities providing ITT, for ITT placement schools and for joint working between universities and schools. They are followed by a set of five recommendations for action.
How are the trainee teachers’ responses presented in this section?

In this section, trainee teachers’ responses are presented in sequence under each question heading. Individual responses have been grouped and summarised under themed headings. Charts represent the quantifiable data collated from responses to Questions 3–6.

Do the e-survey responses contain much variation?

The responses to Question 3 range from those who felt very well prepared to those who felt they were not at all prepared by their ITT course to meet the QTS standards on diversity and EAL/WAL.

Responses to Question 4 reveal a variety of difficulties trainees encountered when trying to gather evidence to support these standards ranging from lack of opportunities to workload amongst others.

Responses to Questions 5 and 6 indicate a wide assortment of training experiences in both the university and school components, ranging from no training at all to dedicated EAL modules in university and direct teaching experience of EAL/WAL pupils in school.

Responses to Question 7 include a broad selection of elements in both the university courses and school placements that were considered to be most helpful in preparing trainees to meet the needs of EAL/WAL pupils; responses to Question 8 list a similarly broad range of improvements needed.

Responses to all questions point to inconsistency in the training and experience provided by the various ITT Centre universities and placement schools.
TRAINEE TEACHER E-SURVEY RESPONSES

Questions 1 and 2 of the survey asked: 1) **Which ITT Centre do you attend?** and 2) **Which course are you studying?**

54 (40%) attended teacher training institutions in North and Mid Wales, 43 (31.9%) in South West Wales, and 38 (28.1%) in South East Wales.

30 trainees were studying on undergraduate BA with QTS or BA Ed courses and 105 were on PGCE courses.

Trainees who responded to the survey trained on the Primary BA QTS/BA Ed courses, the Primary PGCE courses, all but two of the Secondary BA QTS subject courses and all but two of the Secondary PGCE subject courses so, although the numbers of trainees in the sample from each course were small, their responses provide an insight into what sort of preparation other trainees, who followed the same courses, are likely to have experienced at university.

It is not possible, though, to extrapolate that the *school-based* experiences of other trainees would have been similar, as their placement schools will have differed in terms of diversity, in the numbers of EAL/WAL pupils in the school and in the levels of support offered to trainees. However, the responses may be regarded as indicative of some trainees’ experiences.
Q3. How well has your training prepared you to meet the challenges indicated in the following QTS standards (specifically the underlined sections)?

FINDINGS

a) S1.1 Understand the diverse learning needs of learners and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or cultural, linguistic, religious and ethnic backgrounds.

Chart 1: Trainees’ responses to Q3a, preparation for QTS S1.1

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b) **S3.1.3** Select and prepare resources, and plan for their safe and effective organisation, taking account of learners’ interests and their language and cultural backgrounds, with the help of support staff where appropriate.

**Chart 2: Trainees’ responses to Q3b, preparation for QTS S3.1.3**

The responses concerning these two QTS standards show a fairly high level of satisfaction from trainees in their course preparation to cater for pupil diversity, with 61% (for S1.1) and 59% (for S3.1.3) feeling *well* or *very well* prepared. However, 13–14% felt they were *not very well* or *not at all* prepared indicating a marked lack of satisfaction with their training.
c) **S3.2.5** With the help of an experienced teacher, identify the levels of attainment of [EAL/WAL pupils] those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. Begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

**Chart 3: Trainees’ responses to Q3c, preparation for QTS S3.2.5**

<table>
<thead>
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<th>Level of Preparedness</th>
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</tr>
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<td>8%</td>
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<td>Not very well</td>
<td>23%</td>
</tr>
<tr>
<td>Quite well</td>
<td>27%</td>
</tr>
<tr>
<td>Well</td>
<td>26%</td>
</tr>
<tr>
<td>Very well</td>
<td>16%</td>
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</tbody>
</table>

**d) S3.3.5** Be able to support [EAL/WAL pupils] those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home, with the help of an experienced teacher where appropriate.

**Chart 4: Trainees’ responses to Q3d, preparation for QTS S3.3.5**

<table>
<thead>
<tr>
<th>Level of Preparedness</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>7%</td>
</tr>
<tr>
<td>Not very well</td>
<td>21%</td>
</tr>
<tr>
<td>Quite well</td>
<td>36%</td>
</tr>
<tr>
<td>Well</td>
<td>22%</td>
</tr>
<tr>
<td>Very well</td>
<td>14%</td>
</tr>
</tbody>
</table>

Responses to the more specific EAL/WAL standards are less positive than those for the more general diversity standards, with only 42% (for S3.2.5) and 36% (for S3.3.5) feeling well or very well prepared by their
training; 31% (for S3.2.5) and 28% (for S3.3.5) felt either not at all or not very well prepared. These figures are approaching a third of those surveyed. (See Appendix F for Data Tables.)

DISCUSSION

The sizeable proportion of trainees who felt well or very well prepared to meet the challenges of the first two ‘diversity’ standards is encouraging, although comments from school mentors and university tutors (noted later in the interview responses) suggest that trainees’ levels of knowledge and understanding of diversity are often low. Therefore, some trainees’ levels of satisfaction may be as much a subjective reflection of their personal expectations as an objective measure of how well equipped they actually are to deal with the considerable diversity they might encounter in some multi-ethnic schools.

This is borne out to some extent by the much lower levels of satisfaction for the second two standards, which are more specific about addressing the needs of additional language learners. It is difficult to see how trainees could ‘provide the best possible education for them to maximise their potential’ without adequately being able to identify pupils’ levels of attainment, analyse the language demands of lessons and provide pupils with suitably challenging learning activities and language support.

The fact that proportions ranging from 13% to 31% of the trainees felt not at all or not very well prepared to take account of pupils’ diverse backgrounds or provide additional language learners with appropriate support clearly points to inconsistency in the training provided by ITT Centres and indicates a need for improvement in these areas.
Q4. How easy was it to identify self-evaluation evidence for the above QTS standards (underlined sections)?

FINDINGS

Just over half (56%) found it easy or quite easy to identify evidence for these standards, and 38% found it not easy or impossible.

Chart 5: Trainees’ responses to Q4, identifying evidence for standards

<table>
<thead>
<tr>
<th>Identifying evidence for Standards</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>quite easy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>not easy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>impossible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>easier for some than others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

Trainees were asked to describe the nature of any difficulties they had in identifying evidence for these standards. Their responses fall under nine general themes.

Lack of opportunities to work with or observe EAL/WAL pupils in school placements
Several trainees said they did not have the opportunity to teach or observe EAL or WAL pupils on their teaching placements. Some trainees were in schools with no EAL/WAL pupils. Others were in schools with small numbers of EAL/WAL pupils but did not get the opportunity to work with them and so were unable to gather evidence for these standards.

Inadequate preparation from the university
A few trainees felt that their university component did not make them aware of EAL/WAL or that it provided them with very little direct information on what was needed.
**Difficulty with the online recording system**
One trainee found the uploading system of the online profile to be poor.

**Inadequate support in school**
One trainee commented on experiences in several schools and pointed out that in some placements no access was given to SIMS which would have helped them to analyse and track specific pupils' benchmarking and progress data. They pointed out that differentiated teaching demands a lot of preparation and that some schools emphasised differentiated practices for less able pupils (in terms of ASD, dyslexia, etc.) but hardly anything on how to cater for EAL students. Very few schools had a specific policy on how to deal with most able pupils; some EAL pupils may be very able in their own language but this was not taken much into account.

**Poor standard of mentoring**
Some trainees felt that the standard of mentoring in schools was poor, highlighting a lack of professionalism, lack of information about EAL resources, poor cultural and linguistic understanding, unwillingness to take on suggestions for points of focus and, particularly, not recording written evidence on assessment forms relating to these areas of achievement, despite being asked to by the trainees.

**Difficulty in understanding the QTS standards or what evidence was required to meet them**
A number of trainees criticised the QTS standards for being too ‘wordy’, broad, complicated, difficult to prove and in need of a clearer explanation of what was required to identify appropriate, adequate evidence to meet them properly.

**Lack of experience of how to meet struggling pupils’ needs**
One trainee felt they lacked experience in knowing how to meet the needs of struggling pupils and had difficulty providing suitable evidence in these situations.

**Lack of knowledge of what resources are available to support EAL/WAL pupils**
Some trainees were unsure what was available in terms of resources to help them meet EAL pupils’ needs, particularly for certain difficult topics. They were told very little, which made it hard to provide evidence.

**Workload**
One respondent said they found it difficult to manage the workload.
DISCUSSION

The fact that over half of the trainees found identifying evidence *easy or quite easy* reveals that opportunities to gain experience and gather evidence for the diversity and EAL/WAL standards are available or provided for a fair number of trainees.

However, 38% finding it *not easy or impossible* is a sizeable proportion, indicating that significant improvements are needed to ensure that all trainees have comparable opportunities and adequate guidance.

The difficulties described highlight weaknesses in the university *and* school components of ITT, as well as in the trainees themselves. Although the QTS Handbook of Guidance does not require trainees to teach EAL/WAL pupils directly, trainees clearly feel inadequately prepared without some form of direct pupil contact or observation. Where such direct experience is not available, trainees evidently need greater assistance from the university tutors and school mentors to develop their knowledge, to gather information and to identify resources that would help them to meet the scope and evidence requirements in the handbook.
Q5. In the university sessions, what training did you receive to help you meet the needs of EAL/WAL pupils? (You can select more than one answer)

FINDINGS

Chart 6: Trainees’ responses to Q5, training received at university

<table>
<thead>
<tr>
<th>University-based training</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29%</td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Module</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half-day session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Full-day session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Single lecture from university tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28%</td>
</tr>
<tr>
<td>Talk from external specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>Seminar discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>

There were only two additional trainee comments stating that they received:
- A couple of lectures.
- So little that I don't actually remember.

29% of respondents said they received no training at all in the university sessions of their ITT course.

The remaining 71% received a mixture of inputs. Apart from the 5% of trainees who received at least a whole undergraduate module on EAL/WAL, most trainees received a talk from a specialist, a single lecture from a university tutor and/or a seminar; 15% of respondents said they had a longer session of half a day but only 3% had input lasting a whole day. Several trainees had more than one type of input, with 17% being formally assessed by assignment.

DISCUSSION

The range of inputs provided across the institutions illustrates the variety of ways it is possible to address diversity and EAL/WAL within the university component. (More detail of the course content offered by university providers is contained in later sections.) Based on trainees’
responses to Q7a and Q8a (below), the quality of their university inputs varies. Some are clearly very positive, others less so.

The Welsh Government’s (2009: 72, 94) Handbook of Guidance indicates that the QTS standards may be met by trainees in ‘discussion with specialist teachers and advisers’ and ‘with specialist assistance or input’. 31% of trainees said they received a talk from an external specialist and, in their interview responses, university tutors revealed that they make quite extensive use of external expertise to deliver the EAL/WAL components of the ITT courses. This could indicate the high value placed on the knowledge of specialists but may also reveal a lack of confidence that such expertise exists within the universities’ own staff resources – a point made by some interviewees in response to their questions.

The fact that 29% of trainees said they had no training at all is very concerning and suggests that some providers have not been fulfilling their responsibilities in relation to these standards. It could also reflect the perception expressed by some tutors that these standards are best met in schools through practical experience.
Q6. During school-based practice, what training did you receive to help you meet the needs of EAL/WAL pupils? (You can select more than one answer)

FINDINGS

Chart 7: Trainees’ responses to Q6, training received at school

- None: 30%
- Exper. of placement in a school with EAL/WAL pupils: 42%
- Exper. of teaching a class with EAL/WAL pupils: 40%
- Exper. supporting individ. / small group of EAL/WAL pupils: 22%
- Exper. observing a class with EAL/WAL pupils: 21%
- Mentoring/advice from exper. teacher on EAL/WAL support: 25%
- Mentoring/advice from specialist on EAL/WAL support: 15%
- Participating in school CPD on supporting EAL/WAL...: 10%
- Other (please describe): 3%

There were only two comments under the ‘Other’ option:
- A class with three EAL pupils with fluent English
- Both schools I was in had very little EAL/WAL.

30% of respondents said they received no training at all during the school-based practice of their ITT course.

The 70% who received some training in school had a variety of experiences but only 42% had placements in schools with EAL/WAL pupils on roll and only 40% had direct experience of teaching a class with EAL/WAL pupils.

Standards S3.2.5 and S3.3.5 make reference to being met ‘with the help of an experienced teacher’. Only 25% of trainees said they received mentoring or advice from a class or subject teacher who was experienced in working with EAL/WAL pupils and only 15% had mentoring or advice from an EAL/WAL specialist. Cross-tabulation reveals that ten trainees (9%) had help from both.
DISCUSSION

Although this sample cannot be taken as representative of the whole trainee cohort, it suggests that sizeable numbers of trainees may not have direct contact with EAL/WAL pupils or get adequate support during their placements. This is backed up by comments from the 2012 GTCW survey and from interviews with school mentors and university tutors carried out for this study who confirmed that not all placement schools have EAL/WAL learners on roll. Even where they do, not all trainees get the opportunity to teach or observe EAL/WAL pupils because there are none in their allocated classes. Trainees’ responses to Q7b and Q8b indicate that, in some cases, there were EAL/WAL pupils in their placement schools but school mentors did not direct the trainees to observe or work with them and consequently they missed an opportunity to gain direct experience.

There can be a problem of ‘invisibility’, whereby some schools with small numbers of EAL/WAL pupils do not see them as ‘significant’. Their needs are not distinguished from other pupils’ and it may not occur to mentors to draw trainees’ attention to the pupils’ presence or to provide trainees with an opportunity to work with them.

Another issue is that EAL/WAL pupils are at differing stages of language development so some trainees may not get experience of working with beginners or those who are more advanced to get an understanding of the full range of needs.

Some university tutors interviewed (see further below) were not aware of the diversity profiles of their placement schools and so could not verify reports from trainees of EAL/WAL pupils’ presence or absence, nor be sure that placement allocations would guarantee some direct experience.

87.7%¹ of schools in Wales now have at least one pupil of minority ethnic background on roll – many of whom are EAL/WAL learners – and this figure is increasing, so opportunities for direct experience are likely to increase with time.

The reference to meeting the EAL/WAL standards ‘with the help of an experienced teacher’ acknowledges that some trainees need support in an area that can be quite daunting for those with little or no past experience. The fact that only a quarter of trainee respondents said they had received such help suggests that not all schools recognise the

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¹ Figure provided by Welsh Government in response to an email request from the principal researcher
pronounced need for guidance in this area or they find it difficult to provide. This situation makes it difficult for trainees to develop the knowledge they need to meet the more practical requirements of the relevant QTS standards or to develop skills that will prepare them to work with such pupils in a future teaching post.

Cross-tabulation of Q5 and Q6 reveals that 15% (17/112) of the trainees surveyed received no training in either the university or the school component of their ITT course. This highlights the danger of assuming that one component will compensate for lack of coverage in the other and shows the importance of ensuring some form of coverage in both components.
Q7. What were the most helpful aspects of your training in preparing you to meet the needs of EAL/WAL pupils?

FINDINGS

a) University-based:

Trainees’ responses to Question 7a fall under eight general themes.

External speakers
Several trainees commented on the usefulness of input from external speakers brought in by the universities to deliver sessions on EAL/WAL. Most sessions were delivered by specialists from the Local Authority Ethnic Minority Language and Achievement Support Services but some were delivered by teachers employed by schools.

University lectures
Several trainees identified their university lectures on EAL/WAL as very helpful in addressing some of the theory to be applied in schools. Lectures that included practical applications and strategies were particularly valued by trainees for both English and Welsh language. Some trainees expressed a desire for more coverage.

Visits
A few trainees highlighted a visit, organised by their university to a school with a high percentage of EAL/WAL pupils, where they could observe EAL/WAL pupils being taught, as valuable.

Seminar discussions
A few trainees mentioned the value of seminars and discussions with peers and tutors, and some trainees said they would have liked more opportunities to discuss these issues.

Assignments
One trainee commented on the benefit of having to think more deeply about EAL/WAL provided by a written assignment.

Open studies
Another trainee identified their Open Study as an opportunity to explore and apply their knowledge.

Raised awareness
A handful of trainees noted that their university input had made them aware of the presence of EAL and WAL pupils in schools, and that they
had been told they would need to identify such pupils in their classes and make their teaching accessible to all learners.

**Little or nothing**
In contrast to the mainly positive comments above, twelve trainees commented on the poor quality of provision from their university. Several made the point that they received little training on working with EAL/WAL pupils or none at all, and others felt that what they were provided with was insufficient.

**b) School-based:**
Trainees’ responses to Question 7b fall under six general themes.

**Direct experience of EAL/WAL pupils on teaching practice**
The most common response to the school-based Question 7b identified the most helpful aspects as practical experience of being in a school with EAL/WAL pupils and having opportunities to work with them directly.

**Observation of EAL/WAL pupils being taught**
Some trainees benefited from being able to observe EAL/WAL pupils being taught by experienced teachers.

**Support and advice from specialists, experienced teachers and school mentors**
Some trainees felt that the most helpful aspect of their school-based experience in this area was the support and advice gained from talking to specialists, experienced teachers and school mentors.

**Professional development sessions in school**
Several trainees found the professional development offered on their school placement helpful. This was a mixture of planned IPD sessions and whole-school training experienced whilst on placement.

**Trainees’ own past experience**
One trainee was able to draw on their own past experience as a teaching assistant to address the needs of EAL/WAL pupils.

**Little or nothing**
As with Q7a, there were several responses to Q7b drawing attention to a lack of experience or coverage of EAL/WAL matters in school. Some trainees made the point that there were no aspects of their school-based training that helped prepare them to meet the needs of EAL/WAL pupils.
Some noted that their placement schools provided them with no direction or support even though EAL/WAL pupils were present and some mentors actually ignored requests for guidance.

DISCUSSION

Responses to Q7a include most of the university inputs identified in Q5, suggesting that each has merit and that using a variety of elements is a valuable approach. The input of specialists, with expertise of working in the field, is particularly valued. The need for deep knowledge and practical application is acknowledged but several comments (here and in response to Q8 next) suggest that more coverage and more practical content are required. The fact that some trainees were prepared to say that there was little or nothing helpful again flags up inconsistency in the universities’ provision in this area.

The responses to Q7b suggest that trainees’ experience of support in placement schools is far from uniform. Due to the range of schools available and the way that placements are allocated, some trainees do not get an opportunity to teach or observe EAL/WAL pupils. Some trainees receive much better-quality mentoring, direction and guidance than others – a point reiterated by the responses of some school-based interviewees (see further below). There may be a need for increasing the accountability of placement schools, who receive funding for taking trainees, to fulfil all of their responsibilities.

The message comes through clearly that direct experience of working with EAL/WAL pupils is the most appreciated way for trainees to learn and to prepare for meeting pupils’ needs in future teaching jobs but, in the present circumstances, not all trainees are having the opportunity to do so. There is a distinct need to try and create opportunities for this to happen, even on a limited scale, or to find ways to compensate for some trainees’ lack of experience through some other form of ITT input.

Of the other forms of input, observation of EAL/WAL pupils being supported, dedicated professional development sessions and advice or guidance from EAL/WAL specialists and experienced teachers seem to be most appreciated. Ensuring that such opportunities are available for all trainees should be a priority for future provision.
Q8. What improvements would you suggest to enhance ITT provision in preparing trainee teachers to meet the QTS standards on diversity and EAL/WAL?

FINDINGS

a) University-based:
Trainees’ responses to Question 8a fall under ten general themes.

Cover the issues to at least some extent
A number of trainees who did not receive any university input felt it was important to include at least one session covering EAL, even at a basic level, so they could develop some understanding.

Provide more coverage than at present
Several trainees felt that the input they received was insufficient and said that more coverage was needed. This can be linked to trainees’ responses to Q5, and to the responses of university interviewees about course content and challenges, which indicate that some courses (especially the PGCE courses) only spend a relatively small amount of time dedicated to covering EAL/WAL.

Cover the issues in more specific and practical detail
The largest set of responses to this question expressed the need for more information and training on activities, strategies, techniques and resources – the practical detail of how to plan, prepare for and manage teaching EAL/WAL pupils in class. Several secondary trainees noted that training on EAL/WAL should be related to curriculum subject specialisms.

Use specialist external speakers
Several trainees suggested that the use of specialists and external speakers to provide input would improve the university course components.

Provide more practical experience
A small number of trainees suggested that some practical experience and opportunity to work with EAL/WAL pupils during, or prior to, the university component of the ITT course would improve the preparation of trainees.
Use assignments
Some ITT courses include an assignment on EAL but others do not. Some trainees felt that having a specific research assignment or case study on EAL/WAL, particularly one geared towards the more practical aspects of teaching, would improve trainees’ preparation for work in diverse schools.

Use seminars/discussions
The opportunity to discuss diversity and EAL/WAL in a seminar was suggested by two respondents.

Cover these issues earlier in the course
Two respondents suggested that trainees should have training or some practical experience before going on their first teaching practice.

Cover WAL as well as EAL
One trainee highlighted the need for specific attention given to WAL, suggesting that the emphasis on EAL is not taking full account of the increasing numbers of additional language learners attending Welsh-medium and bilingual schools or the need for additional language learners to learn Welsh as well as English.

Make other modifications to course content and structure
A number of trainees took the opportunity to make more general suggestions of improvements including:

- make QTS standards more specific to subject teaching;
- complete trainee assessment forms further apart to identify more progress made;
- give more guidance and support to trainees on topic areas that are addressed in teaching practice;
- place differentiated learning needs higher on the agenda and highlight practical class-based issues for dealing with mixed-ability classes and how to differentiate work for pupils with learning difficulties, least to most able, and EAL/WAL pupils;
- reduce the number of assignments, as some were irrelevant and took time away from teaching effective lessons;
- reduce the paperwork for ICT students, and make optional the requirement for trainees to provide a copy of their work on a disk;
- give trainees more opportunity to study at home, to build their knowledge and understanding of teaching and the subject specialism, instead of weeks spent at university;
- give trainees a second mentor at university with whom they can speak if they have a problem;
• increase the male presence amongst the university lecturers to give a different perspective.

b) School-based:

Trainees’ responses to Question 8b fall under seven general themes:

Provide practical experience or observation for all trainees
The most common improvement suggested for the school-based component of ITT was to ensure that all trainees are given experience of teaching or, at least, observing EAL/WAL pupils. Some respondents mention the opportunity to work with individuals or small groups of EAL/WAL pupils to get a deeper and more direct understanding of their needs. This kind of experience was also highlighted under the most helpful aspects of teaching placements in response to Q7b. Other suggestions include a week’s placement, being able to ‘take over’ a class, and a visit or a short-term release to attend a centre or a school with a high percentage of EAL/WAL pupils.

Ensure all trainees get professional development sessions on diversity and EAL/WAL
A number of trainees expressed the need for dedicated professional development sessions on diversity and EAL/WAL. Although the handbooks and guidance given to placement schools by the universities make reference to EAL/WAL, it is clear from the interviews with school mentors and university tutors that not all trainees do receive formal coverage in their school-based professional development. There are also some comments from trainees, mentors and tutors suggesting that not all placement schools follow the guidelines in meeting their other obligations to trainees.

Improve advice and guidance
Several comments suggested that improvements were needed in the amount and practical nature of advice and guidance offered to trainees about EAL/WAL pupils whilst on placement. One comment points to the need for a meeting with an EAL specialist at the start of the placement and another highlights the importance of working with teaching assistants. A similar point was made in response to Q7b stating that working closely with dedicated LSAs was one of the most helpful aspects of teaching practice.

Use assignments
One trainee felt that a research-based assignment on EAL would be useful to develop trainees’ knowledge and understanding.
**Improve practice in schools**
Two trainees observed that the practice they had observed or experienced in their placement schools needed improving, with some schools not having whole-school EAL policies and some leaving early stage EAL pupils isolated in classes without support.

**No improvements are needed**
A few trainees were obviously very happy with the preparation they received and felt that no improvements were needed to the coverage of EAL/WAL in the school-based component of ITT.

**Improve coordination between universities and schools**
A few trainees made general comments suggesting that coordination between universities and placement schools needs to be improved in order to:

- avoid duplication of the same aspects being covered in both the university and the school placements;
- ensure that schools are setting time aside for the sessions trainees need and not ignoring them or the sessions they are supposed to have been provided with;
- ensure that all schools follow the requirements set by the university, e.g. how many times trainees are observed and if or when mentors want to see lesson plans beforehand;
- rearrange the time allocations so there are more school-based days and fewer university days. Having three weeks off for Christmas, then four weeks in university, then two weeks of observations, then half term is too much time away from teaching.

**DISCUSSION**

The variety of improvements suggested for the university component of ITT again illustrates the need for greater consistency and reinforces several points made in response to other questions about: better coverage of diversity and EAL/WAL matters; the need for more detailed and specific practical content, especially linked to subject areas; more practical experience and support; the use of external specialists and a more balanced workload.

Targeted assignments could be made compulsory to ensure all trainees engage in some form of development of their knowledge and practical understanding of diversity and EAL/WAL.

The need to distinguish WAL and give it specific attention is a useful insight that could be accommodated quite easily.
The fact that some trainees said there were *no improvements needed* in the school-based component of their ITT shows that there is good practice in some placement schools. To increase consistency, this good practice needs to be defined and shared with others. (See examples of good practice in the school component later in this report.)
UNIVERSITY TUTOR AND SCHOOL MENTOR INTERVIEWS

How are the interviewees’ responses being presented in this section?

In this section, interviewees’ responses have been anonymised, grouped and summarised under themed headings that describe different types of practice. The responses of multiple interviewees may be listed under the same theme, or multiple responses from the same interviewee may be listed under different themes. This has been done to focus attention on the different types of practice rather than to identify particular universities or schools. Many comments retain their original wording but some have been paraphrased or combined for brevity and to avoid repetition. The responses are divided into two main categories: good practice and areas of weakness. Within these categories, provision and assessment are dealt with separately, although there are some overlaps between them.

Do these findings reflect the content of current and future provision?

At the time of the interviews, some university course providers were in the process of modifying or revalidating their courses so some components present in last year’s courses are not necessarily going to be included in future courses. A number of providers were reducing the quantity of input on diversity and EAL/WAL in their revised courses to make room for other government priorities such as literacy, numeracy, tackling deprivation, the Welsh Baccalaureate and data management. However, following the interviews, two course providers indicated that they would be retaining or reintroducing some content specifically on EAL/WAL.

At the time of writing this report, thorough-going reviews of both ITT (Furlong, 2015) and the national curriculum in Wales (Donaldson, 2015) were being carried out. The recommendations of these reviews are likely to have a significant impact on the future shape and content of ITT courses.

The practice examples from schools are based on only a small sample but they illustrate what is being done in some of the most diverse and the least diverse schools in Wales. Good practice examples and
capacity to provide support for trainees are clearly more present in the diverse schools. As more schools across Wales become more diverse, good practice will have to be developed across the board.

**Do the interviews with university tutors and school mentors reveal any variation in provision?**

The responses of university tutors and school mentors to their interview questions reveal considerable variation in the quantity and depth of content on diversity and EAL/WAL covered in both the university and school components of the courses. There are examples of good practice but there are also examples where provision is weak or non-existent. This goes some way to explaining the trainees’ e-survey responses that ranged from those who felt very well prepared to those who felt they were not at all prepared by their ITT course to meet the requirements detailed in the QTS standards on diversity and EAL/WAL.
GOOD PRACTICE

GOOD PRACTICE IN PREPARING TRAINEE TEACHERS TO MEET THE NEEDS OF EAL/WAL PUPILS IN THE UNIVERSITY COMPONENT OF INITIAL TEACHER TRAINING IN WALES

In response to Q1, university tutors gave a range of answers, some of which would be considered as examples of good practice.

1) What content is included in the university element of your ITT provision to prepare trainee teachers for working with pupils of diverse cultural, linguistic, religious and ethnic backgrounds/who are learning EAL/WAL?

FINDINGS

In this section, the good practice examples have been collated for each main course type offered across the ITT Centres and grouped under common themes. They represent an amalgamated picture of what is happening across various institutions.

UNDERGRADUATE PRIMARY COURSES

For Undergraduate Primary courses, examples of good practice fall under four general themes.

Methodology
A couple of comments point to ways of raising matters through group discussions and questions.

- Use small group lecture/seminars more like workshops with activities that enable trainees to interact, discuss and ask questions about diversity and EAL/WAL.
- When delivering sessions on the teaching of English, tutors ask trainees ‘How many of you have taught EAL learners?’ and ‘How much do you understand about EAL?’ to draw out conversation and link their experience with the English teaching content.

Dedicated sessions
Several responses identify sessions dedicated to diversity or EAL/WAL-related topics.
**Single sessions** include:

- dedicated sessions of at least one hour on:
  - identity, cultural, linguistic, religious and ethnic diversity;
  - cultural diversity in the curriculum/Foundation Phase;
  - bilingual and multilingual development;
  - anti-racism, dealing with racist incidents and racist bullying – such as workshops provided by Show Racism the Red Card, challenging preconceptions, stereotypes and myths about race and difference;
- a lecture on EAL in Year 1 under Professionalism and Pedagogy to provide a level of understanding prior to trainees’ first school placement, delivered by a specialist speaker who works closely with EAL learners and the schools they support;
- a two-hour lecture in Year 2 in Professional Studies delivered by members of staff from the Local Authority EMLA Service, covering theory drawing on the work of Virginia Collier and Wayne Thomas, Colin Baker and Jim Cummins and practical applications of the theory;
- a session in Year 3 under Professionalism and Pedagogy covering the teaching of EAL;
- a Question and Answer session before trainees go on their Foundation Phase school experience, led by a member of a Local Authority EAL Service, about problems, issues or concerns they might have about having EAL learners in their classes;
- a session for trainees going on KS2 school placement, with staff from a Local Authority EAL service involving a lesson conducted in another language to show trainees what it’s like to be an EAL learner.

**Blocks of sessions** include:

- modules or blocks of lectures and seminars for both English- and Welsh-medium trainees in Year 1 on:
  - personal and social development and the integration of EAL/WAL learners;
  - the 5 Stage Model of EAL Assessment;
  - supporting EAL/WAL pupils’ BICS and CALP (Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency);
  - practical activities, use and production of resources, computer games, barrier games;
  - theories linked to classroom practice.
• modules or blocks of lectures and seminars for both English- and Welsh-medium trainees in Year 2 on:
  ▪ working with parents and getting to understand their social, cultural and religious backgrounds;
  ▪ using multilingual picture books with EAL learners and with the whole class, with examples of reading books such as *Handa’s Surprise*, *The Skin I’m In*, *Whoever You Are* and *My Two Grannies*. Trainees are shown a range of multicultural and multilingual resources, such as dictionaries, reading books, etc. from publishers like Mantra and Hounslow EAL Service;
  ▪ the representation of diverse identities in the media, examining stereotypes and comic or insulting images;
  ▪ building relationships with parents, watching extracts from the Welsh Government DVD ‘Many Voices, One Wales’, particularly the sections on Welcome;
  ▪ building intercultural relationships, watching TES video podcasts, specifically one of a pupil exchange between two contrasting schools in Bradford;
• weekly lectures for Welsh-medium trainees:
  ▪ Welsh-medium trainees are given weekly lectures in Years 1, 2 and 3 on teaching Welsh as a Second Language.

**Embedded content**
There are a number of examples where relevant diversity content is covered within a broader topic area.

• Aspects of diversity are covered under RE, Science, ESDGC and the Wider Curriculum.
• In RE sessions, Christianity, Islam, Judaism and Hinduism are examined, looking particularly at the similarities between a wide range of religious practices across all four faiths – food, beliefs, traditional customs, etc.
• There is a lecture on Philosophy for Children (P4C) and David McGhee’s book *Tusk Tusk* is used to explore issues of difference.
• Personal and Social Development studies focus on the well-being of all pupils, which should address aspects of cultural, linguistic, religious and ethnic diversity.
• The Year 3 session on ALN includes reference to the legal frameworks including the Race Relations Amendment Act 2000 and the Equality Act 2010.
• Provision for trainees interested in teaching in Church schools.
• EAL is incorporated in the coverage of English for 3rd-year trainees by asking trainees to link the subject teaching with their experiences of EAL pupils.
Visits
Short-term visits are sometimes organised for trainees to go to:
• schools in other towns/cities which have different diversity profiles and numbers of EAL/WAL learners at different stages.
UNDERGRADUATE SECONDARY COURSES

For Undergraduate Secondary courses, examples of good practice fall under three general themes.

Dedicated sessions
One example of dedicated EAL content was provided, consisting of:

- two 2-hour sessions on EAL in the autumn term of Year 2, after the first teaching placement (which is not ideal, but it is not possible to include everything trainees need before the placement begins), delivered by external speakers from the local authority EMA Service, covering a mixture of theoretical and practical material including:
  - bilingual development – Cummins’ Iceberg analogy;
  - language acquisition;
  - case studies;
  - not setting pupils based on their English capabilities but on their prior learning and on evidence from first language assessments;
  - a lesson in a ‘foreign’ language, such as Romanian, including a worksheet in that language;
  - strategies to support learning.

Embedded content
Aspects embedded within the teaching of subject content include:

- inclusive education
- celebrating difference
- incorporating positive diversity content in teaching and learning
- removing bias and negative content
- planning for EAL/WAL pupils
- producing resources.

Visits
To ensure that trainees get some direct experience:

- a half-day visit is arranged to a diverse school for trainees to observe EAL pupils in class.
PGCE PRIMARY COURSES

For PGCE Primary courses, examples of good practice fall under three general themes:

Dedicated sessions
In the Primary PGCE courses, there are several examples of dedicated sessions including:

- a day of workshops delivered by Show Racism The Red Card, when each trainee gets a pendrive with a set of SRTRC resources on;
- an hour’s session about EAL, delivered by a teacher from a local authority EMLA service;
- two lectures and two workshop sessions, under Pedagogy, covering pupil diversity, inclusive practice, barriers to learning and bilingual learners (with specific reference to Welsh–English bilingualism but also including consideration of EAL/WAL bilingual learners) – these sessions would include specific material on pupils of diverse backgrounds and those learning EAL/WAL;
- a maximum of two hours’ awareness-raising of the diversity of pupil needs and the requirement for different strategies to meet them, delivered internally by university tutors under Professional Studies;
- two lectures on EAL during the year for all English-medium trainees, as part of the English subject coverage (likely to be reduced to one now that there is less time spent in university and more time in schools);
- one session on EAL (not WAL, although this may be adapted in future) for all Welsh-medium trainees;
- a session on EAL, led by a guest speaker, within an annual ALN conference organised within the college.

Embedded content
There is one example of embedded content in which:

- reference is made to provision of suitable support for EAL learners within English lectures.

Opportunities with potential for EAL/WAL or diversity to be addressed

Within existing course content:

- on Tracking, Monitoring and Assessing individual pupils and drawing up action plans to meet needs, where trainees could select an EAL/WAL pupil to follow for this component;
• in Literacy, Numeracy and Welsh in the wider curriculum that address matters of language development and differentiation, and which could be specifically linked to EAL/WAL pupils;
• in ESDGC and PSE, covering some diversity issues;
• on Schools and the Wider Community – where ethnic diversity is present in the local school community, this should be taken into account in the trainees’ work;
• in the Action-Research project linked to classroom practice, in which trainees may choose an EAL/WAL focus;
• in the Professional Interest Strand, which allocates 4 days for trainees to pursue an area of particular interest to them and is supported by workshops, external speakers and visits to other schools through which trainees can gain more in-depth knowledge and experience of their chosen area of interest – some trainees may choose to focus on diversity or EAL/WAL but that will be left to them and would be influenced by the opportunities available in their placement schools to pursue their professional interest;
• in the week during their teaching practice when they are expected to look at a particular issue or area of education in more depth. Both of these create potential for exploring EAL/WAL but, as with the other components above, this would depend on the placement schools, the presence of EAL/WAL learners and on the trainees’ choice of focus.

Within trainees’ pre-course school experience
• PGCE trainees have a compulsory fortnight in a primary school, organised by themselves prior to starting the course. This could be used to ensure trainees get experience in a diverse school.
PGCE SECONDARY COURSES

For PGCE Secondary courses, examples of good practice fall under four general themes:

Methodology
A couple of comments pointed to ways of raising matters through group discussions and questions.

- Use discussion-style and smaller group lectures/seminars to provide opportunities for issues to be discussed.
- Encourage all PGCE subject tutors to sit in on sessions delivered by LA specialists on EAL/WAL and diversity.

Dedicated sessions
In the Secondary PGCE courses, there are several examples of dedicated sessions including:

- a one-hour lecture in Professional Studies on EAL issues and strategies, delivered by the local authority advisory teacher for EAL;
- a one-hour lead lecture on EAL in the IPD programme, followed by an interactive session with trainees. This is led by members of staff from two placement schools with EAL/WAL learners. In the past, the session involved part of a Chemistry lesson delivered in Somali. Recently, it has been a lesson conducted in Polish. The session begins with the lesson delivered entirely in Polish, then delivered again using teaching strategies that are useful for additional language learners. Then the trainees are asked to reflect on what was effective in the session;
- a lecture/session of one and a quarter hours on ‘pupil diversity’ examining ethnicity, gender, religion and social class. This includes looking at PLASC data patterns on demographics and attainment. It is followed by a seminar on supporting pupils of different backgrounds and the positive opportunities afforded by diversity;
- a cross-subject lecture/session of one and a quarter hours in February, looking specifically at EAL and covering:
  - Jim Cummins
  - Colin Baker
  - the All Wales 5 Stage Model
  - use of pupils’ first language in testing;
- a seminar (linked to a lecture), including a Teachers TV video of two Tagalog speakers going into a school in Shropshire, looking at case studies and providing key ideas for support. Pupil portraits are used and trainees are required to consider what information
they would need about the pupil, where they could get it, what they would plan, etc. if this pupil was in their class;

- input on EAL/WAL delivered by the university tutor on:
  - bilingual development
  - language acquisition
  - case studies
  - strategies to support learning;

- a workshop by Show Racism The Red Card, with the Drama group, delivered as a discrete session;

- a workshop by Show Racism The Red Card delivered as part of a two-day Annual Health, Welfare and Wellbeing conference for all secondary students, covering a range of issues.

Embedded content
Examples of embedded content include:

- taking account of, and differentiating for, pupils of diverse backgrounds including additional language learners as part of individualised learning and lesson planning;

- teaching literature from ‘other cultures’ within English.

Opportunities with potential for EAL/WAL to be addressed
Two areas of opportunity with potential for EAL/WAL to be addressed were mentioned.

- In Welsh subject courses, trainees are made aware of the need to take account of pupils within the class whose levels of Welsh may vary considerably, both where Welsh is taught as a first language and as a second language. Although the distinctive needs of learners for whom both English and Welsh are additional languages are not explicitly addressed, there is potential for this to be incorporated.

- Two course providers include assessed pieces of work that have an optional course component on EAL/WAL.

DISCUSSION

Together, these examples illustrate some of what is possible within the ITT course frameworks. All providers should be able to gain something from the examples given by other providers to add to or complement material in their courses, to ensure more robust coverage and greater consistency across the three ITT Centres.

Although more time is available on undergraduate courses to devote numbers of sessions to diversity and EAL/WAL, there is scope for giving
these topics a higher priority and quite thorough coverage within the PGCE course constraints. It may be possible to take elements of the more detailed coverage from the longer courses and abbreviate them for the shorter courses.

Best practice in ITT includes both a discrete focus on the distinctiveness of EAL/WAL as a field and embedding content across all the curriculum learning areas and within literacy.

Dedicated sessions need to blend theory and practical application. It is important for trainees to learn how theory underpins good practice because there are several misconceptions and wrong assumptions made in education about diversity and EAL/WAL.

On all courses, the embedded content is thin and could be developed more effectively. There may be potential for secondary course providers to learn from their primary colleagues about integrating diversity content and the needs of EAL/WAL learners across the curriculum, although care must be taken when identifying which aspects of diversity should be embedded and how teaching about religious and cultural differences should be handled.

The methodology of injecting specific questions about EAL/WAL development and pupils’ needs into discussions, seminars and interactive workshop situations has potential for expansion across course elements.

Tutors, school mentors and trainees observed that one of the most useful dedicated inputs was to have a ‘lesson’ delivered to trainees in a ‘foreign language’ to give them an understanding of what it feels like to be an EAL/WAL learner. If replicated across courses, such a session must go beyond letting trainees know ‘how it feels’ and should include best practice strategies on how to plan and deliver a lesson that fully includes and supports learners who are at different stages of language development.

As a result of recent Welsh Government policy changes, the inclusion of EAL/WAL and Ethnic Minority Achievement issues within ALN coverage in ITT will need to be modified (see Areas of Weakness for more information).

There is considerable potential for WAL to be taught about in addition to EAL, drawing attention to Welsh as an Additional Language learners as a distinct grouping with distinctive needs and exploring the overlaps.
between the language development strategies used to support W2L and WAL pupils in Welsh-medium settings.

The use of time before, during and after placements, and even within trainees’ pre-course school experience, to gain greater experience of diversity through visits or exchanges is a valuable area for further development.

Specialist input is clearly extremely useful and perhaps the amount of time allocated to input from Show Racism The Red Card on PGCE courses could be combined with a focus on classroom strategies for working day-to-day with EAL/WAL learners across the curriculum. The practice of getting all course tutors to sit in on specialist input or dedicated EAL/WAL sessions could be made a requirement to develop their levels of understanding.

To assist tutors, several of the areas with potential for development would benefit from being clearly structured and defined in terms of their detail.
GOOD PRACTICE IN PREPARING TRAINEE TEACHERS TO MEET THE NEEDS OF EAL/WAL PUPILS IN THE SCHOOL COMPONENT OF INITIAL TEACHER TRAINING IN WALES

In response to Q1, school-based interviewees gave a range of answers, some of which would be regarded as examples of good practice.

1) What experience do you provide for trainee teachers on placement which prepares them to work with pupils of diverse cultural, linguistic, religious and ethnic backgrounds/who are learning EAL/WAL?

Below, examples of good practice from all the primary and secondary schools visited have been combined. They represent the best of current practice provided by the interviewees, although the extensive list of improvements suggested by trainees, tutors and mentors in response to other questions indicates there is more to be done to ensure consistent good practice across all ITT courses and school placements.

FINDINGS

Examples of good practice in schools fall under eleven general themes, two of which have a number of sub-themes.

Input provided during the induction period in placement schools
During the Induction period before starting teaching, trainees are told about:

- the different social, ethnic and religious backgrounds of the pupils, including the percentages of different ethnicities in the school;
- the linguistic diversity of the school;
- the distinction between ethnicity and poverty;
- the distinctions between the different experiences of refugee children, those from established minorities in the area and the children of university students, whose social, cultural and academic profiles are often different from one another;
- the needs of ‘white’ minorities who are often less visible in class;
- differentiation for the whole class, individuals and small group intervention programmes;
- the school’s policy on dealing with racism. Trainees either sit in on or are shown a video of the Y7 assembly on racism which explains the school’s stance and its procedures for dealing with racist incidents;
- upcoming festivals and appropriate diverse curriculum content;
• the implications for fasting pupils if Ramadan is approaching and trainees are asked to be alert to potential issues;
• different cultural attitudes toward education and to teachers, including the behaviour of some male parents to female teachers;
• inter-cultural awareness, and they are given guide-points in relation to things like physical contact between genders;
• children’s unpredictable reactions to trainees, often because of cultural, social or personal experiences.

Trainees are given:
• a school prospectus;
• a staff handbook;
• a copy of the school’s policy on dealing with racism;
• a tour of the school which includes the EAL office;
• data on the school and on the backgrounds and EAL stages of the pupils in their classes;
• a handout of top ten tips and a guide on Islam (which is the majority faith of the EM pupils’ families). Trainees are often scared of three things: offending people, teaching Welsh to EAL learners and teaching Religious Education. These fears are addressed at the start of their placements;
• a copy of the Muslim Council of Britain’s guidance document on meeting the diverse needs of Muslim pupils across school provision;
• a meeting with one of the members of staff responsible for supporting EAL/WAL in Infants.

Direction and advice from school mentors or class teachers

Close supervision
• In week 4, trainees take over teaching their classes but they are monitored and not left alone.
• Trainees receive very close supervision whilst on placement. They are expected to participate in the full life of the school. Everything the mentor does, the trainee does.

Procedures when encountering issues
• As in all other school matters, if trainees are unsure about anything or encounter issues they are unclear how to handle, they are directed to pass these on to senior staff.

Analysis of class records
• Before they start teaching a class, the class teacher will go through children’s records with trainees and will identify
relevant information including their ethnicity, EAL/WAL stage, SEN/ALN and pupils who have needs in both EAL/WAL and SEN/ALN to help the trainees with grouping pupils and differentiating work appropriately to pupils’ needs.

**Access to data**
- Trainees are shown data from the school database and made aware of the full range of needs and ALN.
- Trainees are shown how to use the Schools Information Management System (SIMS) to record and obtain information about pupils including their EAL Stage and they are given an understanding of the kind of information required for Estyn inspections.
- Trainees have access to all the information on the schools Teacher Drive but not open access to SIMS as this contains some sensitive data they are not eligible to see under Data Protection regulations. Trainees can look on the system to identify pupils in their classes.

**Differentiation**
The senior mentor or class teacher directs trainees to:
- differentiate to the needs of all children in the class including any EAL/WAL learners, if there are any;
- differentiate activities and interactions to meet each individual’s needs, to avoid worksheets, to follow the school’s marking policy and to prepare lessons formatively;
- try and relate lesson content to the pupils’ knowledge of the world around them, which includes their own backgrounds;
- look at the lists of subject resources on the Teacher Drive that have been compiled over time with EAL specialists and are suitable for EAL pupils.

The senior mentor or class teacher explains to trainees that:
- some children need to be handled differently because of their circumstances e.g. a recent new arrival from Libya had no formal education, knew no English, had experienced the violence of war, was traumatised and could not settle in the class for several weeks, and only then with the one-to-one assistance of an Arabic speaker;
- there is no one-size-fits-all approach – the flexibility to have different sets of rules is needed.

**First language use/support**
- Trainees are told that children’s use of their first language/s in school is useful.
• Trainees are told not to discourage pupils’ use of their first language.
• Trainees are introduced to ‘buddying’ and are shown how this works in practice: using same language speakers to translate/interpret for early stage learners.
Trainees are encouraged to:
• understand specific differences between children such as the fact that some literate Bengali speakers may write English below the line because that’s how Bengali is written;
• pair pupils with first language buddies but also to place them with good English language models;
• use first language interpretation where necessary, using parents, pupils and Google Translate to communicate where meanings are not understood.

Professional support or advice from an EAL/WAL specialist
• Trainees on the second placement receive a one-hour session from EAL/WAL specialists, specifically on EAL, which explains the role of the LA service as well as important issues of pupil support. In the past, a Turkish-speaking EAL teacher used to deliver the trainee session in Turkish, which really worked well and showed what it feels like for an EAL learner. She also used card-matching activities in a made-up language.
• The senior mentor directs the trainees to go and see the EAL specialist if they ever need any strategies to use with particular pupils, or if they need advice.
• Trainees who have EAL pupils with more pronounced needs in their classes may go and spend more time with the EAL specialist and her colleagues.

Formal ITT professional development sessions
Trainees receive formal professional development sessions on:
• the backgrounds of the pupils, including their social backgrounds and an insight into Child Protection issues;
• socio-cultural differences between pupils from different backgrounds such as the differences between ‘townies’ and those from rural backgrounds, or between those who are from poor or deprived social backgrounds and those who are more well-off;
• ALN/SEN, which includes how to prepare resources for pupils with additional needs;
• how to differentiate work and language in Welsh for pupils who are learning Welsh as a Second Language and how to use bilingual English–Welsh resources;
• religious festivals and the implications of Eid and Ramadan;
• data, during the spring-term placement, which looks closely at how the school records and uses data;
• EAL/WAL, delivered by EAL specialists;
• strategies and practical resources to use with EAL/WAL pupils;
• differentiation, strategies, techniques and the role of the EMLAS in schools, for one and a half hours, with the Local Authority EMLAS staff who are based at the school. Techniques include the use of iPads, bilingual dictionaries, images and Google Translate. Bilingual Teaching Assistants give input on their role supporting pupils.

Direct experience of working with EAL/WAL pupils
• All trainees will teach some EAL pupils during their placement because of the percentage of EAL/WAL learners in the school, but pupils’ levels of English proficiency will vary. Some may get pupils with greater language development needs than others.
• Trainees are immersed because there is such diversity in the school and there are EAL/WAL learners in all classes. Every Sept/Oct, new EAL/WAL pupils arrive; many are children of students from abroad studying at the local university.
• The school is very diverse. Children are from many different ethnic and religious backgrounds. Forty-four different languages are spoken by pupils in the school.

Experience of working with other teachers, EAL specialists or teaching assistants
• Trainees in Years 2 and 3 of the BA QTS and the PGCE trainees are expected to plan for and include Bilingual Teaching Assistants, who work with targeted pupils, within their lessons.
• Trainees are expected to use LSAs and to use the class teacher as an LSA during their placements, planning for and organising work for them to do, to work in partnership in the classroom.
• Trainees are expected to work with EMLAS teachers who work in partnership with the school teachers and are involved in planning and working with targeted pupils.
• Trainees engage in team teaching.

Observation
Trainees are encouraged to observe:
• other teachers teaching;
• school staff teaching children of diverse backgrounds;
• specific aspects of schooling or work with pupils with particular needs, which could include pupils of different backgrounds;
- EAL staff working with early stage learners in small groups and link this to their professional development targets. The EAL teachers do their own planning for withdrawal groups but this is linked to the content of class teaching. Trainees will see this in practice;
- the EAL/WAL teacher (who comes once a week to work with early stage EAL/WAL pupils, and carries out all the EAL/WAL stage assessments for the LA MEA Grant submissions and talks to staff about the needs of learners) working with pupils, as they are encouraged to observe all specialist forms of provision.

Dealing with parents
- Trainees see modelling of good practice across the full range of school activities. This includes meeting parents, attending parents’ evenings, using interpretation and asking parents to cascade information to other parents who are not English speakers, etc.
- Trainees are encouraged to interact with the parents of all children in their class.
- Trainees at the upper end of their courses are expected to interact with parents, to attend parents’ evenings and manage bilingual communication.

Visits
- All trainees spend a day in the Welsh Language Unit, where pupils whose first language is not Welsh go for an 8-week block to be given an intensive introduction to Welsh. Several of these pupils may be EAL/WAL learners, not just English first language users/W2L learners. This visit helps trainees to meet several of the requirements in the QTS standards in relation to diversity and additional needs.
- Trainees are encouraged to visit the local EAL Language Unit to find out about EAL/WAL.

Participation in school CPD
- EAL is included in the new School Staff Development Programme, which includes whole-staff Teachmeet-style sessions, every second Wednesday, lasting one and a half hours, looking at different areas of school policy and practice. Professional mentoring for trainees will be part of the programme, with the university-prescribed content built in for trainees. Aspects that are not covered in the school’s own professional development will be covered in additional separate sessions for the trainees.
Potential opportunities to learn from standard school practices

A number of interviewees’ responses did not provide examples of direct training or experience in working with EAL/WAL pupils or specialist EAL/WAL staff members but illustrated potential opportunities for trainees to learn from some of the standard practices of the school, if attention were drawn to them.

**Language and literacy**
- The school thinks more in terms of *language development* than *literacy*.
- The school routinely uses approaches such as Talking Partners.
- Some teachers are very good at working with EAL/WAL pupils, using a range of strategies, differentiating work by groups, providing literacy and numeracy frameworks to scaffold language use, etc.

**Cultural diversity in school practice**
- The school uses reading schemes and literature which are representative of cultural diversity.
- The school tells parents to maintain use of the first language with their children.
- A prayer room in the school has been provided for use on request.
- Culturally diverse content is covered in the curriculum, including a strong Cwricwlwm Cymreig which is built into the curriculum, with the use of incidental Welsh.
- The school has a multicultural week in February/March, in which each class studies a different country, makes displays and presents information to the others. If trainees are on placement during this week, they will be part of the experience.
- In the RE curriculum, different faiths and festivals are covered.

**Involving minority ethnic parents**
- The school has provided volunteer teaching assistant placements for parents from Nigeria and Pakistan, and a Sri Lankan parent has given a presentation to the children about Sri Lanka. The headteacher believes this is important both to support the parents and to enable the children to encounter adults from different backgrounds.
Differentiation
- Trainees can learn from Learning Coaches, Literacy, Numeracy and ALN staff with experience of one-to-one support on how to differentiate and adapt work to meet individual needs.

External input
- The local Youth and Community Support Team (which works particularly, though not exclusively, with BAME pupils) has close links with the school and offers drop-in sessions for pupils every Tuesday and Thursday at the school, providing revision sessions and other forms of support. Trainees may have the opportunity to observe their work.

Enhancing teacher effectiveness
- The senior mentor uses the TEEP (Teacher Effectiveness Enhanced Programme), developed by the Gatsby Foundation & Specialist Teaching Foundation, who also offer INSET. The TEEP model is useful for all teaching and it can be used to incorporate good practice in relation to EAL/WAL. The importance of the ‘Construct’ part of the TEEP teaching process model is stressed to trainees. This is where the construction of meaning and use of language are particularly relevant for EAL/WAL learners.

DISCUSSION

When taken together, the good practice examples provided by the school mentors present a broad range of relevant learning experiences for trainees. Schools with diverse cohorts and sizeable percentages of EAL/WAL pupils were much more aware of pupils’ needs, were better equipped in terms of expertise and resources and took on the responsibility of ensuring that trainees satisfactorily met the relevant QTS standards. There is richness of detail in some of the practical examples, which other placement schools and university course providers could learn from and possibly incorporate in their own input.

Although less diverse schools may struggle to provide opportunities for direct experience and observation, there is room for information about diversity and EAL/WAL to be included in professional development sessions and other guidance offered to trainees if mentors or other school teachers develop sufficient knowledge themselves. Trainees could be directed to think about applying such information in their
planning, at least theoretically, in a way that would give them some preparation for a future post in a diverse school.
GOOD PRACTICE IN ASSESSMENT IN THE UNIVERSITY COMPONENT OF ITT

In this section, university tutors’ responses illustrating examples of good practice in assessment, drawn from Questions 1, 2 and 3, are combined. Apart from the examples of formal assessment, where distinctions are made between primary, secondary, undergraduate and postgraduate courses, responses from all course providers have been amalgamated.

In Q2 of the structured interview, university tutors were asked specifically about how they assess trainees.

2) In relation to QTS standards S.1.1, S.3.1.3, S.3.2.5 and S.3.3.5, how do you assess trainees’ knowledge and understanding of EAL/WAL pupils’ needs/practice in meeting those needs?

Although trainees are expected to take responsibility for gathering their own evidence to demonstrate that they have met each of the QTS standards, many trainees have little or no previous experience of EAL/WAL pupils and are likely to need guidance and direction. In Q3, university tutors were asked about the support they offered to trainees.

3) What support/guidance do you offer trainees to identify self-evaluation evidence to meet the above standards?

FINDINGS

In response to these questions, most interviewees talked in general terms about their assessment procedures and the kinds of support offered in gathering evidence for all QTS standards.

Some responses were specific to the diversity and EAL/WAL standards.

Two course providers made a fairly clear distinction between theoretical knowledge and understanding and practice as two different dimensions to be taught and assessed. In the other institutions, the distinction was less clear.

There is a strong expectation that schools will assess these standards through observations of practice.

Responses concerning assessment fall under three general themes with some sub-sections.
General assessment procedures

Most university tutors expect assessment against the diversity and EAL/WAL standards to happen through the general standardised processes of evaluation, particularly within the school-based component of ITT. However, one institution deliberately removes Standards S3.2.5 and S3.3.5 from the school practice record to avoid disadvantaging trainees who get little or no direct contact with EAL/WAL pupils. Instead they are assessed entirely through formal written assessments linked to university input. (This is discussed further under Areas of Weakness in Assessment.)

Standardised assessment processes, drawn from all course providers’ responses, involve the following elements:

- The university handbooks and professional development records provide a structure for trainees to follow.
- The onus is placed firmly on all trainees to take responsibility for their own professional development, to evaluate their own practice and to enter evidence in their personal records.
- Trainees are directed to be proactive in seeking out information, to ask for assistance when needed and to come back to their mentors if they lack evidence for any standard.
- Trainees are expected to collect between one and three pieces of evidence for each standard, which should be more than just ‘I taught … / I observed …’, and should include some detail on strategies observed, planned, used or reflected upon.
- School mentors ‘grade’ trainees’ progress in relation to the standards and the amount of evidence they have, and the university tutors ‘quality assure’ the school mentors’ evaluations.
- Across all courses, the most common means of assessing trainees is through lesson observations in which assessment information is recorded using a pro forma, standardised within each Centre, against a checklist of QTS standards and criteria.
- The universities rely heavily on the school-based mentors for ongoing assessment during placements, which should include a formal weekly assessment and review, as well as more frequent informal feedback.
- University tutors usually undertake one or, in some cases, two lesson observations per trainee during each teaching placement, which only provide a ‘snapshot’ of each trainee’s practice, with evidence gathered from their planning, differentiation and resources produced to meet learners’ needs.
- At various points in all the ITT courses, university tutors look at trainees’ professional development files and use these records as
the basis of pre- and post-placement discussions to evaluate their development.

- Observations and comments are intended to be used formatively to set targets. Targets are usually set by both trainees and mentors/tutors but trainees may also set their own targets for development if evidence is lacking in any of the QTS columns.
- One institution mentioned the good relationship they have with school mentors which allows both parties to raise issues about QTS standards for particular trainees so school mentors can help them on teaching practice.

To assist trainees in understanding what good evidence looks like, interviewees indicated three different ways in which they identify and share examples.

- Some university handbooks provide criteria and examples of evidence for trainees to assess against but some avoid detailed examples because it gives trainees too much information and hinders them seeking personalised evidence directly related to their own knowledge and experience.
- One course provider enters the content of observation forms into a university database, which can be used to compile and select examples of good practice. Excellent examples are shared with the whole cohort at an Aiming for Excellence Event and on the e-portfolio.
- Secondary trainees look at exemplar work showing very good practice e.g. of a trainee who has put three good pieces of evidence to support a standard.

**Good practice examples of assessment specific to EAL/WAL and diversity**

Other than the expectation that all QTS standards would be assessed through the general procedures, a few specific examples were given of how trainees’ practice in relation to diversity and EAL/WAL would be directly assessed, or how trainees would be supported in gathering evidence for them.

**Direction to seek out opportunities and evidence**

In one institution, EAL is identified as one of the standards where opportunities to demonstrate proficiency may be limited and trainees are encouraged to be proactive in seeking opportunities themselves to experience this aspect of their training.

Some tutors encourage trainees specifically to observe EAL pupils in other classes if they don’t encounter them in their own teaching groups.
Schools are required to provide practical experience of ALN, which may include EAL/WAL depending on the school, although EAL/WAL is not always identified distinctly within ALN.

Prior to the second placement, when looking at individualised learning, one course provider advises trainees to consider the needs of EAL learners and look out for them in their placement classes. Trainees are also directed to read research provided in key texts and videos and apply it to their teaching practice. The tutor asks trainees to show evidence of having engaged with the key resources, linking theory and practice in their notes and comments.

If evidence is lacking or if trainees want more experience or understanding of EAL/WAL issues, they are directed to set their own targets for development in this area.

Trainees who are following the Welsh-medium Improvement Scheme get the support of an additional Language Mentor to advise on language and linguistic differentiation matters, some of which will be applicable to the EAL/WAL standards.

**Lesson observations**

If an observing tutor is aware that there are EAL/WAL pupils in a class, they would:

- ask trainees if they have identified these pupils;
- look at lesson plans for evidence that the trainees were taking account of them and their needs;
- look to see how the trainee is catering for the EAL/WAL pupils and their learning needs in the lesson;
- look to see that the pupils were engaged;
- give attention to:
  - specially planned activities;
  - differentiated classwork;
  - resources produced to address EAL/WAL pupils’ needs.

**School-based evidence in working with specialists**

Additional evidence beyond lesson observations that would be treated as valid includes any work done with EMAS professionals, which could be:

- planning;
- preparation of resources;
- working with in-class support;
• talking to specialists to develop their knowledge and understanding of how to meet needs.

**Responses to key readings and resources on Moodle**

To compensate for lack of practical experience on placement, some course providers direct trainees to theoretical resources on EAL/WAL to improve their knowledge. Relevant resources, key readings relating to EAL and a copy of the All Wales 5 Stage Model are uploaded on Moodle. The NALDIC website is on the reading list for one institution. Trainees’ engagement with texts and resources is looked for as evidence.

**Professional studies and other course modules**

Trainees’ knowledge and understanding specifically in relation to these standards are assessed through:

• course coverage of differentiation;
• other aspects of Professional Studies;
• a PGCE module delivered through the mode of problem-based learning which includes some content on cultural diversity and a little on issues of language acquisition.

**Formal assessments provided within ITT course programmes**

Some optional course components can provide assessed evidence for trainees who choose to focus on EAL/WAL, but some course providers use compulsory formal assignments or exam questions based on course input to assess trainees’ knowledge and understanding of EAL/WAL pupils’ needs.

One of the main reasons for including formally assessed input in the university component of ITT is that not all trainees gain sufficient input or experience of EAL/WAL learners on their school placements to provide suitable evidence for assessment. Covering it in the university sessions ensures that all trainees receive some input, making them familiar with relevant strategies and developments in the field, and their responses to the input can then be assessed.

**Undergraduate Primary courses**

There are several examples of formal assignments and exam questions focusing on EAL/WAL matters including:

• a formal assignment on:
  • EAL/WAL;
  • the partnership between the school and another organisation, which can be the Local Authority EMLA Service if trainees choose it (4,500 words);
  • a presentation based on personal experience or a hypothetical response to a Stage A EAL learner;
• a compulsory exam question based on EAL content covered during Year 1 sessions;
• a compulsory seen exam question on EAL/WAL covering Year 2 content;
• an exam with a compulsory EAL question for all trainees based on Year 3 content;
• a compulsory 1,000-word assignment as part of the Core Subject Language Portfolio; identifying a learner at one of the 5 Stages of language acquisition and creating a game to develop this learner’s oracy and reading skills. Trainees have to explain how they would utilise suitable adults in the class to assist in the learning process and how other non-EAL learners may join in the game;
• an assignment on teaching Welsh as a Second Language, as part of the Language Portfolio (English-medium trainees also have an assignment to do with teaching more incidental Welsh each year). This is not the same as a discrete focus on Welsh as an Additional Language but there is some common ground between W2L and WAL.

**Undergraduate Secondary courses**
There was one example of a formal assessment on EAL.
• Trainees are set an assignment, based on the autumn sessions on EAL, to be submitted in February of Year 2, asking trainees to identify what issues would arise in classes with EAL/WAL learners, and requiring them to adapt two lesson plans to reflect an inclusive approach, celebrate pupils’ differences, remove bias and negative connotations in content and include positive content. They are expected to find, produce or adapt resources as part of the assignment.

**PGCE Primary courses**
One type of formally assessed component was mentioned in relation to the PGCE Primary courses, which provides potential for assessing aspects of the relevant QTS standards. [Note: *This example is included in the previous section of responses to Q1 and is also referred to in the later section on Areas of Weakness.*]
• There is an Action-Research project linked to classroom practice, within which trainees can choose to focus on EAL/WAL.

**PGCE Secondary courses**
One example was provided of a formal assessment focused directly on EAL.
There is an assignment asking trainees to identify what issues would arise in classes with EAL learners.

Two other examples provide opportunities for trainees to choose EAL as a focus.

- EAL is included as one of eight possible options for trainees to choose as the focus of a reflective study.
- There is a 6,000-word open-choice assignment, which is a classroom-based research report, with feedback and presentation to other trainees prior to submission.

**DISCUSSION**

As with the university course content examples described earlier, the examples of assessment present a variety of approaches to gathering evidence and evaluating trainees’ performance against the diversity and EAL/WAL standards. There is variation, with the undergraduate courses, especially Primary, having noticeably more formal assessments than the PGCE courses. The formal written assessments of knowledge, understanding and applied theory are the most specific in their focus on EAL/WAL although some have only optional elements. (The use of optional and open-choice components is discussed further under Areas of Weakness.) There is potential for course providers to learn from the collated examples and to be creative within the constraints of the shorter courses.

For lesson observations, some tutors identified the general aspects of practice they would examine but there is room to improve the detail in the criteria used to evaluate practical evidence for EAL/WAL and diversity by examining the school mentor interviewees’ responses to Q2 and Q3 and the sections on Areas of Weakness in this report. A checklist of questions to ask and things to look for might help improve this aspect and provide trainees with more formative guidance to make their practice and evidence more robust.
GOOD PRACTICE IN ASSESSMENT IN THE SCHOOL COMPONENT OF ITT

School-based interviewees’ responses to Q2 and Q3 reveal a range of assessment practices and types of support offered, many of which simply describe the general standard processes of assessment which would be applied whether or not EAL/WAL pupils were present in a class. Some interviewees gave examples which were more specific to the assessment of EAL/WAL practice, linked to the relevant QTS standards, but some of these could only really be applied when EAL/WAL pupils were present in an observed lesson.

2) In relation to QTS standards S.1.1, S3.1.3, S3.2.5 and S3.3.5, how do you assess trainees’ knowledge and understanding of EAL/WAL pupils’ needs and practice in meeting those needs?

3) What support/guidance do you offer trainees to identify self-evaluation evidence to meet the above standards?

The responses of school-based interviewees from primary, secondary, low-diversity and high-diversity schools are all combined.

FINDINGS

Responses concerning assessment in schools fall under seven general themes with some sub-themes within specific assessment of diversity and EAL/WAL.

General assessment procedures and practices

There are several examples of good practice in the general assessment procedures which, if followed consistently and applied specifically to the QTS standards and relevant targets on diversity and EAL/WAL, would support the evaluation of trainees’ professional development in these areas.

- The QTS standards are copied onto an A3 sheet for the trainees.
- The guidance provided by the university on how to assess a lesson as Unsatisfactory, Adequate, Good or Excellent is very useful, although it is not specific to each QTS standard. The senior tutor gives this guidance to all class teachers so they can use it to assess trainees. It is not given to the trainees themselves.
- The university handbook provides detail on all of the QTS standards by Year Group, and information which can be used as targets for trainees to work to.
Introductory sessions and ongoing advice are provided during teaching placements.

There is a constant, informal dialogue with trainees.

Class teachers mentor the trainees and monitor them regularly.

If any issues arise, the senior trainee mentor is informed. If there are any problems, the senior mentor is brought in to try and sort them out.

The subject mentor for each trainee will assess them through lesson observations and feedback.

The senior mentor assesses each trainee once per placement, and they have at least one formal feedback on their ongoing performance. The relevant subject teacher formally assesses their trainee once per week.

The mentor makes notes and comments on trainees’ lesson plans and they use the standard pro forma for evaluating lesson observations.

Each trainee is assessed through formal observation three times by the class teacher, once by the senior mentor and twice by their university tutor, one of which is a joint observation, usually with the senior mentor. Each week, there is an end of week review with the class teacher, during which planning will be examined and targets will be set for the following week.

The trainee is constantly being evaluated by the mentor and/or class teacher. As the week goes by targets will be assessed as ‘in need of development’, ‘met’ or ‘well met’ and then targets will be set for the following week based on progress.

Trainees’ plans are gone through every day and they are given daily feedback. Mid-term planning and lesson plans are examined and discussed. Trainees are assessed in relation to meeting the needs of all pupils in general. How they adapt and differentiate their teaching to individuals and groups is integral to this.

Mentors draw attention to the school’s SPaG (Spelling, Punctuation and Grammar) guidance.

Mentors look at the feedback that trainees give to pupils on their work and ask whether or not they are using this formatively to plan and build on pupils’ achievement.

Targets are set on trainees’ record sheets.

The subject mentors help trainees complete the digital system.

**Mentors actively engage with trainees in discussing and selecting evidence for files**

Any issues about evidence to match the standards will be raised during the regular discussions held with trainees. Their files are checked every
day. They are encouraged to cite examples from their teaching as evidence.

The mentor looks through all trainees’ files and:
- sticks Post-it notes with comments throughout the file;
- comments on their planning, practice and reflection;
- highlights what’s missing;
- shares examples of good practice with other trainees.

In their weekly review, the senior mentor/class teacher:
- has an open discussion with the trainee;
- goes through the QTS standards with them and looks at their work;
- selects one or two specific standards and allows the trainee to build on them;
- is very honest with them and, if they are failing, tells them so.

The mentor tells trainees what’s going well (which they can use as evidence for meeting standards), or if they have produced a resource or worksheet they are directed to make a copy and include it in their file.

Trainees are asked how and why they think they have met each standard. If deemed satisfactory, they will be told ‘I think you’ve achieved this standard’. They are told ‘not to beat themselves up’ if they haven’t managed to meet the needs of every child, all the time.

**The school communicates with the university about trainees**
The school has a good relationship with the university mentors. The school can contact the university if they feel a trainee is not doing well and the university respects the schools’ judgement on how well they are doing.

**Specific assessment of diversity and EAL/WAL**

*Trainees’ understanding of diversity is assessed*

To assess trainees’ understanding of diversity the senior mentor would:
- observe a PSE lesson;
- observe trainees’ teaching of RE;
- observe the trainee leading an assembly;
- examine the trainee’s Professional Development Profile (PDP), for evidence of curriculum content that includes reference to diverse cultural backgrounds and interests, not just majority White Christian content;
• look for trainees to use appropriate activities linked to the cultural and faith backgrounds of the children in their class teaching.

**Trainees’ knowledge, understanding and skills in relation to EAL/WAL are assessed**
A number of responses indicate ways that attention could be focused on EAL/WAL.

• Mentors in the school use the pro forma provided by the university for lesson observations, which includes a question that asks: What provision have you made for EAL students?
• In the trainees’ lesson plans, the mentor would want to see pupils listed by identified needs, with appropriate differentiation in terms of groupings, strategies and techniques used. This would include EAL/WAL learners if present.
• If, during observed lessons, pupils (including minority ethnic and EAL/WAL learners) were showing a lack of interest in the work, the mentor would challenge the trainee and ask them why this was the case.

School mentors would look for:

• differentiation to the needs of the individuals within the class in: lesson planning, lesson objectives, delivery, learning materials, activities used, the trainee's choice of vocabulary and use of clear speech;
• trainees speaking slowly and clearly but without ‘dumbing down’ or patronising; clear modelling of language and selection of appropriate vocabulary; writing frameworks used to support literacy; use of oracy frameworks;
• trainees’ language to be slow, clear and use visual support. Activities should be suitably challenging – not colouring in;
• the use of pictures and visuals, flashcards, bilingual subject vocabulary lists and resources that have been produced by the school’s EMLAS staff working with departments;
• the use of bilingual dictionaries;
• effective use of Bilingual Teaching Assistants or bilingual teachers in class, who should be informed about and involved in the lesson;
• the use of Google Translate using the school iPads;
• buddying of good English language role models or same first language buddies, if available (e.g. matching a Stage D with a Stage A Polish speaker).
Trainees’ capacity to assess pupils is evaluated

- The senior mentor has emailed the 5 Stage Model of EAL assessment to the whole staff so all class teacher mentors should be able to direct trainees towards using it to assess EAL/WAL pupils.
- To assess pupils’ levels of attainment and needs, trainees would be expected to use any bilingual teaching assistants to interpret, and use pupils’ first language/s to gauge their levels of knowledge, understanding and attainment. They should use problem-solving games to assess cognitive skills.

Support is available for trainees from class/subject teachers, EMAS specialists or the senior mentor

- Trainees are expected to seek advice from EMLAS and school staff on teaching, personal research and specific language rules, e.g. writing going from left to right, writing letters under the line (Bengali), no prepositions (Bengali), no words for personal pronouns (Cantonese), issues with vowels (Arabic) and phonics (Cantonese).
- The school has had a LA EAL specialist in place and trainees are directed to go to them for specific advice or help on EAL. Trainees can cite the sessions with the LA EAL specialist as evidence of developing their knowledge and understanding.
- Subject mentors who have been teaching for many years are well informed and can offer support to trainees in this area.
- Where support from class/subject teachers is not available, the senior mentor will step in and advise trainees.
- The senior mentor refers specifically to diversity, EAL, gender and other significant themes when reviewing trainees’ files.

Targets are set

If a trainee’s work with EAL/WAL learners needs addressing more effectively, targets will be set, the mentor will model for the trainee how it should be done and then the trainee will be expected to follow that example – ‘Watch how I do it, then you do it’.

In high-diversity schools, targets tend to be linked to EAL because of the needs of the learners. Planning has to be very individualised because of the range of pupils’ needs, and EAL considerations would be highlighted there. The mentor would evaluate:

- how appropriate the expectations and targets set are for individual pupils;
- how the trainees include all pupils in their lessons;
- how they differentiate activities and their language.
Trainees are matched to particular pupils to help them address QTS standards
Trainees are matched to pupils to get experience of different needs and give them opportunity to gather evidence for a range of QTS standards. Pupil profiles are selected appropriate to the trainees’ professional development targets and one of these will always be an EAL/WAL learner. This is partly because of the make-up of the school and its high number of EAL/WAL learners.

DISCUSSION

The general assessment procedures listed at the start of the section would be effective in gathering evidence in schools where trainees had opportunities to work directly with EAL/WAL pupils of diverse backgrounds. For those who do not, in order to create some kind of parity, opportunities need to be created where trainees’ responses to pupils’ needs can be assessed.

Most of the specific points could be incorporated, with others, in a checklist of good practice for university tutors and school mentors, which could be used to flag up and set targets for trainees to gather evidence in any areas found to be lacking for the diversity and EAL/WAL standards.

It is perhaps worth noting that, although included here as evidence of good practice, the use of translation apps and software must be judicious. They can easily become a shortcut that, to some extent, circumvents the language learning process. Teachers should maintain a focus on the importance of planning whole-class and group activities that support language development and providing direct person-to-person support where it is needed, and should communicate this to trainees.
AREAS OF WEAKNESS

AREAS OF WEAKNESS IN COURSE COVERAGE IN THE UNIVERSITY COMPONENT OF ITT

In answer to Q1, in addition to examples of good practice, the responses of university course providers revealed some weaknesses in provision that might contribute to the varied levels of preparedness and satisfaction expressed by trainees in the GTCW study and the e-survey for this study.

In this section, responses from the undergraduate, postgraduate, primary and secondary course providers have been combined and summarised.

1) What content is included in the university element of your ITT provision to prepare trainee teachers for working with pupils of diverse cultural, linguistic, religious and ethnic backgrounds/who are learning EAL/WAL?

FINDINGS

Weaknesses in provision were revealed in comments that fall under seven general themes.

No assurances could be given that relevant course content is included
Some course providers could give no assurances that relevant content is included, especially on PGCE Secondary subject courses other than English. This is partly because there is a perception that EAL ‘belongs’ under English, partly because of a lack of knowledge and expertise in these areas amongst other subject tutors, and partly because time pressures and changing government priorities such as literacy, numeracy and deprivation have significantly reduced the amount of room for other matters including EAL/WAL.

Only some ITT course providers address EAL/WAL within their Literacy coverage
Although cross-curricular Literacy seems a more natural home for addressing EAL/WAL issues than the English subject area, EAL/WAL is not explicitly mentioned in the national Literacy and Numeracy Framework, or in Literacy guidance, so only some ITT course providers address it within their Literacy coverage. The distinctive needs of EAL...
learners are not necessarily distinguished from the needs of E1L pupils in the approach to literacy development for all pupils.

**Relevant course content is limited**

In some courses, relevant content is limited because there is an expectation from universities that placement schools will provide relevant practical experience of these aspects. However, schools' capacity to do so is affected by their pupil cohort and staff levels of expertise.

**Opportunities for EAL/WAL to be addressed are dependent on trainees raising the issues**

Interactive sessions, seminars and small group discussions, especially after teaching placements, allow trainees to share their own personal experiences and to learn from one another. These sessions provide opportunities for issues of diversity and EAL/WAL to be discussed and, sometimes, questions about diversity and EAL/WAL are raised. However, in most cases, this is dependent on the trainees rather than on the tutors specifically directing discussion to these matters. If trainees do not raise them, the potential for learning anything valuable about diversity and EAL/WAL is lost.

**Optional and open-choice components cannot ensure that EAL/WAL is covered by all trainees**

As indicated above in the good practice examples, a number of courses include open-choice components or options, such as an action research project, a reflective study, a classroom-based research report or a professional interest strand, that allow trainees to choose an EAL/WAL focus *if they wish to*. Tutors indicated that some trainees do opt to focus on EAL/WAL themes but by no means all. Trainees' choices are strongly influenced by the opportunities available in their placement schools and by their own personal interests. The weakness is that EAL/WAL and diversity look as though they are covered in the course programme because they are included as options but, because they are not required elements, not all trainees choose them, especially if they do not have EAL/WAL learners in their placement schools to focus a study on.

**The needs of WAL learners are not distinguished from those of W2L learners**

In the teaching of Welsh, either in first or second language settings, the distinctive needs of learners for whom both English and Welsh are additional languages are not explicitly addressed. To date, no distinction has been made between W2L and WAL in ITT and the term WAL has not been used with English- or Welsh-medium trainees. The same
strategies for E1L/W2L pupils are considered to be appropriate for EAL/WAL learners whereas this is not necessarily the case.

**EAL/WAL is currently covered under ALN**
On a number of courses, EAL/WAL has been bracketed under Additional Learning Needs (ALN). Until recently, ALN has been a very broad category covering a wide range of needs and groupings of learners. Some course providers and schools have not identified EAL/WAL or the needs of ethnic, cultural and linguistic minorities distinctly within it.

**DISCUSSION**
Contrasted with the good practice examples presented earlier, the responses brought together in this section illuminate some of the reasons why there is inconsistency in the experience of trainees.

The admission of some course providers that they could not guarantee that these matters are included in course content supports the finding from the e-survey in which 29% of trainees said they had no input in their university component. This is a significant area of weakness where the universities are not meeting their requirements.

Trainees’ comments and those from school mentors in the section following this one also reveal that not all trainees currently get direct experience of working with or observing EAL/WAL pupils on school placement. Although the Handbook of Guidance does not require direct contact to meet the standards, an adequate level of coverage is clearly required to make sure all trainees feel sufficiently well prepared.

The use of short-term visits, exchanges and supplementary activities in both the university- and school-based components should all be explored to compensate for these weaknesses. As indicated by the trainees’ responses, a mixture of direct contact and supplementary learning experiences is most helpful.

Optional course components, those reliant on trainee choice and open discussions of issues raised by trainees are not adequate for ensuring that all trainees meet the compulsory QTS standards.

Whilst discrete sessions focused on EAL/WAL are important and valuable, making trainees aware of the need to differentiate work for EAL/WAL pupils across the curriculum and in areas such as literacy is equally important because this is where most academic language development in school takes place.
As noted previously, there is a need to distinguish between the issues and needs facing EAL, WAL and W2L learners.

As a result of recent Welsh Government policy changes, EAL/WAL should no longer be regarded as an ALN:

‘As is currently the case in relation to SEN, a child or young person will not be regarded as having ALN solely because the language of their home is different from the language in which they are taught. … We recognise that these children and young people require enhanced opportunities in order to achieve their full potential but do not consider this to be the same as additional learning provision.’ (Welsh Government, 2014c: 19)

Confusion between SEN and EAL/WAL within ALN has been problematic and it has been unhelpful to group them together. Although a proportion of EAL/WAL learners will also have Additional Learning Needs that must be accurately identified and addressed, EAL/WAL is not itself a ‘learning difficulty’. Most EAL/WAL pupils have no difficulty in learning per se. They just need an appropriate environment and targeted support to develop their new languages and learn curriculum content through them. However, it is still important for trainees to examine how to distinguish between EAL/WAL and ALN in early stage EAL/WAL learners, and how to support both sets of needs where present. Consequently, some modifications to course programmes will be needed to ensure these dimensions are covered appropriately.
AREAS OF WEAKNESS IN PROVISION IN THE SCHOOL COMPONENT OF ITT

Like the university interviewees, in response to Q1, school-based mentors described a range of different practices in both primary and secondary schools. Some of these responses revealed weaknesses in provision that are likely to have contributed to the varied levels of preparedness and satisfaction expressed by trainees in the GTCW study and the e-survey for this study.

1) What experience do you provide for trainee teachers on placement which prepares them to work with pupils of diverse cultural, linguistic, religious and ethnic backgrounds/who are learning EAL/WAL?

FINDINGS

Responses to Q1 from interviewees in schools that indicate areas of weakness fall under eleven general themes.

The placement school provides little or no direct experience with EAL/WAL pupils
Some placement schools cannot offer trainees any direct experience of EAL/WAL pupils because there are no such pupils on roll. For some, the presence of EAL/WAL pupils on roll is intermittent so they cannot guarantee experience. Some schools with small numbers of EAL/WAL pupils may overlook the need for trainees to get experience of observing or working with them.

In the e-survey, some trainees mentioned that EAL/WAL pupils were present in their placement schools but the trainees were not given opportunities to observe or work with them, even after requests.

In some schools, small numbers of EAL/WAL pupils are grouped in particular classes. If the trainee is not timetabled to teach one of those classes, they may not get the chance to encounter them whilst on placement.

Some trainees may have EAL/WAL pupils in their classes but, because pupils’ levels of English proficiency vary, they may only get experience of working with pupils at particular stages of EAL/WAL, e.g. they may have more advanced stage learners but no early stage learners who have greater language development needs.
Little or no specific direction is given to trainees on these matters
Some placement schools interpret inclusive education to mean treating all children in much the same way and they would not home in on or highlight the identities of minority ethnic pupils and additional language learners in their advice to trainees. One interviewee did not regard EAL/WAL pupils’ needs as distinct from other pupils, so the school does not treat them differently but, if necessary, will take EAL/WAL pupils out of class for additional literacy catch-up support, like other pupils who need it.

Other schools may embrace the identities of all their children and support diversity but do not routinely or consciously raise this with their trainees.

Some schools have EAL/WAL pupils and specialist EAL/WAL support but trainees are not directed to observe or spend time with the specialist when she is in school and there is no direct contact between them, thereby missing an opportunity to gain some in-depth knowledge.

In the e-survey, some trainees noted that they had early stage learners present in their classes who did not have any additional support. This left them feeling inadequately equipped to meet the pupils’ needs.

Some schools with small numbers of EAL/WAL pupils on roll regard EAL/WAL as ‘not an issue’, suggesting that they do not consider the impact of the pupils’ presence on the school as significant. Such a view, that equates small numbers of EAL/WAL pupils with insignificance, can mean that meeting the pupils’ distinctive needs is not made a focus of attention in whole-school training or in the advice and guidance given to trainees on placement.

Some mentors did not see it as their school’s responsibility to help trainees meet the QTS standards pertaining to working with learners of diverse backgrounds and EAL/WAL learners because of the school’s circumstances, suggesting that either the university or the other school placement should take that responsibility.

Potential opportunities for trainees to learn or gain experience can be missed because the trainee is not on placement at the time
There are opportunities in some schools with the potential for trainees to learn from, but it depends on whether or not the opportunity arises when they are on placement. For example:

- dealing with racism might be addressed during Anti-bullying Week or when Show Racism the Red Card visits the school;
• cultural diversity in teaching materials might be highlighted during Black History month, a multicultural week or when using a particular reading scheme with cultural diversity themes and content;
• a new EAL/WAL learner may arrive mid-year and go through the process of welcome, induction and setting up a plan to meet the pupil’s needs.

If the trainees are not present when these opportunities arise, or if the school does not draw the trainees’ attention to them, they will miss out on the valuable experience.

Sometimes, trainees are expected to learn by observing school staff teaching children of diverse backgrounds but aspects of good practice might not be made explicit to them.

Potential opportunities for trainees to learn or gain experience are not taken up by the trainees
Some school mentors encourage trainees to visit the local EAL Language Centre, or to go and see the EAL specialist based in the school if they need advice about strategies to use with particular pupils, but these are not ‘enforced’ or checked up on to see if the trainees have done so. Some trainees will and some won’t.

The school placement induction talk does not break down profile information by ethnicity and EAL/WAL
When trainees are given information about the school profile and test or exam results during their school induction, the information may not be broken down by ethnicity and EAL/WAL, so they miss an opportunity to develop understanding of how achievement varies by ethnicity or EAL/WAL stage.

Differences in parents’ cultural and religious backgrounds are not highlighted
Although how to deal with parents is addressed, schools may not make any distinctions between parents of different cultural and religious backgrounds or identify issues relevant to such differences.

Professional development sessions do not cover EAL/WAL
There are some weaknesses in the professional development sessions offered to trainees.

Formal professional sessions are required by the universities on a range of themes such as: Data, ALN, Professionalism, Classroom Management, Literacy and Numeracy, Child Protection and
Differentiation, etc., but not all of the university requirements make reference to EAL/WAL so there may be no specific session on additional language development and it may not be addressed under the other themes. Sessions on ALN may, or may not, include reference to EAL/WAL.

In schools where EAL/WAL numbers are small, pupils’ social backgrounds may be discussed, but EAL/WAL, cultural, ethnic, religious and linguistic diversity would not really be covered because of the lack of these kinds of diversity in the school.

The standard of mentoring can sometimes be poor
Some trainees have told school mentors that they have not had proper mentor meetings or professional development sessions in their other placement schools to cover the issues expected by the university.

Some teachers feel that trainees are better left alone to get on with the job of teaching without being coached all the time.

Some feel it is the university’s job to provide training and the school’s role to give them opportunities to practise teaching.

Some school staff may not be highly skilled at supporting EAL/WAL learners
In the e-survey some trainees felt that the levels of knowledge and expertise in their placement schools were weak. This situation was acknowledged by mentors from schools with few or no EAL/WAL pupils.

In all schools, some teachers are better than others at providing support for EAL/WAL pupils and some are afraid to raise issues of culture or faith in class. Consequently, some teachers are not in a strong position to offer advice or to demonstrate best practice to trainees.

Some schools believe Learning Support Assistants should be responsible for providing support for individual EAL/WAL learners, so trainees working as class teachers may not be given that responsibility or have the opportunity to develop their skills in differentiating for, and working directly with, EAL/WAL pupils in their class.

Schools may rely on EMAS services for in-depth knowledge and advice
Although schools see the development of trainees as their responsibility, where available, they often make use of, or even rely upon, the facility of the Local Authority specialist EMAS support to give trainees the knowledge and expertise they need on EAL/WAL. This is especially true
of secondary schools. From one perspective, this could be viewed as a strength because it provides trainees with expert input, but it can also be a way of circumventing the responsibility to raise the levels of knowledge and expertise amongst the whole school staff so they are fully equipped to adapt their own teaching and learning and advise trainees how to do so.

**Welsh-medium schools do not necessarily provide support for EAL/WAL pupils’ development of English as an additional language**

Welsh-medium placement schools may not take responsibility for formally developing EAL/WAL children’s *English* beyond what is taught to all pupils. Where Welsh is the language of the school and the medium of most teaching, Welsh is the target language. Children may pick up English from the other children who speak it as a first language or use it in the playground and out of school, but targeted support to develop English across school activities may not be given.

**DISCUSSION**

Some placement schools clearly do not provide any substantive experience for trainees of working with or observing EAL/WAL pupils and they do not provide adequate information about ethnicity, EAL/WAL, culture and religion to contribute towards developing their knowledge.

The absence of diversity in the pupil cohort and lack of expertise amongst the school staff are key issues to be addressed. The main questions concern how to improve the capacity of staff to provide useful professional development input for trainees, and how to provide opportunities for some contact with, or observation of, EAL/WAL pupils during the school placement period.

There are examples provided in the good practice section that could be adopted more widely including making use of professional support or advice from an EAL/WAL specialist working for the Local Authority or another school; compulsory content in formal ITT professional development sessions; arranging visits or opportunities for observation in other settings and participation in whole-school CPD.

Utilisation of LA EMAS expertise is very valuable and should be made use of but, where not available, staff members still ought to be able to give information and insight to trainees on diversity and EAL/WAL issues. Too much reliance on EMAS specialists will not bring about long-term capacity-building in schools. Even in schools with no EAL/WAL learners, mentors should be able to advise by saying: ‘Although you
won’t get experience at this school, you may find in your next placement or first job that …’.

There are a number of areas where opportunities are not taken up or trainees miss out because of scheduling which need to be tightened up on and the content of Induction talks and professional development sessions could be made more specific.

The role of LSAs and TAs in assisting teachers and pupils is an important matter. Whilst many additional language learners benefit from individual level support from classroom assistants, they also need supportive whole-classroom environments and differentiated class activities to ensure inclusion. These are the responsibility of the class or subject teacher, and therefore also the trainee. Individualised support for language development and curriculum access requires extensive knowledge of topic-related lexis and grammar and appropriate strategies to support minority ethnic learners’ cognitive and linguistic development. LSAs rarely have such responsibility or expertise and rather than leaving that responsibility with the assistant, trainees need to learn how to manage and involve them to ensure the best quality support.

Again, the point is made that both universities and schools need to distinguish WAL as a distinct strand and draw attention to the particular needs of pupils learning Welsh and English as additional languages compared to those learning only one of those as a second language. The distinctive socio-cultural and identity-related issues of such pupils must be taken into account.
AREAS OF WEAKNESS IN THE ASSESSMENT OF QTS STANDARDS S1.1, S3.1.3, S3.2.5 and S3.3.5 REVEALED IN THE UNIVERSITY TUTORS’ RESPONSES

In the e-survey, trainees’ responses to Q4 indicated a variety of difficulties in identifying and providing evidence, with several trainees specifying lack of adequate preparation and support from university tutors or school mentors.

Although the HEI ITT providers’ requirements and Handbook of Guidance allow for the EAL/WAL standards to be met based only on theoretical evidence where opportunities for practice are not available for trainees, there is a lack of rigour in some course providers’ assessment of these particular standards.

In responses to Q2 and Q3, university interviewees stated that they would look for evidence of differentiation in planning and delivery to meet the needs of EAL/WAL pupils, but only a few gave examples of specific ways in which they assess the evidence provided by trainees against the particular diversity and EAL/WAL standards and what criteria they would use to evaluate the quality of evidence.

2) In relation to QTS standards S.1.1, S3.1.3, S3.2.5 and S3.3.5, how do you assess trainees’ knowledge and understanding of EAL/WAL pupils’ needs and practice in meeting those needs?

3) What support/guidance do you offer trainees to identify self-evaluation evidence to meet the above standards?

FINDINGS

Weaknesses in assessment practices were revealed in comments that fall under nine general themes with sub-themes within standardisation and quality of assessment.

There is a lack of standardisation across ITT centres

Course programmes, the staged coverage of QTS standards, course handbooks, specific assessment criteria, lesson observation pro formas and methods of recording are not standardised across all ITT centres.

It has been suggested that ‘competition’ plays a role in institutions trying to distinguish themselves from one another by offering or emphasising elements that other institutions don’t.
In the Welsh Government’s Handbook of Guidance, ITT providers are encouraged to make ‘increased use of professional judgement’ and are afforded ‘flexibility in the way they design their programmes’ (Welsh Government, 2009b: 6), which, in the case of ethnic, cultural, linguistic, religious diversity and EAL/WAL, has contributed to inconsistency and considerable variation in the quality of provision. Some institutions give diversity and EAL/WAL a higher priority and make coverage more explicit than others do.

**The professional development records vary**

The professional development profiles vary between institutions. Some relate to teaching practice, some to the whole course. How trainees are assessed and what support is offered by the school mentor depends on what each university asks the trainees to do in their professional development files. As each university uses different schemes this varies.

Different institutions use different methods of recording. Some formal records are on paper, some use electronic/online methods of entry (such as a Word document on Blackboard or a bespoke framework), where planning forms, evaluations, reflective logs and assessors’ reports can be uploaded. Whilst this is not a big problem in itself, the inconsistency was highlighted by school mentors in schools that take trainees from more than one institution and by those who have had to assist trainees in completing the digital records.

One institution removes Standards S3.2.5 and S3.3.5 from the trainees’ teaching assessment profile altogether because practical experience cannot be guaranteed in all schools. Consequently, there is no specific evaluation of teaching practice in relation to Standards S3.2.5 and S3.3.5. Instead, knowledge and understanding are assessed through formal assignments and examinations. Whilst this decision is intended to create fairness and trainees are able to include practical evidence against Standards S3.2.5 and S3.3.5 if they wish, unlike in other institutions, there is no expectation for them to do so.

**Standards are covered at different times on different courses**

Spreading coverage of the QTS standards through the year means that, in some cases, the diversity and EAL/WAL standards are addressed early, and in others they are addressed late on. On some courses, together with a number of other elements, the EAL/WAL standards are left until after trainees have finished their teaching practice placements because they are considered difficult
for some trainees to evidence. In this situation, the input is too late to be of use during teaching placements so trainees, and more importantly any EAL/WAL pupils they teach, may suffer.

Scheduling coverage also affects the way schools are instructed to address the standards in professional development sessions. Depending on the profile of each placement school and the order in which the diversity and EAL/WAL standards are addressed, trainees can have very different experiences. For example, if EAL/WAL is scheduled to be covered on placement 2 but the second placement school is not diverse and has little staff expertise in these areas, a trainee will get a less satisfactory level of training compared to another.

If a placement school takes trainees from different ITT Centre institutions, which some do, and professional development sessions for the EAL/WAL and diversity standards are scheduled for coverage at different times, e.g. EAL to be covered in placement 1 for one institution and placement 2 for another, then some trainees can miss out completely.

**There is no guarantee of formal assessment on all courses**

Some course providers could give no guarantee that these standards would be formally assessed.

Two course providers place no obligation on trainees to develop their academic knowledge and understanding of EAL/WAL pupils’ needs during their courses and consequently these are not formally assessed. Reliance is placed on the assessment of practice during teaching placement, which some trainees do not get.

As noted above, one institution removes Standards S3.2.5 and S3.3.5 from the teaching record and places no obligation on trainees to provide evidence of practice for assessment of these two standards.

Some courses provide one- or two-hour input sessions from external specialists or university tutors, but make no formal assessment of trainees’ knowledge or understanding following the input.

Some course providers do not make a clear distinction between the assessment of knowledge and understanding and the assessment of practice. They rely upon the school placements to
provide evidence of *applied* knowledge in meeting the EAL/WAL QTS standards, building on any input that may have been received in the university, such as a dedicated session from an external speaker. This may not always happen.

**Some courses only have optional assessed components for EAL/WAL**

Having assessed components where an EAL/WAL focus is only optional inevitably means some trainees will not choose that option or be assessed on it. The choice to focus on minority ethnic or EAL/WAL pupils in a practice-based option is very influenced by the presence of such pupils in a trainee’s placement schools and by the trainee’s personal interests. Only having optional assessed EAL/WAL components limits the opportunities for universities to formally assess all trainees against these standards, especially if they do not have any direct experience on teaching practice either.

**Assessment of EAL/WAL is dependent on the diversity of the placement school**

The most common response from interviewees was that assessment of trainees’ EAL/WAL knowledge, understanding and practice is dependent on the diversity of the placement schools.

On courses where there is no other formal input on EAL/WAL, meeting the relevant QTS standards is *entirely* dependent on trainees’ school experience. Tutors’ evaluation of trainees’ practice with EAL/WAL pupils is dependent upon:

- the presence of such pupils in observed lessons;
- whether or not the tutors are made aware of their presence;
- whether or not trainees have planned specific work or resources for any EAL learners;
- whether or not the EAL learners in the class actually need any particular attention or differentiation for that lesson. For example, in one lesson observed by a university tutor, the EAL pupil was orally very strong and performed well within the class: no differentiation was needed. The pupil did have needs for further development in their written English but the oral nature of the lesson did not provide any opportunity to do this, so no differentiation was necessary or observed, and consequently no evidence was gathered for the EAL/WAL standards.

Such dependence on the make-up of the school is one of the biggest problems for ensuring that *all* trainees produce assessable evidence on EAL/WAL. At present, if the school has little diversity, or there are no EAL/WAL learners in a trainee’s class, these standards will not be
assessed. (Fifteen per cent of trainees who responded to the survey said they had no university input or school experience to be assessed against.) Whilst acknowledging that all QTS standards are equally important and must be met, several course providers point out that the EAL/WAL standards are particularly difficult to meet.

**Target setting may not include these QTS standards**
Trainees who are lacking evidence for the EAL/WAL standards, because they have no such pupils in their teaching groups, are unlikely to have a target set to develop their understanding of EAL/WAL issues precisely because it will be difficult for them to meet such a target during their placement. It may be assumed or hoped that the trainee will gain experience elsewhere, which is not always the case.

**The scope and quality of trainees’ self-evaluation is variable**
The gathering of evidence against each QTS standard relies heavily on trainees’ self-evaluation but, for many reasons indicated in trainees’ responses to Q4 and in tutors’ responses in this section, trainees can struggle to compile sufficient evidence for the diversity and EAL/WAL QTS standards or evaluate it adequately. This evidence is supposed to be checked by school mentors but, in the view of some university tutors, some school mentors simply evaluate the reflective opinions of the trainees and check that all the relevant boxes are ticked.

**The quality of school-based mentoring is variable**
Because university tutors get few opportunities to observe trainees’ practice, school mentors are relied upon to carry out most of the assessment on teaching placements. A lot of responsibility and trust is placed in school mentors but some comments from tutors, trainees and school mentors suggest that the quality of school-based mentoring is variable.

**Schools adopt supposedly ‘inclusive’ rather than specific approaches to teaching EAL/WAL pupils**
In relation to S3.1.3, many teachers are said to be ‘inclusive’ rather than ‘specific’ in their approach to meeting EAL pupils’ needs. In other words, EAL/WAL pupils are treated in much the same way as other children in a class, rather than having their distinctive needs clearly identified and targeted specifically through differentiation. This practice raises questions about how well trainees are being guided to take account of the distinctive cultural and linguistic identities of EAL/WAL pupils and how they are assessed in doing so.
The quality of university tutors’ assessment is variable

**University tutors have limited opportunities to assess trainees’ observed lessons**
In most cases, university tutors rely on the general standardised assessment of observed lessons for evaluating how well trainees are meeting the QTS standards in practice. Because tutors get only one or occasionally two opportunities to observe each trainee teaching, the chance to assess their knowledge, understanding and practice in relation to EAL/WAL is limited.

**Information on the ethnic and linguistic diversity of placement schools and trainees’ classes is not requested by tutors**
Interviewees from one institution made it clear that they do not ask for data describing the school’s profile, such as information on ethnicity, EAL/WAL or first languages, and do not ask trainees to provide this information in their lesson planning.

Another course provider could not say how consistently all school mentors and university tutors would ask trainees if they have identified EAL/WAL pupils or look specifically to see how they have taken account of them and their learning needs in observed lessons.

**Information on the ethnic and linguistic diversity of classes is not provided by trainees**
If a trainee does not provide information about the diversity of the school or the class pupil profile, the university tutor will not be aware of the presence of EAL/WAL learners and therefore cannot evaluate trainees’ performance in planning and differentiating for such pupils.

**Some tutors are more proactive than others in evaluating trainees’ evidence**
Some tutors depend more upon the schools and school mentors to evaluate how well the trainees’ are meeting the QTS standards and consequently may not ask questions about EAL/WAL when observing lessons.

**Some tutors’ levels of confidence and expertise are low in these areas**
Several comments revealed a lack of confidence, knowledge and expertise in these areas amongst tutors.
- Not all tutors are confident in advising trainees about the best strategies to use to support EAL/WAL learners of
diverse backgrounds and levels, or about specific types of evidence to provide for meeting these standards.

- Not all tutors have sufficient knowledge and expertise to evaluate the quality of evidence.
- Advice for tutors and mentors is lacking on how to address the needs of EAL/WAL pupils at different stages of English and/or Welsh language development.
- It is difficult to know where to direct trainees to get practical experience if they don’t get any on their school placements.

**Review of trainees’ files is not always rigorous enough**
During the review of trainees’ files tutors should pick up on any QTS standards where evidence is lacking, including those for diversity and EAL/WAL. The fact that several trainees in the e-survey claimed to have had no university input or experience in schools suggests that this is not done thoroughly in all cases. There are suggestions that there may be a sense of resignation and a willingness to let go some standards because they are hard to provide evidence for, rather than rigorously ensuring that every standard is well met.

**Good practice exemplars for these standards may not be provided**
Exemplar work presented to trainees as illustrations of good practice or good evidence for assessment may not include examples for the diversity and EAL/WAL standards. Consequently, trainees may have less idea of what kind of experience to go looking for or what evidence would be considered as good quality.

**Responses to key readings provide only limited evidence**
If trainees do not get any practical experience of EAL/WAL in their school placements, accessing the key readings is the only evidence they can provide for assessment.

Whilst the Welsh Government Handbook of Guidance allows for this type of evidence, if this is all a trainee gets, then the disparity between their level of professional development and training in this area compared to a trainee who has received formal course input, professional development sessions and practical experience of teaching EAL/WAL pupils, in at least one placement, is considerable. Consequently, the range and quality of evidence provided by different trainees for assessment is highly variable.
DISCUSSION

Although over half of trainees responding to the e-survey said they found it *quite easy* or *easy* to identify evidence, greater consistency in both assessment and support offered is clearly needed to ensure a more equitable experience for *all* trainees. The areas of weakness identified in this section offer quite a broad range of reasons why trainees are not consistently well assessed in the areas of diversity and EAL/WAL, adding to the list of difficulties noted by trainees in the e-survey.

The lack of direct experience teaching EAL/WAL pupils in their placement classes needs to be compensated for with supplementary activities that allow trainees to work with or observe pupils or to engage imaginatively with case study situations, so they can demonstrate that they have fulfilled the QTS requirements – particularly in assessing pupils’ EAL Stages, identifying the language and cognitive demands of lessons and in differentiating lessons and resources.

It seems trainees also need more good practice examples and more detail in the specific practicalities of teaching EAL/WAL pupils and dealing with issues of diversity, which they can assess themselves against.

More needs to be done to balance the development of knowledge and understanding with some experience of practice. Although included in the options for supplementary activities given in the Handbook of Guidance, providing a selection of key readings alone is unlikely to prepare trainees to support EAL/WAL pupils in their first teaching post.

It would be of benefit to all trainees for EAL/WAL to be consistently highlighted and asked about in observed lessons. Where there are no EAL/WAL pupils in the class, there is potential for supplementary questions to be asked to encourage trainees to at least think about the issues, e.g. ‘What would you have done differently if there were any EAL/WAL pupils?’ or ‘How would you have adapted the lesson to include a Stage A or B EAL/WAL learner?’

It is debatable whether or not the removal of S3.2.5 and S3.3.5 from the trainees’ teaching practice record is the best solution to the apparent problem of lack of direct contact with EAL/WAL pupils. Although it puts all trainees on a similar footing in relation to the university-based assessments, it effectively removes any requirement from placement schools to follow up on these standards where opportunities do exist. Where, in other institutions, gaps in evidence will be clear to mentors and tutors which could be flagged up for targets and practical
development, in this case they are not. Even if there is quite thorough content coverage and formal assessment in the university component, the weaker emphasis on actual practice may be a disadvantage, especially in schools where smaller numbers of EAL/WAL learners are sometimes regarded as ‘not an issue’ and may not be drawn to the attention of trainees.
AREAS OF WEAKNESS IN ASSESSMENT OF QTS STANDARDS
S1.1, S3.1.3, S3.2.5 and S3.3.5 REVEALED IN THE SCHOOL
MENTORS’ RESPONSES

2) In relation to QTS standards S.1.1, S3.1.3, S3.2.5 and S3.3.5, how
do you assess trainees’ knowledge and understanding of EAL/WAL
pupils’ needs and their practice in meeting those needs?

3) What support/guidance do you offer trainees to identify self-
evaluation evidence to meet the above standards?

FINDINGS

Responses from some school interviewees show clear weaknesses in
the assessment of these standards and in the support or guidance
offered to trainees. There is a marked difference between the
assessment of these standards in low-diversity schools compared to
more diverse schools, but even in some schools with more than 5%
EAL/WAL pupils interviewees acknowledged a lack of capacity and
expertise to offer adequate support and to accurately assess these
standards.

Responses from school-based interviewees to Q2 and Q3 reveal areas
of weakness that fall under eight general themes.

These standards are not assessed
One interviewee admitted that their school doesn’t assess these
standards specifically because EAL/WAL is not regarded as an issue in
the school. There are few EAL/WAL learners on roll and they are not
perceived to have needs that are distinct from the other children so
trainees’ teaching is not assessed directly in relation to those learners.

It is impossible or near impossible to assess these standards
A number of interviewees described it as impossible or near impossible
for them to assess these standards or support trainees in obtaining
evidence because of the lack of diversity in the school. The expectation
is that evidence must be sought through their university sessions or from
their other school placement. One interviewee observed that they also
struggle to get many of the trainees to use incidental Welsh in the
classroom, particularly PGCE trainees from Ireland.
There is insufficient expertise or experience to offer guidance
Some felt that they would struggle to offer guidance or impart knowledge to trainees due to a lack of capacity and because few staff members have any expertise or experience in these areas.

Some teachers provide more advice than others
There was recognition that even in diverse schools, some teachers are better equipped than others to provide advice, not all staff know enough about EAL Stages or EAL/WAL pupils’ needs and not enough guidance may be given in these areas.

It depends on whether or not trainees have already had experience to contribute to the standards
If a trainee has already had experience to contribute towards meeting these standards, a school might consider it unnecessary to spend time addressing them on their placement. It also depends on what each university asks the trainees to do in their professional development files, which varies between institutions. Some trainees may already have had some experience, others may not.

Trainees do not ask for help
Some mentors commented that they had never been asked for advice or assistance with evidencing these standards by trainees, even when there were opportunities to do so. If trainees do not indicate they are struggling mentors are unlikely to go looking for problems in this area.

Few suitable opportunities within the curriculum are available
When a school’s cohort is not very diverse, suitable opportunities for trainees to gain experience and gather evidence across the curriculum are perceived to be fewer. The view was expressed that if all placement schools were required to cover these standards, they would have to purposely create an artificial situation for the trainees. Other than this, in less diverse schools, mentors might look for evidence in examples such as:

- Year 3 trainees will have the opportunity to lead an assembly;
- trainees’ teaching of RE will be observed;
- possible observation of a PSE lesson to get at understanding of diversity;
- trainees could choose to do a specific project in this area.

No specific criteria are used to evaluate EAL/WAL
No specific criteria for assessing trainees against these standards were offered by interviewees from low EAL/WAL schools. Trainees are directed to differentiate activities and interactions to meet each individual’s needs but the needs of EAL/WAL learners are not distinct
from those of the other children. In general, trainees would be assessed on how they differentiate work for differences in ability, backgrounds and achievement. Good practice in the Foundation Phase is regarded as good practice for additional language learners.

**DISCUSSION**

There are more weaknesses in schools that have little ethnic diversity and few or no EAL/WAL learners, with some school mentors not assessing these standards at all.

It is understandable that schools such as these find it very difficult to provide opportunities for gathering or evaluating evidence but it was suggested that, if made compulsory, schools could provide artificial scenarios for their trainees. Whilst this is a poor substitute for direct practical experience, it may be a useful option for some trainees who get no experience elsewhere. If made a requirement, it would be helpful for universities and schools to work together to draw up scenarios and guidance for mentors.

Many teachers need to be better trained, equipped and given direct responsibilities in these areas to ensure they challenge trainees and evaluate their performance with greater rigour.

Taken together with the weaknesses identified by the university tutors, it seems that a range of different assessment strategies need to be employed to ensure all trainees can gain adequate evidence to meet the standards.
CHALLENGES

A question about challenges was put to both university tutors and school-based mentors.

4) What challenges do you face in preparing trainees to address the issues detailed in the above standards?

To some extent, the responses reiterate points made in other areas of this report but there are some additional comments about government priorities, trainees’ attitudes and knowledge, school-based CPD and minority ethnic and overseas trainees which are insightful additions.

CHALLENGES FOR UNIVERSITIES

FINDINGS

The responses of university tutors to Q4 fall under six general themes.

There is insufficient time and ‘room’ within the training programme
Several interviewees made it clear that there was not enough time or space in the ITT programme to cover EAL/WAL in adequate detail. Some indicated they intend to reduce coverage or move it to the end of the course in future. Recent Welsh Government directives to increase trainees’ time in school means there is less time in university to cover all areas, with time pressures leading to the removal of sessions on matters like Equality, Diversity and Social Inclusion to be replaced with other Welsh Government priorities.

Government initiatives and priorities take precedence in programme development
Government priorities drive ITT programme content and new initiatives or changes take precedence over other content. EAL/WAL has slipped off the national education agenda and is not a high priority. It has not been explicitly referenced in major new governmental developments like Literacy and Numeracy, the Welsh Baccalaureate, the Cwricwlwm Cymreig and Tackling Deprivation. Consequently, EAL/WAL is one of the areas likely to be reduced or pushed out of ITT programmes. The requirement to audit trainees’ personal literacy and numeracy skills three times a year takes up a lot of time, as does making any government-led modifications to course programmes.
Trainees’ workload is very challenging
Trainees’ workload was variously described as ‘substantial’, ‘intense’, ‘challenging’ and ‘overwhelming’. There was some feeling that there were too many QTS standards and the wording of some standards was woolly. Some trainees may not have the time or the inclination to seek out experiences with EAL/WAL pupils or gather relevant evidence if opportunities are not readily available.

Providing breadth of experience for all trainees is a difficult task
Ensuring that all trainees get experience of everything they need to is virtually impossible. Physically finding placements and negotiating all the variables for allocation is a difficult job and the limited availability of diverse placement schools restricts opportunities, particularly for Welsh-medium trainees. Best practice in supporting EAL/WAL pupils is not well-established in all schools and the universities only know of a small number which have well-established practice in relation to diversity and EAL.

Trainees’ attitudes, viewpoints and lack of knowledge can present challenges
A number of different responses relate to trainees’ lack of knowledge about diversity and EAL/WAL and refer to attitudes and viewpoints which present challenges.

- The variety of knowledge and experience amongst trainees can make ‘pitching’ content in this area a challenge for university tutors.
- Many younger trainees are from fairly homogeneous educational backgrounds and may not have much experience of diversity. Some feel that EAL/WAL is not very relevant for them, particularly if they have had no experience of such pupils in their placement schools or if they wish to work in Welsh-medium settings, where EAL/WAL learners are fewer in number.
- There is a perception amongst some trainees, possibly picked up from within placement schools, that EMAS/EMLAS staff will provide all the support for EAL pupils – it is the specialists’ area of expertise so the trainees do not have to learn how to work with such pupils themselves.
- Trainees sometimes speak of EAL learners as a generic group with a shared identity and needs, which is not the case.
- Some trainees consider that EAL/WAL pupils should be treated the same as all other children and that their needs are the same.
- Some trainees lack awareness of the diversity of needs and range of language levels, making assumptions, for example, that all EAL learners are new arrivals or refugees with no English.
Trainees from abroad sometimes encounter cultural challenges (particularly French MFL students) resulting from contrasts between education systems, schools and societal culture.

Trainees can be reluctant to ask for help for several reasons. The relationship with school-based mentors is very important. Some trainees feel that they are a burden on the schools, do not want to impose or be a pain. They feel they are visitors, looking for favours and they often try to please everyone. Some may lack the confidence to ask for assistance. Some ask and get little or no support in this area because expertise in the school is lacking. ‘Trainees are uniquely vulnerable’ in these respects.

Some tutors lack knowledge and expertise
Not all tutors are confident in advising trainees about the best strategies to use to support EAL/WAL learners of diverse backgrounds and levels, or about specific types of evidence to provide to meet these standards. Some tutors are not sure where to direct trainees when they ask for advice about gaining practical experience or setting targets for EAL/WAL.
CHALLENGES FOR SCHOOLS

FINDINGS

Responses to Q4 from interviewees in schools with high and low diversity have been combined in this section and fall under nine general themes.

There are limited opportunities to provide trainees with experience of EAL/WAL
Schools with few or no EAL/WAL pupils find it hard to provide opportunities to adequately address the issues in the diversity and EAL/WAL standards. Concern was expressed about the importance of providing trainees with a real, authentic and worthwhile experience – not an artificial, contrived experience – of what it’s like to work with EAL/WAL learners, especially early stage learners.

There is insufficient time to cover everything
The brevity of placements, time constraints and logistics make it difficult for schools to cover everything that is needed. Some interviewees felt it would be better for the PGCE course to be two years.

School staff members and mentors lack experience and expertise
Practitioners in some schools don’t have knowledge, understanding or experience in this field to be able to offer trainees much help. In some cases, the lack of expertise amongst staff members and senior mentors means it is simply not possible to prepare trainees to address the issues detailed in these standards whilst on placement.

There is a lack of school training due to prioritisation of CPD by numbers and perceived needs
CPD is prioritised on the basis of perceived significance and staff needs. Interviewees from schools with little diversity and few EAL/WAL pupils indicated that EAL/WAL is not seen as a big issue, so there has been no need to prioritise it for CPD training.

It is difficult to schedule whole-school training during teaching placements so trainees can benefit from it. In low-diversity schools, incorporating EAL/WAL as a priority CPD focus is highly unlikely and obviously could not be repeated annually.

Trainees’ workload is too great
Several interviewees identified trainees’ workload as a big challenge, suggesting that the paperwork and pressure are too much for many of
them. Some lose track because of all the information they have to deal with; not all trainees can take the pace. PGCE trainees, in particular, feel bombarded and ‘needy’; they say there is far too much work to cover. They are already stretched with the demands of their course, so the amount of extra time needed to prepare and differentiate work for EAL/WAL pupils is a challenge. It is also hard work for the school to provide all the support needed.

**Trainees’ attitudes and general lack of knowledge about diversity and EAL/WAL present challenges**

The backgrounds and profiles of trainees are uneven and their knowledge, understanding and experience vary considerably. Often, trainees do not realise that they will have to teach EAL/WAL learners, or understand what this means in practice. When arriving on placement, some have had little or no training on additional language development at the university, nor any teaching experience of diversity or EAL/WAL pupils. Certainly, few have had experience of schools with high percentages of EAL learners. Some trainees have very narrow personal backgrounds in the sense of experiencing very little diversity, so their personal understanding of social and cultural difference can be quite limited. Many come with misconceptions and stereotypes of identities that are different from their own. For some, being in a diverse community is familiar but that doesn’t necessarily mean they understand all the issues arising from backgrounds other than their own. For others, the range of backgrounds and language levels can be quite a shock. PGCE trainees tend to have more understanding than the BA QTS trainees, partly because they are older and have more life experience in general.

It is a steep learning curve for trainees and getting them to follow guidance can be a challenge. There is always a lot of work to be done. The school mentor and other teachers have to adapt to each trainee’s background and personality to meet their personal and professional development needs.

Welsh-medium and some English-medium trainees can feel that EAL and diversity are irrelevant to them because they think they are going to teach in schools where there are no EAL/WAL learners. They need to be made aware that EAL/WAL pupils are more widespread and that they may work in a school, at some point in their career, where there are EAL/WAL learners.

**Trainees’ lack of specific knowledge of EAL/WAL issues and of how to meet EAL/WAL pupils’ needs in practice present challenges**

In addition to the challenge of trainees’ general lack of knowledge and experience of diversity and EAL/WAL, interviewees identified quite a
number of examples specific to working with EAL/WAL pupils that are a challenge for schools and mentors to address. According to these responses, some trainees:

- do not understand what EAL/WAL pupils are actually experiencing;
- assume that EAL/WAL pupils don’t know any English/Welsh at all;
- assume that EAL/WAL pupils know more English/Welsh than they do;
- overlook EAL learners, who are usually less vocal, because the trainees are focused on behaviour management and spend time dealing with attention-seekers;
- are not good at evaluating the language levels of pupils and identifying their consequent needs;
- have difficulty distinguishing between language capability and academic potential. Even some experienced teachers still don’t get this and still equate EAL with SEN (ALN);
- take a long time to grasp the extent of differentiation needed or the amount of time required for differentiation. If EMLAS staff are available to help, this is easier but, if not, it is a lot of extra work;
- don’t plan appropriately to meet EAL/WAL needs;
- have weaknesses in their own use of English, e.g. poor enunciation due to strong colloquial usage or accents, e.g. slurring consonants: ‘bo-um’ instead of ‘bottom’; spelling, grammar and vocabulary mistakes;
- do not know how to differentiate their spoken language appropriately or model language to EAL/WAL learners at different stages of proficiency;
- find pitching work appropriately to Stage A learners difficult. Trainees need another adult to give individual support to Stage A learners as it is not possible to ensure that every individual in the class is engaged and participating without this assistance;
- have difficulty with new arrivals coming into GCSE year. How to teach such pupils is a challenge. Trainees and teachers can ‘panic’ and they find it hard to know how to support new arrivals, particularly those with little English;
- lack confidence in how to manage teaching assistants and other support staff (such as teachers working with pupils learning EAL) in their class. Some have difficulty with partnership teaching;
- need to develop their awareness of cultural differences: what kind of behaviours are acceptable, matters of gender contact, certain customs and cultural practices and children’s responses to discipline. It is a challenge for schools to respond reactively whenever issues arise between children and trainees, for example when trainees’ unfamiliarity with children’s prior social or cultural experiences impacts on relationships;
• do not raise EAL/WAL issues as areas of concern, so they are not ‘on the radar’ as things to address during placements;
• prioritise their own challenges. Because they have so much to take on, EAL is not always included in their targets.

Target-setting depends a lot on the other placements trainees have had or are going to have. Some trainees will have had experience of working with EAL/WAL learners in their first placement, others will not. For trainees on the second placement, information is provided by their first placement school which informs the targets set for the second placement. Interviewees indicated that few or no targets for trainees in their schools had ever highlighted the need to further develop EAL/WAL.

**There is a lack of specialist support**
Year-on-year cuts to Local Authority EMA/EAL services are leaving schools with less specialist support. This weakens the capacity of the school to support both pupils and trainees on placement.

**There are issues relating to overseas and minority ethnic trainees**
Sometimes trainees are overseas students or from UK ethnic minorities. As with trainees in general, some are very good teachers, others are not so good. It is good to have trainees of different backgrounds who are good teachers working in the school to add some diversity to the workforce as the majority of the employed teachers are White British, but they may also need particular kinds of support. Overseas trainees may be quite unfamiliar with the Welsh school system and approaches to behaviour management. Minority ethnic teachers in predominantly White British/Welsh schools may also face challenges.

One interviewee pointed out that university tutors had asked about placing trainees from minority ethnic backgrounds in multi-ethnic schools because their personal backgrounds would make them more suited to such schools. The school’s response was that being of a minority ethnic background does not necessarily mean a trainee will understand or cope better with the demands of teaching in a multi-ethnic, multilingual school.

**DISCUSSION**

The challenges identified relate to both priorities and practicalities.

University tutors and school mentors identified several common challenges:
• insufficient time to cover diversity and EAL/WAL in enough depth;
• the demands of trainees’ workload;
- trainees’ lack of knowledge and understanding of diversity and EAL/WAL, which needs to be addressed by university tutors and school mentors;
- lack of knowledge, experience or expertise on diversity and EAL/WAL amongst university and school staff members to be able to offer advice to trainees;
- the difficulty of finding or providing opportunities to ensure breadth of experience for all trainees in settings with diverse cohorts and EAL/WAL pupils.

Clearly, a balance needs to be struck, within the competing demands of the course programmes, between reducing trainees’ workload (or helping them to manage it better) and including sufficient opportunities for trainees to develop their knowledge, understanding and experience of diversity and EAL/WAL, thereby enabling them all to meet the relevant QTS standards and be satisfied with the preparation they have received.

At present, EAL/WAL does not have a high enough priority on all courses to ensure consistent coverage and more creative approaches need to be utilised to provide a range of opportunities for trainees. Frequent Welsh Government changes in the focus and priority of education initiatives make this difficult to achieve. The downgrading of EAL/WAL as a priority in funding and policy does not help.

The weaknesses in trainees’ knowledge are many and specific. They require well-informed, well-targeted information to be addressed. There is a clear need for training of staff members in universities and schools so they can adequately tackle these challenges.
SUGGESTIONS FOR IMPROVEMENT AND RECOMMENDATIONS

SUGGESTIONS FOR IMPROVEMENT

Question 8 in the trainees’ e-survey asked respondents to suggest improvements to ITT provision.

Q8. What improvements would you suggest to enhance ITT provision in preparing trainee teachers to meet the QTS standards on diversity and EAL/WAL? a) University-based and b) School-based.

In the university tutor and school mentor interviews, Questions 5, 6 and 7 asked about improvements that could be made at the universities and partner schools in the ITT Centres, by working in partnership with others and through involving external expertise.

5) What improvements could be made to enhance ITT provision through your Centre in preparing trainee teachers to meet the QTS standards on diversity and EAL/WAL? a) University-based and b) School-based.

6) How could the three ITT Centres, individual universities and partner schools work together more effectively to improve provision for trainee teachers in relation to diversity and EAL/WAL (e.g. practical strategies for sharing expertise and compensating for demographic differences across the regions and between schools)?

7) What, if any, external support (e.g. expert input, teaching materials, resources, video, online information ...) would help you to prepare trainees more effectively to meet the needs of EAL/WAL pupils?

In addition to Q5–7, the school staff interview asked two other questions about ongoing training needs beyond ITT in relation to current provision for NQTs and CPD and for any additional support or training required.

8) What provision does the school make, or have access to, to meet any ongoing training needs in these areas for: a) NQTs during their induction period? and b) fully qualified teachers’ CPD?
9) What additional external support, resources or training would help your school to meet ongoing training needs in EAL/WAL and diversity?

In this section, responses to all of these questions from trainees, university tutors and school mentors have been combined, collated and summarised. Some other suggestions arising from responses concerning areas of weakness have also been incorporated. The suggestions are divided into four sub-sections: for the Welsh Government; for universities providing ITT; for ITT placement schools and for joint working between universities and schools. Within each section, the suggested improvements are grouped under general themes.
SUGGESTIONS FOR THE WELSH GOVERNMENT

Several of the improvements suggested by trainees, university tutors and school mentors require action from the Welsh Government. They include the following.

To improve ITT provision in Wales, the Welsh Government should:

**increase the diversity of the teaching workforce**
- increase the diversity of the teaching workforce in Wales so it is more representative of the pupil population, encouraging more trainees from minority ethnic backgrounds into the profession.

**fund more specialist support**
- not cut funding for specialist EAL/WAL support. Increase it as more support is needed and what currently exists is highly valued.
- Provide more specialist teachers to meet needs, based in schools;
- provide more funding for specialist Bilingual Teaching Assistants and Learning Support Assistants.

**prioritise EAL/WAL in ITT, CPD and Performance Management**
- make EAL/WAL a significant priority within ITT and CPD so ITT institutions and schools see it as a priority;
- produce a set of consistent national guidelines for ITT providers to follow on content, processes, recording, order of coverage, detail of coverage, assignments for each QTS standard, etc. including those for EAL/WAL;
- make sure all MEP/future Masters course trainees have access to an EAL/WAL specialist and experienced teachers of EAL to develop their knowledge and expertise;
- in the Practising Teacher Standards and accompanying guidance, spell out how EAL/WAL should be addressed;
- highlight the importance of EAL/WAL in Performance Management regardless of how small the numbers of EAL/WAL pupils are in the school.

**develop a coherent cycle of professional development for all teachers through ITT, NQT and CPD that includes EAL/WAL**
- in order to address the points above about prioritising EAL/WAL, it would be helpful to develop a coherent framework, defining a cycle of professional development, to which diversity, EAL/WAL and minority ethnic achievement matters are integral. (See Recommendation 5 for an example.)
highlight the range of professional qualifications for working with minority ethnic and additional language learner pupils

- collate information about the qualifications available for TAs, LSAs and teachers to study at all levels to develop their professional knowledge and skills in working with minority ethnic and additional language learners;
- actively encourage staff working in multi-ethnic schools to study for further professional qualifications specialising in these areas.

extend the PGCE course and reduce the workload

- increase the length of the PGCE course to two years;
- reduce the workload and amount of paperwork for trainees and universities;
- reduce the paperwork requirements for NQTs.

provide more advice and resources on diversity and EAL/WAL

- provide more official support and advice for schools to enable them to fulfil their required responsibilities regarding EAL/WAL;
- provide appropriate resources to ensure that all schools are able to cover these standards whatever their demographic cohort;
- upload much more material and resources on Learning Wales;
- broaden the range of literature from other cultures recommended for schools and English subject teaching – compile ‘a best of’ list.

provide better mental health support for pupils

- provide better social and mental health care for traumatised children and advice for schools on how to support such children. Expertise and resources are currently insufficient to meet needs and trainees are ill-equipped to handle such issues without additional specialist support.

distinguish between W2L and WAL

- distinguish clearly between W2L and WAL to avoid confusion, whilst recognising that there are overlaps. Teach trainees about EAL and WAL, using the abbreviations EAL/WAL (English) and CIY/SIY (Welsh).

supply ITT institutions with schools’ data

- provide an annually updated list of all schools with EAL/WAL learners in Wales for ITT Centre institutions, to assist universities in allocating a good balance of placements.
SUGGESTIONS FOR UNIVERSITIES PROVIDING ITT

Some grouped responses combine suggestions from different respondents for all elements that should, for example, be included in tutor training or course coverage. Others present a selection of possible alternatives, some of which may be more suitable or manageable than others for particular institutions, for example in the suggestions for compulsory contact and enhancement opportunities.

To improve provision for trainees in the university component of ITT, providers should:

provide training and improve professional development for ITT tutors

- ensure that all ITT tutors are adequately trained to address EAL/WAL in their subject and general teaching coverage, e.g. assessing levels, planning, differentiating, identifying curriculum language demands, matching cognitive challenge with language level, providing formative feedback, avoiding discrimination and oversight of minority ethnic pupils, etc.;
- make sure all ITT tutors sit in on lectures/presentations/external specialist input on diversity and EAL/WAL to improve their levels of knowledge and understanding;
- create opportunities for university ITT tutors to meet specialists to keep up to date on EMA and EAL/WAL matters;
- organise visits for subject tutors to ‘good practice’ schools to gain personal experience so they can be better equipped to inform and support trainees;
- train all university ITT tutors to:
  - recognise that each individual EAL/WAL pupil is significant;
  - understand the distinctive needs of EAL/WAL pupils;
  - teach trainees appropriate attitudes and strategies for working in diverse schools;
  - give practical guidance to trainees on how to teach EAL learners in the secondary subject teaching areas;
  - understand the differences between provision and needs of EAL/WAL learners in Welsh-medium and English-medium schools;
  - understand that inclusive education does not mean treating all pupils as if their needs are the same and that inclusive teaching does not mean giving them all similar learning tasks, but that it means recognising and taking full account of pupil differences in planning and delivering lessons.
• get a phonics teaching expert to visit the universities and show tutors and trainees how to teach phonics. [Note: This is a general point, not directly linked to EAL/WAL, relating to poor levels of awareness of phonics amongst trainees. Phonics is a contentious matter in the EAL/WAL field because EAL/WAL pupils’ primary need for language development is comprehension – linking words to meanings. In most phonics teaching, the meanings of words being sounded are assumed to be understood by the pupils. Many EAL/WAL pupils are already able to decode sound–symbol relationships; learning English/Welsh phonics may not be a great challenge unless they also have an ALN. However, they are less likely to know the meanings of the words or to distinguish between real words, nonsense words and single sounds. Therefore, phonics teaching that is useful for EAL/WAL pupils must also include comprehension and contextualised use.]

provide more detailed and specific coverage of EAL/WAL as a discrete element in the university component of ITT

• All university courses should include:
  ▪ coverage of EAL/WAL as a discrete element not as part of ALN;
  ▪ a discrete compulsory element on EAL/WAL that is more than a one-hour lecture/presentation;
  ▪ a session on EAL/WAL from an external specialist with opportunity for discussion; [Note: As recommended by several trainees and interviewees, a lesson/part-lesson delivered to trainees in a ‘foreign language’ as if to a class of EAL/WAL pupils. If no bilingual teaching specialist is available, this could be delivered by MFL students, but specialist input would be preferable.]
  ▪ a seminar to discuss, raise questions and get answers about diversity and EAL/WAL;
  ▪ an assignment, reflecting on experiences in school or preparation for a real-life teaching situation through a case study, in response to a video or by applying theory drawn from reading texts, etc. [Note: This should be designed to meet at least the minimum requirements for scope and evidence included in the QTS handbook for S3.2.5 and 3.3.5.]
  ▪ a compulsory assignment towards the end of the course, for trainees to focus on areas that they haven’t managed to cover during their placements such as EAL/WAL.

• Course content should have a strong practical focus and include:
  ▪ the relevance of professional development in EAL/WAL to all trainees and why;
  ▪ incorrect assumptions often made about EAL/WAL pupils;
the wide range of backgrounds, language levels and needs of EAL/WAL pupils;
cultural differences: what kind of social and cultural behaviours are acceptable, matters of gender contact, customs, cultural practices and children’s responses to discipline;
the application of theory about additional language development and learning;
case studies;
methods, approaches, strategies and techniques for different circumstances and pupil needs;
how to differentiate language demands to the range of levels of EAL/WAL pupils at the planning stage and in delivery;
how to differentiate trainees’ instructional/classroom language appropriately and to model language for EAL/WAL pupils;
the use of pupils’ first language;
seating plans;
how to work with teaching partners and specialist teachers, and how to manage TAs, LSAs, pupil buddies and other assistants;
which resources to use, where to get them, how to produce them;
planning a microlesson.

A number of responses recommended that such content should be covered prior to trainees going on placement so they do not arrive in diverse schools unprepared to work with EAL/WAL learners.

**embed more, relevant diversity and EAL/WAL content in other areas of ITT courses**

It is important for trainees to recognise that EAL/WAL pupils encounter challenges in every area of school life due to their levels of English/Welsh and sometimes due to cultural differences. Several respondents’ comments pointed to improvements needed to embed EAL/WAL issues within all ITT courses so tutors and trainees understand how to shape their teaching across the curriculum to meet EAL/WAL pupils’ needs. This could be done by:

- mapping EAL/WAL across the module programme content of each course;
- embedding EAL/WAL development issues within Literacy coverage but not just there - it is important to clarify that EAL/WAL does not ‘belong’ under Literacy, English or Welsh;
- embedding EAL/WAL across curriculum content in all relevant subject/topic areas;
- covering WAL as well as EAL, distinguishing between W2L and WAL, using the abbreviations EAL/WAL (English) and CIY/SIY (Welsh);
• linking existing sessions on anti-racism provided by Show Racism The Red Card with EAL/WAL, diversity and minority ethnic achievement;
• making reference to EAL/WAL learners at different stages in all lesson planning and individualised learning course content;
• raising diversity and EAL/WAL matters in seminar discussions and lecture sessions on Professional Studies, Methodology, Individualised Learning, Differentiation, Partnerships, etc.

**make direct contact with or observation of EAL/WAL pupils a compulsory requirement**

There were several suggestions about how direct contact with EAL/WAL pupils could be made compulsory to ensure that all trainees gain at least some direct experience. They include:

• making it an entry requirement that all PGCE trainees work as learning assistants or have a pre-course placement in a diverse school to enable them to work with pupils with a range of needs;
• ensuring that all trainees have a compulsory contact or observation session in a diverse school during the university component before going on placement;
• ensuring a balance between different types of school when allocating placements and making sure all trainees have at least one placement in a diverse school with EAL/WAL learners; [See Recommendation 4.]
• making compulsory a (2-day/1-week) visit to an EAL Unit/Centre/good practice school if there are no EAL/WAL pupils in a trainee’s placement school;
• stipulating that schools must give trainees experience of working with or observing EAL/WAL pupils, either in the placement school or in another area school. [See below for suggested compulsory requirements placed on schools.]

**create enhancement or compensating opportunities for trainees where direct experience is not possible**

Recognising that it may not be possible for all trainees to get direct experience, there were several suggestions for enhancement or compensating opportunities, such as:

• include EAL/WAL in ‘Workshop days’, ‘Marketplace fairs’, ‘Ask the expert sessions’, etc.;
• during university course time, organise visits to schools in more diverse areas, e.g. Birmingham where many more schools are ethnically diverse;
• organise short school visits during the university component—
directly linked to specific aspects of teaching being covered on the
course like assessment/differentiation/EAL to see it in practice;

• organise short visits to an EAL Service/Centre/Welsh Unit to talk to
specialists and see support in action;

[Note: For the three previous suggestions, there are logistical and ethical
issues of organising such visits for all trainees, so it may only be feasible
to provide them for those who have not been allocated placements in
diverse schools.]

• set up a dedicated suite of rooms with ICT livestreaming from
classrooms (possibly using the IRIS system). That way, whole
bodies of trainees could watch lessons on screen, observe,
discuss and critique without disruption to the class and this would
avoid the need for visits;

• make sure trainees make up for lost time when they miss days in
placement schools. Otherwise they won’t have had the same
amount of teaching experience as others. This ‘missing time’ could
be used to place them in more diverse schools;

• coordinate exchanges between regions, e.g. swap trainees in
small rural Welsh-medium schools with those in large, multi-ethnic
English-medium schools to ensure breadth of experience; [See
also collaborative working suggestions below.]

• explore using Halls of Residence in late May/June for trainees to
stay when they go on end of year exchanges to other parts of
Wales to gain experience of different types of school.

offer better information and guidance for trainees on diversity and
EAL/WAL

This could be done by:

• compiling a list of diverse schools for PGCE applicants so they can
request a pre-course visit or two-week placement in one that is
close to or convenient for them; distributed to all accepted PGCE
candidates;

• providing trainees with demographic information about the make-
up of their placement schools beforehand, including numbers of
EAL/WAL learners; with information on national backgrounds and
cultural differences; and with information on things like what a
refugee, a migrant worker, an asylum seeker and an EAL/WAL
learner is;

• covering partnership teaching prior to placement;

• encouraging trainees to express their viewpoints in
seminars/discussions but guiding discussions and seeking to
adjust any inappropriate viewpoints to ensure that trainees avoid
any kind of discrimination or oversight of minority ethnic/EAL/WAL pupils’ needs;

- making Welsh-medium trainees aware of the presence of additional language learners in Welsh-medium schools, their importance, that they need to develop both English and Welsh and the fact that the intensive Welsh Language Unit provision is not a substitute for their responsibility to ensure full inclusion and language development of pupils in their lessons;

- drawing up clear, distinctive guidance to highlight similarities and differences between W2L learners and EAL/WAL learners, taking account of cultural and identity differences and pointing out which strategies are appropriate for both and which need to be modified or differentiated.

All university ITT course providers should work together to:

**improve collaborative working between tutors in different ITT centres**

- make time within the very constrained timetables and schedules of tutors to liaise with one another;
- set up an online forum for ITT tutors to share expertise and work collaboratively rather than competitively;
- use video-conferencing facilities for tutors in different centres to communicate more and to alleviate travel needs;
- organise joint conferences on diversity, EAL/WAL and other topics;
- share costs and expertise from different areas between ITT centres for joint professional development on EAL/WAL and other topics;
- promote primary/secondary exchange and collaboration where this is not common or possible because both sets of courses are not offered by a single provider;
- examine ways that both tutors and trainees can gain a deeper understanding of the different circumstances and challenges of working in small rural vs large urban schools in North and South Wales;
- ‘mine’ the databases of good practice evidence provided by past trainees in learning about and working with EAL/WAL learners and share these between Centres to illustrate the kinds of evidence needed to meet the relevant QTS standards;
- examine the possibility of NQTs being able to maintain contact with their university ITT course tutors for continuing support through their first year of teaching as some NQTs feel inadequately supported in their schools.

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coordinate and harmonise course programmes
- reduce the workload and amount of paperwork required on the PGCE courses;
- coordinate term and school placement dates so they are the same for all institutions;
- change the term structure so trainees have more preparation time in university before their first placement and cover EAL/WAL before trainees go on teaching placement;
- unify their practice and terminology, use the same recording and feedback processes and make the same requirements of schools regarding professional development, etc. including formalising when and how EAL/WAL should be covered.

[Note: Harmonising course programmes is especially important for placement schools that take trainees from more than one university. Schools cannot always accommodate differing requirements, particularly those covered at different times so some trainees miss out on programme elements such as EAL/WAL.]

improve mentor training
- cover EAL/WAL in the programme of school mentor training;
- explore the use of ICT and online training, using film and making available online videos of mentor training sessions and material;
- tackle low attendance at mentor training and minimise the need for tutors to visit mentors in schools.

allocate placements so as many trainees as possible have a variety of schools, at least one of which should be a diverse school with EAL/WAL learners
- allocate placements so all trainees get at least one diverse school;
- produce a software app for allocating trainee placements, through collaboration between the three ITT Centres/UCET Cymru members, to ensure that as many trainees as possible are placed in different types of school and have some opportunity to observe or teach EAL/WAL pupils; (See Recommendation 4.)
- request a list of all schools in Wales with EAL pupils on roll by EAL Stage from Welsh Government OR make an annual request of the placement schools to provide their pupil cohort breakdown information, to ensure the allocation app has accurate and up-to-date information; [See also Suggestions for Welsh Government above.]

University course providers should communicate effectively with partner schools and:
make it a compulsory requirement for all schools to address EAL/WAL and provide specific types of experience of diversity and EAL/WAL for trainees

Universities should require all schools to address EAL/WAL in some way with trainees during placement such as:

- ensuring at least an observation of an EAL/WAL pupil;
- spending a day with an EAL specialist/teaching assistant;
- working in collaboration with support when teaching EAL/WAL pupils;
- experiencing small group work with EAL/WAL pupils not just whole-class teaching;
- visiting a diverse school if no other is available;
- planning a lesson for a class (e.g. imagining they have an early stage EAL/WAL learner in that class. How would they differentiate the planning to include the pupil and match language demands with cognitive challenge?).

provide clear guidance and information for schools

- produce clear explicit guidance for schools on what they are required to provide for trainees in the areas of diversity and EAL/WAL;
- be specific about where EAL is expected to be covered in the Professional Support on placement (making sure it isn’t going to be duplicated or omitted by distributing content in the programme through the year);
- streamline and reduce the number or range of topics expected to be covered in single IPD sessions e.g. ALN, Behavioural Management and EAL is too much to cover in a single session;
- produce model guidance on assessing the standards of lessons, with criteria and examples for each QTS standard, including those for diversity and EAL/WAL;
- provide placement schools with a detailed breakdown of what is covered in the university components and when so they know what to expect and what to/not to include in their own coverage;
- provide placement schools with a breakdown of the topics chosen by trainees for their assignment focus. It is useful for mentors to know the balance of professional areas that have been covered so they can direct trainees towards areas that are less well covered.

hold schools accountable for fulfilling their requirements

- ensure that all placement schools are held accountable for fulfilling the general requirements toward trainees given to them in the handbook in providing formal mentoring sessions, weekly assessments and regular progress reviews.
SUGGESTIONS FOR ITT PLACEMENT SCHOOLS

Some of the suggestions in this section duplicate points made in the universities section above. This is because trainees, tutors and school mentors all realised that the responsibility for provision lies with both universities and schools and made recommendations accordingly. Universities have to be clear about requirements they make and provide information for schools, and schools must act on the information and fulfil the requirements.

To improve provision for trainees on placement, schools should:

**provide better advice and support for trainees**
- dedicate time during placements to cover EAL/WAL to ensure the QTS standards can be met;
- provide better advice and support for trainees by improving the levels of expertise in schools;
- include more practical activities and strategies during the Induction sessions to prepare trainees for practice;
- have a professional development session focusing on diversity and EAL/WAL;
- have an after-school session focusing on diversity and EAL/WAL;
- provide more input on working with teaching assistants;
- discuss with trainees what to do if a new arrival comes into the school/their class;
- distinguish clearly between W2L and WAL, whilst acknowledging overlaps, and teach trainees about EAL and WAL, using the abbreviations EAL/WAL (English) and CIY/SIY (Welsh).

**set and evaluate EAL/WAL targets for all trainees**
- set targets for all trainees to develop EAL/WAL during their teaching practice;
- draw the attention of school mentors/teachers to the need to follow up on progress targets and look specifically at EAL/WAL;
- use more specific, objective criteria to evaluate trainees’ performance with EAL/WAL pupils.

**create opportunities for trainees to focus on EAL/WAL**
- tell trainees where any EAL/WAL pupils in the school are and direct them to observe them during their placements;
- get trainees to shadow a class with EAL/WAL pupils in it during their first couple of days in school;
• make sure trainees are given opportunities to meet/observe/shadow/work with any EAL/WAL specialists based in school for some time during their placement;
• create a mini-project (perhaps 2–5 days) for trainees while on placement to focus on EAL/WAL – something on differentiation would be most useful for trainees;

**organise visits for trainees to more diverse schools or centres**
• use time set aside for feeder school visits to ensure trainees visit different types of schools and gain experience of diversity and EAL/WAL;
• set up exchanges so schools with EAL/WAL pupils can take trainees from schools with none for a day’s visit;
• make a compulsory 2–5 day visit to another school (such as feeder primary or secondary cluster school/possibly exchange with another trainee) where trainees can, at least, observe EAL/WAL learners or shadow a support teacher. At the moment, ‘enhancement’ visits to e.g. an Outdoor Pursuits Centre, a Pupil Referral Unit, Special Schools, schools with 6th forms are left to trainees’ choice and EAL/WAL would not be compulsory;
• set up exchanges so diverse English-medium schools can take Welsh-medium trainees during the week when their trainees go on observation week to other schools, to allow them to get some insight into EAL/WAL learners which they haven’t had in their Welsh-medium placement school; [Note: *This could apply to any trainee but is perhaps more pertinent for those in the Welsh-medium sector who are less likely to get such experience.*]
• make compulsory a visit to the Welsh Language Unit for all trainees in placement schools which send pupils to the unit. [Note: *As mentioned previously, such ‘exchanges’ or visits are thought to pose practical, logistical and ethical difficulties, not least an additional burden on schools, although some school mentors said it could be arranged informally by the placement school.*]

To improve practice in schools so they are in a better position to support and advise trainees, schools should:

**analyse data by ethnicity and EAL/WAL**
• analyse data in detail for their minority ethnic and EAL pupils, compare with other similar schools and seek out good practice to improve results.
analyse language demands in greater detail
- move beyond key vocabulary and tailor language and literacy development to school language demands.

have a named teacher with responsibility for EAL/WAL
- have a named individual/teacher in every school who can take responsibility for advising trainees and providing them with the information they need about EAL/WAL learners and diversity.

train staff members
- ensure that senior school mentors attend mentor training;
- send senior mentors on visits to other schools to get direct practical experience of working with EAL/WAL learners so they can share insights with trainees and other staff members;
- train senior mentors and other selected teachers about diversity and supporting EAL/WAL pupils so they can ‘trickle down’ professional development to other staff members;
- organise after-school training events with an EAL/WAL/diversity/equality focus – charge a small fee for staff from other schools in the area, or further afield, to attend;
- organise whole-school training with specialist input on:
  - equality legislation;
  - inclusive education;
  - bilingual education;
  - tackling racism;
  - diversity;
  - EAL/WAL;
  - how it feels to be an EAL pupil, by having a lesson delivered to them in a foreign language;
  - how to assess EAL/WAL pupils’ stages and needs in annual INSET to ensure regular moderation;
  - high expectations;
  - maintaining academic challenge;
  - the work of LSAs;
  - how to nurture children suffering from trauma.
- provide focused training for NQTs and CPD for other staff – including guidance notes, textbooks, practical activities, trial and feedback action research methods to find what works best – a talk from a specialist, preferably working alongside/coaching to show not just tell how it should be done. [Note: Training must be made a priority for all schools with EAL/WAL learners, and staff members who work with them should have personal CPD targets linked to EAL/WAL. If left to the usual criteria of prioritising CPD to address Welsh Government, Estyn or whole-school issues, schools with
smaller numbers of EAL/WAL pupils may never include relevant CPD.]

involve pupils in discussing these matters and gather feedback from them
  • involve school councils in looking at diversity matters so pupils are part of the processes;
  • gather feedback from EAL/WAL pupils themselves about their needs.
	pair specialists and NQTs
  • pair an NQT with an EAL specialist during their first year to build their capacity, knowledge and skills.

make more planning time available
  • make more planning time available for teachers to work with BTAs, EAL teachers and to plan and differentiate work for EAL/WAL pupils.

take more responsibility for developing EAL/WAL pupils’ English in Welsh-medium schools
  • at least through the Foundation Phase, if not throughout compulsory schooling, Welsh-medium schools need to take responsibility for ensuring that EAL/WAL pupils’ English also gets developed alongside their Welsh as they may not get much, if any, exposure to it outside of school. EAL/WAL pupils need support to reach parity with their peers’ language development and become fluent and academically proficient in both English and Welsh.
SUGGESTIONS FOR JOINT WORKING BETWEEN UNIVERSITIES AND SCHOOLS

University providers and partner schools should work together to:

**share funding and exchange resources**
- share resources and funding between ITT centres, schools and EAL services to support this area, possibly exchanging experts between regions;
- ask EMA/EAL services to let universities and schools know what resources they hold centrally for use;
- set up a service to prepare new, bespoke resources on request with a central repository of subject-based resources that could be requested for use.

**explore the use of in-class cameras for observation of EAL/WAL pupils**
- explore the utilisation of the IRIS in-class system to allow trainees to ‘remote view’ classes with EAL/WAL pupils. [Note: Although much could be gained from observing pupils within a class ‘at a distance’, one of the most crucial aspects of EAL/WAL teaching is the kind of language interactions pupils participate in, so microphones on key pupils might be needed to gain the greatest benefit and insight into how provision was supporting language development.]

**produce resources to support training on diversity and EAL/WAL in ITT**
- produce resources and information collaboratively which can be held in a central repository or duplicated for each centre and used with trainees during ITT including:
  - a generic presentation that all ITT Centres can use to ensure consistency;
  - videos of good practice with key points to note;
  - case studies;
  - techniques and strategies to work with EAL/WAL pupils from beginners to advanced learners;
  - best practice strategies in each subject area with subject-based resources;
  - starter packs for trainees;
  - toolkits;
  - bilingual phrase books in the languages of EAL/WAL pupils with key words and phrases so that teachers and pupils can communicate common school information;
  - information on cultural diversity and the Cwricwlwm Cymreig;
- background information on language transfer, linguistic and cultural differences relating to each country, including differences in writing systems;
- lists of bilingual books, dictionaries for translation;
- dictation and translation apps that are more immediate and effective than Google Translate;
- links to recommended websites with good quality information about EAL/WAL practice;
- blogs and Twitter accounts from EAL specialists, currently working, which the school or university could direct trainees to look at or follow.

**establish centres of good practice**
- define what good practice in EAL/WAL is;
- identify where 'good practice' schools are in each region;
- work with them to develop 'centres of excellence' which, in collaboration with the universities, could provide input for trainees through visits and presentations (preferably at the start or end of the year, outside of the normal teaching placement times);
- get the specialist EMA/EAL services to deliver whole-county training in a ‘centre of excellence’ for all trainees, rather than on a school-by-school basis.

**set up a support network for schools**
- create a support network for schools with similar profiles (like families of schools) with link names and email contacts for information exchange.
RECOMMENDATIONS

RECOMMENDATION 1

Draw up a model of good practice for addressing diversity and EAL/WAL in ITT courses in Wales

Using good practice material from this study and complementing it with other material, in consultation between EMAS specialists, ITT providers, school partners and Welsh Government officials, define a model of good practice for each of the ITT courses provided in Wales, including a balance of elements that satisfactorily address the weaknesses identified in this report.
RECOMMENDATION 2

Collate, commission or produce resources to meet identified needs

In identifying needs for further development and support, trainees, university tutors and school mentors all identified their desire for sets of resources both to improve provision in ITT and to help trainees and schools in meeting the needs of minority ethnic and EAL/WAL learners. Many of them are listed earlier in this report.

There are many resources currently available that may simply need to be selected for quality and collated, but others may need to be commissioned or produced specially for purpose. To do so would require funding and expertise which would be better accessed through collaboration and sharing of financial and human resources.

The practicalities of this process need further examination between interested parties but could be linked to the training programme suggested in Recommendation 3.
RECOMMENDATION 3

Set up a formal training programme for Wales on diversity and EAL/WAL

To facilitate the implementation of Recommendations 1 and 5 and to respond to the suggestions for improvement concerning the need for training, Welsh Government officials, University Schools of Education, Local Authority Specialist EMA Services and school representatives should work together to draw up a coherent programme of training on diversity and EAL/WAL for Wales, addressing the issues and needs of all those working in the statutory education sector and ITT.

One way of doing this could be to explore the creation of specialist centres of excellence in Wales and train up teams of trainers who can work in schools and universities.

Such work could be done collaboratively with others in the four nations, including the professional associations of NALDIC, NASSEA, EALAW, with the British Council and the Bell Foundation.
RECOMMENDATION 4

Produce a software app for allocating placements

Suggested model

The suggested model below is a provisional exploration and would need much refinement in consultation with IT specialists but a software app for manipulating variables could help ITT centres ensure that as many trainees as possible get placements in different types of schools, including those with diversity and EAL/WAL pupils.

The full set of variables would need to be agreed between course providers in all three ITT Centres.

Conditions would need to be set for each variable e.g. Home and Term-time Locations would need a ‘Public transport radius’. English-medium or Welsh-medium would be an essential match condition.

The database would need to be updated annually with school information drawn from PLASC with the agreement of the Welsh Government.

Trainee data would need to be entered and the app run for Placement 1, 2 (and 3 for undergraduate courses).

The person responsible for allocating placements in each Centre would need to enter variables such as:

Trainee Teacher variables
- home location of trainee: [a dropdown/autorecognise list of towns, cities, villages – or postcode?]
- term-time location of trainee: [as above]
- childcare: Need to be home to look after children/No childcare needs
- can/can’t afford to rent placement accommodation
- own transport: Yes/No
- English-medium/Welsh-medium placement required
- Primary/Secondary (possibly Middle and other variations)
- if Secondary, then subject placement desired, e.g. science, history, English, etc.
- prior connection to any school that could offer a placement: [List of schools]
• previous placement 1 – diverse or not? EAL/WAL pupils or not? [auto from in system]
• previous placement 2 (for undergraduate Primary) – diverse or not? EAL/WAL pupils or not? [auto from in system]

Placement School variables (based on partner schools offering placements to each institution)
• English-medium/Welsh-medium
• Primary/Secondary …
• if Primary, FP or KS2 …
• if Secondary, then subject placements offered
• if Secondary, does it have a sixth form for teaching KS5?
• rural/suburban/inner city
• wealthy/mixed/poor [based on % FSM?]
• ethnically diverse/ethnically not diverse [% or range of pupils’ ethnicities?]
• EAL/WAL pupils on roll / no EAL/WAL pupils on roll [will be on a WGovt database but not publicly available. Would need special access granting for our purposes]
• size of school: large/medium/small

Based on the data, the app would correlate the variables to produce a set of provisional allocations of placements for each trainee.

If changes needed to be made, the data could be modified and the app re-run to accommodate the changes.
RECOMMENDATION 5

Follow a spiral model of teacher training and professional development incorporating EAL/WAL as a discrete element

Rather than having separate sets of standards for Qualified Teacher Status and Practising Teachers, with a Masters in Education Practice that also has different criteria and content coverage, it would be helpful to unify them in a single set of standards and arrange them in a system that all teachers can cover through time, leading to progressive development of professional expertise in each standard. This set of standards must contain coverage of diversity and EAL/WAL to ensure that all teachers are adequately prepared in these areas.

Teachers who wish or need to specialise in particular areas sooner, for example to take on extra professional responsibilities in school, can choose to do so by following a fast-track route in addition to the standard progression.

Figure 1 shows a spiral progression route for all Teacher Training and Professional Development with a selection of examples of possible training elements (not a comprehensive list but including EAL/WAL as a discrete element) to be covered each year as the cycle repeats at successively higher levels. The final defined set of training elements, their content, order, means of delivery and assessment would need to be decided on between WG, GTCW (now the Education Workforce Council) and ITT institutions, matched to a set of agreed teaching standards.

The negotiation needs to include the following.

- Which components should be included in the spiral?
- Which, if any, components could be left out until later, e.g. only introduced once a teacher has qualified, passed Induction or taught for a certain number of years?
- Should each component be matched directly to clearly stated QTS and Practising Teacher Standards, or should the area coverage be worded in generalised terms and left to the interpretation of each institution/school/consortium?
- In which order should the components come?
- Where and when should discrete and embedded EAL/WAL content be built into the coverage?
- How much time should be allocated to each?
- How should they be delivered, e.g. lecture, seminar, visit, practice, coaching, teachmeet, twilight, weekend training, …?
• How should they be assessed?

The usefulness of the spiral is that elements can be added, modified or moved into different positions over time in response to reviews whilst maintaining a familiar, accessible structure.

All sessions could be delivered consistently by appropriately qualified teams of trainers (possibly including school-based experts), leading all teachers through an ever-deepening understanding of each area to higher levels of professional competence.

All trainee teachers would start at the centre of the spiral and, through their ITT courses, cover each of the elements to a level appropriate for initial teacher preparation.

In their first year of teaching, all NQTs would follow the second level of the spiral with additional support in school.

Thereafter, all teachers would follow the successive levels of CPD1, 2, 3 and 4, each year gaining a deeper understanding and more sophisticated levels of skills.

Those wishing to gain specialised professional development sooner can opt to fast-track up the lines, through the subsequent years' training (Fig. 2), for example those working in multi-ethnic schools with EAL/WAL learners who need to quickly develop high levels of expertise.

The spiral can also be extended to include elements that only come in when teachers have had a number of years' experience (Fig. 3) and may wish to prepare for senior management, or simply gain a deeper understanding of other aspects of education and school life. It may be possible to align the higher-level components with Masters level course credits, accredited by the universities.

The whole training spiral would be run consistently every year but, from NQT onwards, the training sessions could be run from different starting points in three different regions of Wales (in schools, universities or other venues). This would enable all teachers to access the full range of training in their area, but if they missed a session there would be two other opportunities in the year.

Teachers from anywhere can then choose to travel to sessions in other parts of Wales to keep on track with their training programme.
Fig. 1. Example of Teacher Training and Professional Development Spiral starting with ITT
Fig. 2. Example of Fast Track to EAL/WAL specialism by pursuing the more advanced training ahead of time, whilst continuing development on the standard route.
Fig. 3. Example of additional elements added in later stages for those wishing to prepare for advance into management, whilst continuing development on the standard route.
REFERENCES


APPENDICES

Appendix A: List of courses followed by trainees who responded to the e-survey

The sample of trainee teachers who responded to the e-survey, having completed their ITT in 2014, had studied on the following courses:

**Primary BA/BEd QTS**

**Primary PGCE**

**Secondary BA with QTS**
- Design and Technology
- Secondary BA Welsh
- Secondary BA Music

**Secondary PGCE**
- Mathematics
- Science (Chemistry, Physics, Biology, Balanced Science)
- Modern Languages
- Welsh
- Information Technology and/or Computer Science
- Business Studies
- Design and Technology
- Drama
- English
- Geography
- History
- Music
- Physical Education
- Religious Education
- Art and Design
- Maths with ICT

In the sample, there were no trainees who had studied on the following courses:

**Secondary BA with QTS**
- Mathematics
- Science

**Secondary PGCE**
- Technology and Integrated Science
- Outdoor Activities
Appendix B: EAL/WAL Trainee Teacher E-survey Questions

1) Which ITT Centre do you attend?
   - North and Mid Wales
   - South West Wales
   - South East Wales

2) Which course are you studying?
   - Primary BA QTS
   - Primary PGCE
   - Secondary BA Mathematics
   - Secondary BA Science
   - Secondary BA Design and Technology
   - Secondary BA Welsh
   - Secondary BA Music
   - Secondary PGCE Mathematics
   - Secondary PGCE Science (Chemistry, Physics, Biology, Balanced Science)
   - Secondary PGCE Modern Languages
   - Secondary PGCE Welsh
   - Secondary PGCE Information Technology and/or Computer Science
   - Secondary PGCE Technology and Integrated Science
   - Secondary PGCE Business Studies
   - Secondary PGCE Design and Technology
   - Secondary PGCE Drama
   - Secondary PGCE English
   - Secondary PGCE Geography
   - Secondary PGCE History
   - Secondary PGCE Music
   - Secondary PGCE Physical Education
   - Secondary PGCE Religious Education
   - Secondary PGCE Outdoor Activities
   - Other (please state)

3) How well has your training prepared you to meet the challenges indicated in the following QTS standards (specifically the underlined sections):
S1.1 Understand the diverse learning needs of learners and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or cultural, linguistic, religious and ethnic backgrounds.

- Not at all
- Not very well
- Quite well
- Well
- Very well

S3.1.3 Select and prepare resources, and plan for their safe and effective organisation, taking account of learners’ interests and their language and cultural backgrounds, with the help of support staff where appropriate.

- Not at all
- Not very well
- Quite well
- Well
- Very well

S3.2.5 With the help of an experienced teacher, identify the levels of attainment of [EAL/WAL pupils] those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. Begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

- Not at all
- Not very well
- Quite well
- Well
- Very well

S3.3.5 Be able to support [EAL/WAL pupils] those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home, with the help of an experienced teacher where appropriate.

- Not at all
- Not very well
- Quite well
- Well
- Very well

4) How easy was it to identify self-evaluation evidence for the above QTS standards (underlined sections)?

- Easy
- Quite easy
- Not easy
- Impossible
Easier for some standards than others (specify below).

Describe the nature of any difficulties you had (If you have no comments to make, please type N/A):

5) In the university sessions, what training did you receive to help you meet the needs of EAL/WAL pupils?
   (You can select more than one answer)
   ○ None
   ○ Assignment
   ○ Undergraduate module
   ○ Half-day session
   ○ Full-day session
   ○ Single lecture from university tutor
   ○ Talk from an external specialist
   ○ Seminar discussion
   ○ Other (please describe):

6) During school-based practice, what training did you receive to help you meet the needs of EAL/WAL pupils?
   (You can select more than one answer)
   ○ None
   ○ Experience of placement in a school with EAL/WAL pupils
   ○ Experience of teaching a class with EAL/WAL pupils
   ○ Experience of supporting an individual or small groups of EAL/WAL pupils
   ○ Experience of observing a class with EAL/WAL pupils
   ○ Mentoring/advice from an experienced class/subject teacher on supporting EAL/WAL pupils
   ○ Mentoring/advice from an EAL/WAL specialist support teacher on supporting EAL/WAL pupils
   ○ Participating in the school’s Continuing Professional Development on supporting EAL/WAL pupils
   ○ Other (please describe):

7) What were the most helpful aspects of your training in preparing you to meet the needs of EAL/WAL pupils? (If you have no comments to make, please type N/A)

   a. University-based:
8) What improvements would you suggest to enhance ITT provision in preparing trainee teachers to meet the QTS standards on diversity and EAL/WAL? (If you have no comments to make, please type N/A)

a. University-based:

b. School-based:
Appendix C: Structured Interview Questions for University Tutors

British Council EAL Nexus Research Study
ITT Centre University Structured Discussion on Diversity and EAL/WAL

Please could you provide paper or electronic copies of:
   a) the standard pro formas and criteria used to assess trainees in relation to the QTS standards.
   b) any guidance/handbooks given to trainee teachers to support their self-evaluation.

If you have time, you may find it useful to read this document prior to the discussion:

DISCUSSION QUESTIONS

1) What content is included in the university element of your ITT provision to prepare trainee teachers for working with pupils:

   a. ... of diverse cultural, linguistic, religious and ethnic backgrounds?

<table>
<thead>
<tr>
<th>Undergraduate primary</th>
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<tr>
<td>Undergraduate secondary</td>
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<td>PGCE primary</td>
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<td>PGCE secondary</td>
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   b. ... who are learning EAL/WAL?

<table>
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<tr>
<th>Undergraduate primary</th>
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<tbody>
<tr>
<td>Undergraduate secondary</td>
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<tr>
<td>PGCE primary</td>
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<tr>
<td>PGCE secondary</td>
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</tbody>
</table>

The four distinctions above are to accommodate differences in the courses provided at each Centre and to identify any differences between undergraduate and postgraduate, primary and secondary, if they exist. It would also be useful to distinguish between dedicated programme elements and content embedded in other sessions.

2) In relation to QTS standards S.1.1, S.1.3, S.2.5 & S.3.5, how do you assess trainees’:

©British Council 2015
a. knowledge and understanding of EAL/WAL pupils’ needs?

b. practice in meeting those needs?

• What kinds of evidence do you look for?
• What criteria do you use to evaluate the evidence?
• Do all University and School mentors look for similar kinds of evidence and use consistent criteria e.g. in secondary science, maths and English or in primary Foundation Phase, literacy, numeracy and other subject teaching, or is there differentiation?

3) What support/guidance do you offer trainees to identify self-evaluation evidence to meet the above standards?

4) What challenges do you face in preparing trainees on the following courses to address the issues detailed in the above standards?

Undergraduate primary

Undergraduate secondary

PGCE primary

PGCE secondary

The next three questions ask about improvements that could be made: 5) at your ITT Centre; 6) in partnership with others; and 7) through involving external expertise.

5) What improvements could be made to enhance ITT provision through your Centre in preparing trainee teachers to meet the QTS standards on diversity and EAL/WAL?

a. University-based:

b. School-based:

• How much more time can be devoted to EAL/WAL and diversity topics on the courses?
• Are there any other areas of ITT preparation where EAL/WAL and diversity content can be embedded?
• If prioritising, which aspects of EAL/WAL and diversity content are most essential for trainee teachers to cover during their ITT courses?
6) How could the three ITT Centres, individual universities and partner schools work together more effectively to improve provision for trainee teachers in relation to diversity and EAL/WAL (e.g. practical strategies for sharing expertise and compensating for demographic differences across the regions and between schools)?

7) What, if any, external support (e.g. expert input, teaching materials, resources, video, online information ...) would help you to prepare trainees more effectively to meet the needs of EAL/WAL pupils?
Appendix D: Structured interview questions for school staff

British Council EAL Nexus Research Study
Placement Schools Discussion on Diversity and EAL/WAL

DISCUSSION QUESTIONS

1) What experience do you provide for trainee teachers on placement which prepares them to work with pupils:

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<td>a.</td>
<td>... of diverse cultural, linguistic, religious and ethnic backgrounds?</td>
</tr>
<tr>
<td>b.</td>
<td>... who are learning EAL/WAL?</td>
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2) In relation to QTS standards S.1.1, S3.1.3, S3.2.5 & S3.3.5, how do you assess trainees’:

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<tbody>
<tr>
<td>a.</td>
<td>knowledge and understanding of EAL/WAL pupils’ needs?</td>
</tr>
<tr>
<td>b.</td>
<td>practice in meeting those needs?</td>
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</tbody>
</table>

- What kinds of evidence do you look for?
- What criteria do you use to evaluate the evidence?

3) What support/guidance do you offer trainees to identify self-evaluation evidence to meet the above standards?

4) What challenges do you face in preparing trainees to address the issues detailed in the above standards?

The next three questions ask about improvements that could be made: 5) at your ITT Centre; 6) in partnership with others; and 7) through involving external expertise.

5) What improvements could be made to enhance ITT provision through your Centre in preparing trainee teachers to meet the QTS standards on diversity and EAL/WAL?
<table>
<thead>
<tr>
<th>a. University-based:</th>
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<tr>
<td>b. School-based:</td>
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- **How much more time can be devoted to EAL/WAL and diversity topics during school teaching placements?**
- **Are there any other areas of school practice where EAL/WAL and diversity content can be embedded?**
- **If prioritising, which aspects of EAL/WAL and diversity content are most essential for trainee teachers to cover during their ITT courses?**

6) How could the three ITT Centres, individual universities and partner schools work together more effectively to improve provision for trainee teachers in relation to diversity and EAL/WAL (e.g. practical strategies for sharing expertise and compensating for demographic differences across the regions and between schools)?

7) What, if any, external support (e.g. expert input, teaching materials, resources, video, online information ...) would help you to prepare trainees more effectively to meet the needs of EAL/WAL pupils?

The next two questions ask about ongoing training needs beyond ITT in relation to: 8) current provision; 9) additional support or training required.

8) What provision does the school make, or have access to, to meet any ongoing training needs in these areas for:

<table>
<thead>
<tr>
<th>a. NQTs during their induction period?</th>
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<tr>
<td>b. fully qualified teachers’ CPD?</td>
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</table>

9) What additional external support, resources or training would help your school to meet ongoing training needs in EAL/WAL and diversity?
Appendix E: Informed consent forms

Teacher trainee online e-survey

Informed Consent Form

Introduction
This survey aims to identify challenges and improvements to Initial Teacher Training provision in the areas of EAL/WAL. It relates specifically to QTS standards S.1.1, S3.1.3, S3.2.5 & S3.3.5.

Procedures
You will be asked 8 main questions, 3 of which have subsections. Most are straightforward multi-choice questions. Some ask for a type-written response. The survey should take no more than 10 minutes.

Confidentiality
This survey is anonymous. You will not be identifiable by your responses. Responses to the multi-choice questions will be aggregated. Typed comments may be published in the main report or in an appendix to the main report, which will be submitted to the British Council for publication. Any references to named individuals or institutions in typed comments will be anonymised. The data collected will be stored in the Qualtrics-secure database until it has been deleted by the primary investigator.

Participation
Participation in this research study is voluntary and has no bearing on your course but your involvement is greatly appreciated.

Consent
I have read and understood the above consent form and desire of my own free will to participate in this study.

- Yes

University Staff Informed Consent Form

British Council EAL Nexus ITT Survey
University Staff
Informed Consent Form

Please sign and return this form to the primary researcher at the discussion meeting.

Introduction
This survey aims to identify challenges and improvements to Initial Teacher Training provision in the areas of EAL/WAL. It relates specifically to QTS standards S.1.1, S3.1.3, S3.2.5 & S3.3.5.
Structured Discussion
You are invited to participate in a Structured Discussion, in person, with Dr. Jonathan Brentnall and other nominated members of university staff. The discussion will be conducted in English. The discussion will be structured around a set of 7 main questions, with some sub-questions. The discussion should take from an hour to an hour and a half. If time is not sufficient to complete the discussion questions, another meeting later in the summer may be requested.

Participation
Participation in this research study is voluntary but your involvement is greatly appreciated.

Confidentiality
Contributions made during the discussions will be included in the main report, or in an appendix to the main report, which will be submitted to the British Council for publication. You will be sent a draft copy of the report before submission to the British Council for your comments and corrections. At any point prior to submission of the report, you can request:

- to remain anonymous;
- to have your name removed from the acknowledgements;
- to have any material attributed to you by name within the report anonymised or removed.

If you request anonymity, any notes or material identifying you in person will be destroyed at the end of the study by the primary researcher.

Consent
I have read and understood the above consent form and am willing to participate in this study. Subject to the conditions set out above, I am happy to be named in the study and for my contributions to be attributed to me in the final report.

(Please sign below):

...........................................................................................

.................................................................

School Staff Informed Consent Form

British Council EAL Nexus ITT Survey
School Staff
Informed Consent Form

Please sign and return this form to the primary researcher at the discussion meeting.

Introduction
This survey aims to identify challenges and improvements to Initial Teacher Training provision in the areas of EAL/WAL. It relates specifically to QTS standards S.1.1, S3.1.3, S3.2.5 & S3.3.5.

Structured Discussion
You are invited to participate in a Structured Discussion, in person, with Dr. Jonathan Brentnall. The discussion will be conducted in English. The discussion will be
structured around a set of 9 main questions, with some sub-questions. The
discussion should take from an hour to an hour and a half. If time is not sufficient to
complete the discussion questions, another meeting later in the summer may be
requested.

**Participation**
Participation in this research study is voluntary but your involvement is greatly
appreciated.

**Confidentiality**
Contributions made during the discussions will be included in the main report, or in
an appendix to the main report, which will be submitted to the British Council for
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  or removed.

If you request anonymity, any notes or material identifying you in person will be
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**Consent**
I have read and understood the above consent form and am willing to participate in
this study. Subject to the conditions set out above, I am happy to be named in the
study and for my contributions to be attributed to me in the final report.
(Please sign below):

..................................................................................................................
Appendix F: Data Tables for Charts 1-7

Table 1: Trainees’ responses to Q3a, preparation for QTS S1.1

<table>
<thead>
<tr>
<th>Q3a S1.1</th>
<th>not at all</th>
<th>not very well</th>
<th>quite well</th>
<th>well</th>
<th>very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>1</td>
<td>14</td>
<td>30</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>%</td>
<td>0.9</td>
<td>12.3</td>
<td>26.3</td>
<td>32.5</td>
<td>28.1</td>
</tr>
</tbody>
</table>

Table 2: Trainees’ responses to Q3b, preparation for QTS S3.1.3

<table>
<thead>
<tr>
<th>Q3b S3.1.3</th>
<th>not at all</th>
<th>not very well</th>
<th>quite well</th>
<th>well</th>
<th>very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>1</td>
<td>15</td>
<td>30</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>%</td>
<td>0.9</td>
<td>13.2</td>
<td>26.3</td>
<td>33.3</td>
<td>26.3</td>
</tr>
</tbody>
</table>

Table 3: Trainees’ responses to Q3c, preparation for QTS S3.2.5

<table>
<thead>
<tr>
<th>Q3c S3.2.5</th>
<th>not at all</th>
<th>not very well</th>
<th>quite well</th>
<th>well</th>
<th>very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>9</td>
<td>26</td>
<td>31</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>%</td>
<td>7.9</td>
<td>22.8</td>
<td>27.2</td>
<td>26.3</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Table 4: Trainees’ responses to Q3d, preparation for QTS S3.3.5

<table>
<thead>
<tr>
<th>Q3d S3.3.5</th>
<th>not at all</th>
<th>not very well</th>
<th>quite well</th>
<th>well</th>
<th>very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>8</td>
<td>24</td>
<td>41</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>%</td>
<td>7.0</td>
<td>21.1</td>
<td>36.0</td>
<td>21.9</td>
<td>14.0</td>
</tr>
</tbody>
</table>

Table 5: Trainees’ responses to Q4, identifying evidence for standards

<table>
<thead>
<tr>
<th>Q4</th>
<th>easy</th>
<th>quite easy</th>
<th>not easy</th>
<th>impossible</th>
<th>easier for some standards than others</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>6</td>
<td>58</td>
<td>41</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>%</td>
<td>5.3</td>
<td>50.9</td>
<td>36.0</td>
<td>1.8</td>
<td>6.1</td>
</tr>
</tbody>
</table>

Table 6: Trainees’ responses to Q5, training received at university

<table>
<thead>
<tr>
<th>Q5</th>
<th>number</th>
<th>% of trainees receiving each type of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>32</td>
<td>28.6</td>
</tr>
<tr>
<td>Assignment</td>
<td>19</td>
<td>17.0</td>
</tr>
<tr>
<td>Undergraduate Module</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Half-day session</td>
<td>17</td>
<td>15.2</td>
</tr>
<tr>
<td>Full-day session</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>Single lecture from university tutor</td>
<td>31</td>
<td>27.7</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Q6</th>
<th>number</th>
<th>% of trainees receiving each type of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>33</td>
<td>29.5</td>
</tr>
<tr>
<td>Experience of placement in a school with EAL/WAL pupils</td>
<td>47</td>
<td>42.0</td>
</tr>
<tr>
<td>Experience of teaching a class with EAL/WAL pupils</td>
<td>45</td>
<td>40.2</td>
</tr>
<tr>
<td>Experience of supporting an individual or small groups of EAL/WAL pupils</td>
<td>25</td>
<td>22.3</td>
</tr>
<tr>
<td>Experience of observing a class with EAL/WAL pupils</td>
<td>23</td>
<td>20.5</td>
</tr>
<tr>
<td>Mentoring/advice from an experienced class/subject teacher on supporting EAL/WAL pupils</td>
<td>28</td>
<td>25.0</td>
</tr>
<tr>
<td>Mentoring/advice from an EAL/WAL specialist support teacher on supporting EAL/WAL pupils</td>
<td>17</td>
<td>15.2</td>
</tr>
<tr>
<td>Participating in the school’s Continuing Professional Development on supporting EAL/WAL pupils</td>
<td>11</td>
<td>9.8</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>total</td>
<td>232</td>
<td>207.1*</td>
</tr>
</tbody>
</table>

*more than one answer per respondent