

positive contribution	stay safe	enjoy and achieve	economic well-being	be healthy
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Version 5 as at 20th September 2010



Ethnic Minority Achievement Team (EMAT)

Meeting the Needs of New Arrivals

Induction Course for Bilingual LSAs

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Contents

Session 1 – Tuesday 21st September 2010

Equality, Access and Inclusion – Morning (9.00 am – 12.30 pm)

Aim: to build awareness of the principles of inclusion and inclusive policies and practice

- Bristol's context
- What is inclusion and the Key Principles of Inclusion
- Statutory requirements, eg, Race Relations Amendment Act, The Children's Act (2004) and Every Child Matters (2003)
- Promoting Community Cohesion
- An inclusive school ethos
- Supporting the attainment of newly arrived learners

Welcoming New Arrivals – Afternoon (1.30 pm – 4.00 pm)

Aims:

- To consider the diverse needs of newly-arrived children
- To ensure that newly-arrived children and their families are warmly welcomed and feel safe and secure in the school environment
- To explore the school's role in identifying and meeting these needs
- To consider the aspect of strengthening partnerships with parents, carers and the wider community (including multi-agency working)
- To introduce Gap Task – Case Study model

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Session 2 - Tuesday 5th October 2010

Assessment Procedures for New Arrivals – Morning (9.00 am – 12.30 pm)

Aims:

- To increase awareness that being bilingual/multi-lingual is an asset and needs to be celebrated
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- To identify the key principles of good assessment practice in relation to children new to English
- To learn about the range of background information needed for initial assessments
- To learn how to carry out effective assessment of children new to English through case studies

Teaching and Learning – Afternoon (1.30 pm – 4.00 pm)

Aims:

- To understand the principles of good learning and teaching practice in relation to new arrivals.
- To identify a range of learning and teaching approaches that support curriculum access and English language development, including Guided Reading and Writing, for children who are new to English
- To begin working on Case Study model

Session 3 - Tuesday 19th October 2010

Teaching and Learning – Morning (9.00 am – 12.30 pm)

Aims:

- To increase knowledge and understanding of the principles of good learning and teaching practice in relation to new arrivals.
- To identify a range of learning and teaching approaches that support curriculum access and English language development, including Guided Reading and Writing, for children who are new to English

Show and Tell – Afternoon (1.30 pm – 4.00 pm)

Aim:

- To share learning from Case Study model

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Session 4 - Tuesday 9th November 2010

Working with Gypsy, Roma and Traveller (GRT) children and their families – Morning (9.00 am – 12.30 pm)

Aims:

- To get to know who are our Gypsy, Roma and Traveller (GRT) children and families, nationally and locally
- To increase understanding of key factors such as appropriate assessments and specialist intervention and adapting approaches to individual learning styles in order to improve the achievement of GRT children and their families
- To understand how we can make a difference for GRT children and families by developing effective partnerships with them

Afternoon (1.30 pm – 4.00 pm)

Creating effective resources for working with GRT pupils

Session 5 - Tuesday 23rd November 2010

Using ICT to raise the achievement of New Arrivals

Aims:

Morning (9.00 am – 12.30 pm)

- Demonstration/navigation of websites : Emas4success.org, breazshare, EMASUK????
- Hands on opportunities on various websites

Afternoon – 1.30 pm – 4.00 pm

Creating resources for use with New Arrivals

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