

Best Practice Guide: Supporting Trainee Confidence with EAL/Minority Ethnic Students

Trainees struggle to develop confidence in this area if they are unable to have regular contact with EAL or Ethnic Minority students. These recommendations are collated from ITEC meetings and School Direct Review and Development meetings.

Prioritise: Supporting the EAL framework reflection

- All trainees undertake an EAL framework reflection in the spring or summer term. This includes options for trainees who are able to work with an EAL student in their placement school, and for those who can't.
- There are a number of resources signposted in the task - including some really useful short youtube videos.
- Please support trainee confidence by creating opportunities for them to share the findings of their framework reflection with each other and with teachers in school - building their confidence through collating and responding to each other's findings and ideas.
- If possible, please also arrange for them to return to this task in a group session towards the end of the course, when preparing for their ECT experience.

Prioritise: Supporting the Race and Education framework reflection

Trainees undertake a Race and Education framework task in the summer term.

- Again there are a number of supporting resources. If you have a cohort of trainees, you could ask them to split responsibility for reading these resources between them, and report back to each other.
- Please support confidence by creating opportunities for them to share and discuss their framework tasks.

Other ideas

- If your school is ethnically and linguistically homogenous, try to arrange for trainees to visit to a school which is more diverse - note that this may be a Secondary school for primary trainees if no local primaries have capacity.
- Arrange for trainees to speak to (1) EAL coordinator and/or (2) LSAs who work regularly with EAL students (perhaps bringing their framework tasks with them to discuss).
- Ensure trainees are aware of available resources to support learners (e.g. dual language books, translated texts, EAL translator for lessons/ meetings).
- Where possible, invite trainees to attend meetings which discuss the needs of EAL/minority ethnic pupils.
- Arrange for trainees to sit in an MFL lesson for a language they have little/no knowledge of. Ask them to reflect on how it felt and what they might take from the experience to inform their teaching.
- Prompt trainees to reflect on the impact of cultural difference as well as linguistic difference - and on the opportunities this affords. Can they plan a lesson which makes use of cultural or linguistic diversity in a positive way?
- Ensure that trainees get the message that good teaching for EAL/ minority ethnic students is good teaching generally - teaching which takes account of students' prior knowledge, abilities, background and interests and plans to capitalise on these in order to motivate learning.