

## **PDA in ESOL Tutoring Consultation Workshops**

Extracts from Adult ESOL Strategy for Scotland

### ***Learning and teaching***

*Effective learning and teaching lies at the heart of a national ESOL strategy. ESOL learning and teaching should:*

- Be based on current thinking and best practice for teaching adult learners, and should incorporate the principles of reflective practice;*
- Incorporate best practice in language learning methodology;*
- Incorporate broader best practice in provision that addresses the needs of ESOL and ESOL literacies learners;*
- Use different delivery methods appropriate to learners' needs; and*
- Promote the integration and mainstreaming of ESOL into wider FE and CLD provision.*

*The Scottish Executive is funding the development of a 'Best Practice in ESOL' framework. This should be used as a self-evaluation tool for all providers, and will provide a platform for disseminating existing good practice to all ESOL providers. The Best Practice framework will be linked to the HMIE quality framework for further education, to the framework for Quality Assurance in CLD, How Good is Our CLD, and to Literacies in the Community. It will also take into account the FE National Training Organisation's guidance for ESOL teaching (issued in 2003). Coherent learning and teaching, and progression, are based on a sound curricular framework; and courses must take full account of community and employer needs. Thus employers need to be engaged so that work-based ESOL can be developed and delivered in line with the Scottish Executive's Employability Framework.*

### ***5.2 Professional development***

*As a National Curriculum Framework for ESOL emerges, SQA and the Scottish Executive should develop related professional awards for ESOL practitioners. The development of an ESOL CPD structure should also take account of developments at a UK level. Lifelong Learning UK (the Sector Skills Council for lifelong learning) can assist in ensuring that CPD is cross-sectoral and focused on meeting learners' needs.*

*This strategy proposes that a structured professional development pathway needs to be mapped for ESOL staff within broader developments in CPD for lecturers and tutors within FE, for CLD and ALN staff.*

### **Achieving a professional development structure for ESOL practitioners**

*A short-life working group will:*

- *Map existing ESOL and ESOL with literacies qualifications onto a CPD pathway for ESOL practitioners;*
- *Place these qualifications within wider FE, CLD and ALN staff development frameworks and consider where they might be placed within the SCQF (taking cognisance of the sector skills council for lifelong learning, Lifelong Learning UK);*
- *Identify gaps in existing ESOL and ESOL with literacies CPD qualifications and any need for additional professional development units or PDAs; and*
- *Identify CPD needs of teaching, learning support, guidance and administrative support staff (see section 6.2).*

*This group should work closely with both CeVe and the FEPDF. In addition to ESOL and ESOL with literacies experts, the following bodies should be represented: Learning Connections (ALN and CLD interests); HMIE; Learning Link Scotland; and SQA. A document outlining professional development routes and levels of qualifications should then be passed to the National ESOL Panel for dissemination and publication on the national ESOL website.*

*This strategy aspires to a fully professional workforce with recognised career structures. ESOL practitioners need to show knowledge, technical competence, and expertise at a level consistent with effective programme delivery. Each teacher should have a relevant specialist qualification in the teaching of ESOL. Centres, for their part, should also ensure that ESOL staff are included in mainstream activities and staff development programmes (including inductions).*

### **Supporting volunteers**

*Volunteer tutors make a significant contribution to ESOL provision in Scotland. Some volunteers are highly trained and experienced. For those who lack formal training or are new to this field of teaching, a PDA in initial ESOL teaching should be developed. The award should support the skills of volunteers in working one to one or with small groups of ESOL learners. The award should draw on best practice in language learning and ESOL and literacies learning. It should enable progression to the CELTA or equivalent.*

<http://www.scottishexecutive.gov.uk/Publications/2007/05/09155324/0>