

# Introduction

## Welcome to Module 10 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In Module 1, we discussed the 'Learning Inquiry' stage, the later stage of the teacher inquiry cycle where we ask: ***What happened as a result of the teaching, and what are the implications for future teaching?*** In this module, you will consider these questions to create an action plan. This action plan is a working document, meaning that it can be updated and adapted to suit your teaching journey beyond the handbook. It can act as a prompt to revisit key ideas when you may face teaching challenges or have questions about teaching decisions. Emergent Bilinguals are often acquiring an additional language, while also acquiring knowledge of the curriculum. Each curriculum area has its own subject specific vocabulary, and therefore, it is important for learning assistants to ensure the work they are doing with learners is linked as closely as possible to what is being encountered in the classroom. Learners can then connect classroom learning to their individual or small group lessons and vice versa. Individual or small group lessons can also be a follow up to classroom learning when more support and practice is beneficial for learning the content.

## Module 10 Task 1: Connecting the Modules to Practice

**Purpose:** To think about some of the key ideas in the WELLS Handbook, and to connect those ideas to what we do with learners.

**Task Instructions:** Read the following 16 statements and choose one or two that connect with your everyday teaching practice. Share examples of how you enact these key ideas with your learners.

1. There are opportunities for frequent varied repetition, including independently usable digital resources.
2. There is wait time after a question has been asked.
3. There are opportunities to use heritage languages to talk about the learning.
4. The learner feels they are in a safe physical and emotional environment and everyone's contributions are valued.
5. New vocabulary is taught within a meaningful context.
6. Learning tasks are broken down into manageable parts.
7. Models or examples are given, especially for writing.
8. There are opportunities to talk about the new learning and to ask questions.
9. Learners experience success that is inclusive of their cultural and linguistic resources.
10. Learners understand the purpose of the task.
11. Learners are taught 'learning to learn' strategies, such as note-taking to organise thinking and the use of digital tools where appropriate.

12. Links are made between familiar content and new content, and learners are empowered to recognise these links independently.
13. Learning tasks are planned to integrate listening, reading, viewing, with speaking, writing, and presenting.
14. There are opportunities to practise target vocabulary across input and output modes.
15. Appropriate texts are used, for example, age, curriculum, text complexity, interests, background knowledge, family cultures etc.
16. There are opportunities for language experience as springboards for curriculum learning, for example, cooking, crafts, trips, use of real objects etc.
  - What implications do these results have on future teaching and learning?
  - How might you put strategies into action to support language and content learning across the curriculum?

You can adapt the action plan to suit the needs and goals of your learners and school setting.

## Module 10 Task 2: Action Plan

In collaboration with your classroom teacher/s, use the prompts below to consider:

- What have you learnt throughout this handbook?
- What has happened as a result of your learning?

- What implications do these results have on future teaching and learning?
- How might you put strategies into action to support language and content learning across the curriculum?

You can adapt the action plan to suit the needs and goals of your learners and school setting.

<b>Action Plan Example:</b>				
Name: _____				
Term    1            2            3            4            (Please circle)				
<b>My strengths as a learning assistant:</b>				
<ul style="list-style-type: none"> <li>• I can speak English and Hindi and I use both languages with learners I work with.</li> <li>• I have a good working relationship with my classroom teacher.</li> <li>• I have been a learning assistant for 13 years, am able to build positive relationships with learners and they feel safe.</li> </ul>				
<b>Goal</b>	<b>Curriculum area</b>	<b>Supporting resources</b>	<b>How will I know I have met this goal?</b>	<b>Reflection:</b>
To encourage more talk (oral language) in my reading lessons.	Literacy/ oral language/ reading	WELLs module 6  Classroom teacher  Questioning dice	Learners will be using the questioning dice independently.  Learners will be using speaking frames.  Learners will be using heritage languages in group discussions where possible.	
To use my heritage language to help learners understand what they are about to learn in science.	Science	WELLs module 5  WELLs module 9  Classroom teacher  Science curriculum document	I will find out what key science concepts we will be learning about, and we will build a bilingual word wall that learners can refer to. We will add to this throughout the term.  We will create bilingual word cards together.	
To incorporate maths games in my teaching that support learners to understand mathematical concepts and vocabulary.	Numeracy	WELLs module 5  WELLs module 9  Classroom teacher  Maths curriculum document	Through observation and support during repetitive and engaging experiences with maths games, I will notice progress in learner independence and problem solving.  Learners will demonstrate progress in their conceptual understanding as the maths games are repeated over a period of lessons.  I will observe and listen to how learners reflect on their learning strategies and use vocabulary during maths games.	

<b>Action Plan Example:</b>				
Name:				
Term    1            2            3            4            (Please circle)				
<b>My strengths as a learning assistant:</b>				
•				
•				
•				
<b>Goal</b>	<b>Curriculum area</b>	<b>Supporting resources</b>	<b>How will I know I have met this goal?</b>	<b>Reflection:</b>

### Recapping Key Vocabulary: Module 10

<b>Term</b>	<b>Definition</b>
Learning inquiry stage	The later stage of the inquiry cycle where we check on the impact of our changed practice

### Resources

For ongoing support and learning, you can check the online modules of 'Working with English Language Learners: A Handbook for Learning Assistants'.