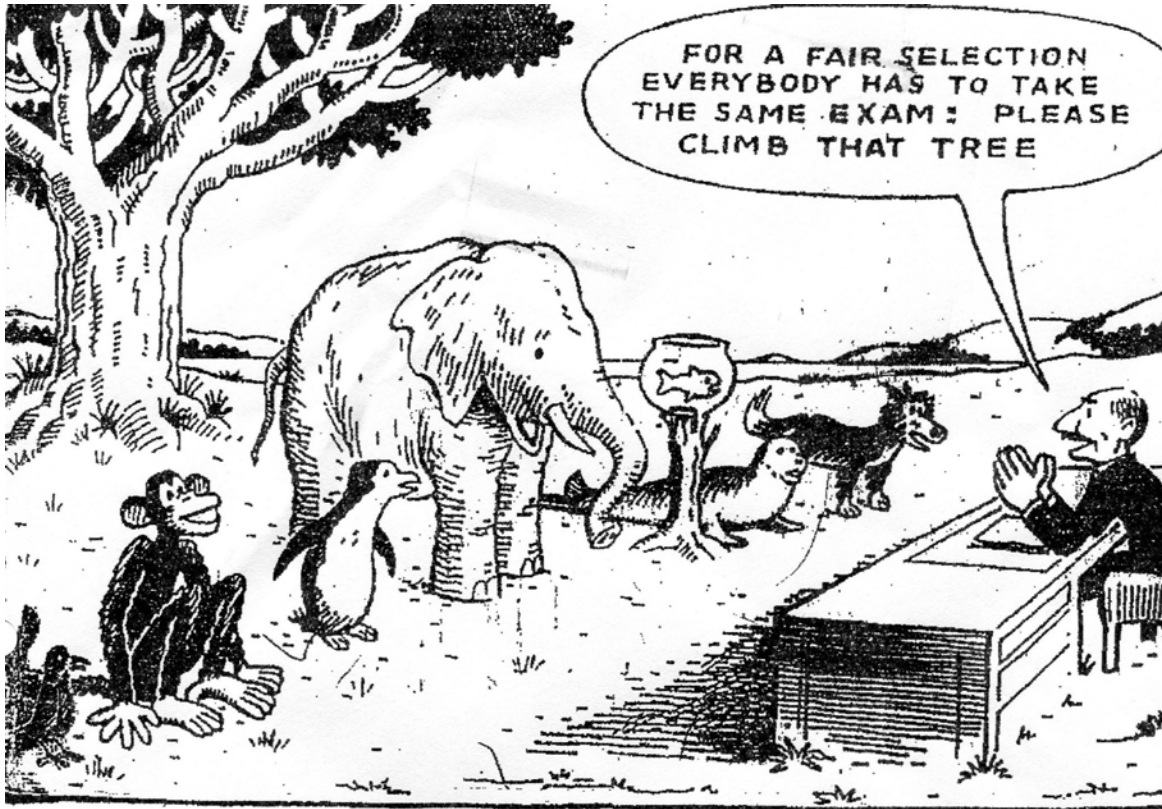
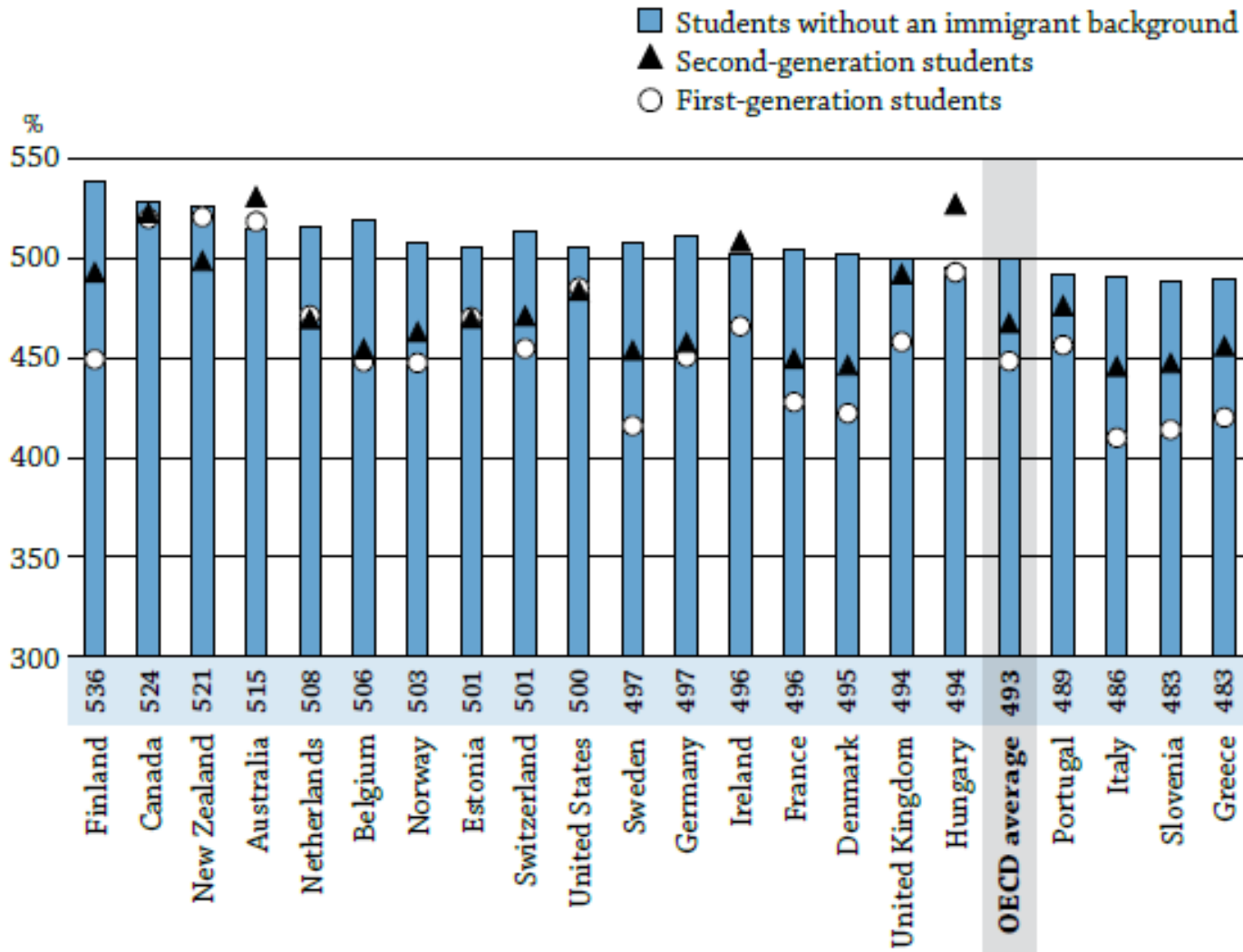


A fair assessment? A balanced curriculum?



PISA 2009: Reading performance by immigrant status



What do the most successful (PISA) countries do?

- systematic programs with explicit standards and requirements;
- curricula determined at the local level but based on central key curriculum documents, including language development frameworks and progress benchmarks;
- high standards for the programs such that students acquire language skills in the context of the mainstream curriculum and can integrate into the appropriate level of instruction;
- time intensive programs;



What do the most successful (PISA) countries do?

- teachers instructing second-language learners have received specialized training (either pre- or in-service), with some completing postgraduate degrees in teaching the language of instruction as a second language; and
- teachers of second-language learners tend to cooperate with class teachers to ensure they meet the needs of immigrant students.



What doesn't work

- Features of less successful countries include the lack of explicit curriculum framework documents or certification programs for teaching second-language learners.
- That would be us then...



What should we do?

- Develop a framework for formative and summative EAL assessment (such as Australia's NLLIA bandscales)
- Integrate this with linguistically principled, subject-specific curriculum content
- Re-professionalise EAL through specific PGCE, TA, and qualifications as well as on-going CPD opportunities
- Acknowledge that bilingualism is normal; is on the increase in the UK; when fostered adds value to the individual and society (Chinese and Indian students' typically out-perform the most able white British students); and should be foregrounded in our education system, not hidden away.