

ESL in the mainstream for the early learner

- Develops understanding of the role of language learning
- Develops the critical role of the adult in scaffolding children's learning
- Develops collaborative partnerships between educators, parents and learners
- Explicit teaching about language

ESL in the mainstream for the early learner is a professional development program for teachers working with children between the ages of four years and seven years for whom English is a second language (ESL). At the heart of the program is learning how to value and make the most of young children's diverse backgrounds, combined with good teaching practice that supports children's learning across all areas of the school curriculum.

The aims of ESL in the mainstream for the early learner

- Enhance understanding of the language-related needs of children from non-English speaking backgrounds and of ways of meeting those needs.
- Develop an understanding of the role of language in learning, the critical role of the adult in scaffolding children's language and the value of explicit teaching about language.
- Further develop collaborative partnerships between educators, parents and learners in early childhood settings, with a focus on maintaining and developing the child's home language, their personal and cultural identity, and family and community cohesion.
- Increase awareness more generally in schools of the need for specialist personnel, training, programs and materials to support ESL learners.

Two interlinked components

ESL in the mainstream for the early learner comprises two interlinked components:

- Tutor Training Program
- Teacher Development Course.

Tutor Training Program

The Tutor Training Program is an intensive four-day train-the-trainer professional development program for teachers. The training is delivered in host schools around the world to small groups of between 10 and 20 teachers.

Successful graduates of the training become your resident school-based Tutors who deliver the Teacher Development Course. This provides your school with cost effective, school-managed professional development.

There are now more than 2500 Unlocking the World licensed Tutors working in over 70 countries around the world. Using our programs, these Tutors have provided professional development to over 31,000 teachers.

Teacher Development Course

As an ESL in the mainstream for the early learner trained Tutor you can deliver the Teacher Development Course in your own school. The course provides early childhood educators with a classroom-based action research and readings program designed to enhance their skills and knowledge to better support the learning of their ESL children across the curriculum.

Tutors deliver 24 hours of face-to-face learning in eight modules which, when combined with between module readings and research, is equivalent to more than 48 hours of professional development for teachers.

The course provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, a number of tertiary institutions around the world, and in Australia, will grant credit towards further post-graduate studies. Further information is available at www.unlockingtheworld.com.

The outline of ESL in the mainstream for the early learner

Module 1: ESL learners in early childhood settings

- Multicultural and multilingual nature of society.
- Knowledge and life experiences that children from language backgrounds other than English bring to the early childhood setting.
- Factors that can affect learning outcomes.
- Strategies to support children to achieve successful learning outcomes.



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Module 2: Developing an additional language in a supportive learning environment

- Literacy as a set of social and cultural practices and the pedagogic implications of this view of literacy.
- How children learn their first language.
- Learning ESL by experiencing being a second language learner.
- Examining some of the issues in learning ESL in early childhood settings.
- Strategies that provide a supportive learning environment.

Module 3: Talking and learning in a second language: Issues

- Focus on spoken language.
- Particular needs of children from diverse language backgrounds in learning to talk in early childhood settings.
- Issues of developing talk in a second language for social and learning purposes.
- Nature of spoken language and the related demands in tasks and texts of early childhood settings.

Module 4: Talking and learning in a second language: Strategies

- Strategies for supporting the oral language development of ESL learners.
- Role of the adult in scaffolding language.
- Small group work and the role of talk in learning and thinking and in developing language and social skills.
- Strategies that focus on small group work in oral language development.
- Planning and programming to enhance oral language development.

Module 5: Reading and writing in a second language: Issues

- Revisit literacy as a set of social and cultural practices and the pedagogical implications.
- Early reading and writing experiences children may bring with them and, in particular, the experiences of young ESL learners.

- How reading and writing experiences match expectations of formal education.
- Specific issues for ESL learners in learning to read and write in English in early childhood settings.

Module 6: Reading and writing in a second language: Strategies

- A framework for determining the inclusiveness of texts.
- Strategies that support the reading and writing skills of young ESL learners.
- Teaching the language and organisation of texts successfully.

Module 7: A culturally inclusive approach to early childhood education

- Principles of a culturally inclusive approach to early childhood education.
- Practices considered culturally inclusive.
- Implementation of a culturally inclusive approach at both program and whole-school level.
- Developing a holistic learning experience for children that is more culturally inclusive.

Module 8: Planning more effective partnerships

- Effective partnerships that extend and enrich the support available to ESL learners.
- Partnerships with parents and the local community.
- Partnerships with other teachers, education workers and specialist support services.
- Partnerships with local schools.
- Collaborative approaches that can enhance the ESL learner profiling and assessment processes.
- Approaches to developing and extending relationships within and beyond their early childhood settings.

Other Unlocking the World professional development programs

- **Teaching ESL students in mainstream classrooms: Language in learning across the curriculum**
Understanding the role of language in learning
- **How language works: Success in literacy and learning**
A course that shows teachers how to work with students to use knowledge *about* language to become confident users *of* language across the curriculum
- **Gifted education and higher order thinking: Improving learning outcomes for every student**
Understanding and meeting the needs of gifted students
Incorporating for all students in everyday classrooms the teaching of higher order thinking and learning skills
- **Inclusive education: Teaching students with learning difficulties and disabilities in mainstream classrooms**
Knowledge and skills to develop an understanding of inclusive education practices for students with learning difficulties and disabilities

You will find details of these programs at www.unlockingtheworld.com.

For more information:

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