



BISHOP  
GROSSETESTE  
UNIVERSITY



**Primary PGCE School Direct**  
**Enrichment Experience in Diverse Settings**  
2018-19  
OPTIONAL GUIDANCE

## **Enrichment Experience: Diverse Settings**

***Either: Multicultural School Experience*** - By the end of the PGCE programme, all trainees should have had a minimum of 5 days working with children in a multicultural setting. This includes the opportunity to engage with groups of learners from different cultural backgrounds and with different needs. This experience is not age phase specific.

Some trainees will already have significant experience of working with children in a multicultural environment. Others will have limited, or no experience of this and will need to enhance their understanding by seeking a multi-cultural experience as the first priority.

***Or: Special School Experience***- Trainees who have had paid employment or base school experience in multicultural settings will not need to repeat this experience and may opt to enhance their experience by prioritizing 5 days school experience in a special school.

## **Intended Learning Outcomes:**

### **Diverse or Special School Experience:**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of a range of factors that can inhibit children's ability to learn and how best to overcome these
- Know how to adapt teaching to support learning at different stages of development
- Develop understanding of the needs of pupils including those of high ability, those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them

## Enrichment School Experience in a diverse setting – e.g. Multicultural/EAL

### Preparation

Research the cultural, linguistic and religious background of your school experience, school population and catchment area. Make sure that you know enough about any cultural or religious expectations to ensure that you do not unwittingly offend anyone. E.g. find out about the correct handling of Holy books and artefacts. If you are unsure about anything do not be afraid to ask politely about what is meant, in school.

### General Guidance

- During the school experience, trainees should work alongside the teacher, generally working with groups of children under the teacher's direction.
- As in all school experiences, trainees are expected to contribute, as far as is practical, to routine tasks at the beginning and end of each day.
- Before the school experience starts, trainees should negotiate with the teacher, **convenient times**, when they can discuss with teacher colleagues, issues related to teaching in a multi-cultural setting, and look at relevant school policies, routines and resources.
- If agreed with the school and teacher colleagues, trainees may spend some time visiting other classes and age groups.
- Trainees are not expected to plan for teaching the class across all subjects, but should, with support from the teacher, team plan and contribute to teaching at least 2 literacy lessons from the teacher's weekly planning.
- In situations where there are several trainees in a school, trainees should be aware of the additional pressures this can create and be accommodating about where they spend time during breaks or lunch times. They should also expect to contribute to the school tea or coffee fund if appropriate.
- When trainees complete the school experience, including contributing towards planning and teaching a successful lesson, we ask that the teacher mentor sign the confirmation sheet at the back of the trainee's copy of this book. Completion of a multicultural school

experience is a requirement of the course. We encourage base schools to arrange additional days of enrichment in cluster Special schools where possible

- ***Undertake the tasks below only insofar as they are appropriate and applicable to the situation in which you are placed.***

## **1. Policy and Organisation**

Arrange to discuss the points below with the EMA coordinator or senior member of staff.

Ask if you can see school Policies concerned with:

- Equal Opportunities.
  - Anti-Racism.
  - Religious Education.
  - PSHE
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- How does the school respond to incidents of racial harassment, bullying, name-calling?
  - What positive measures do they have in place to combat discrimination and promote diversity?
  - Who is responsible for English as an additional language in the school and what is their role?
  - How are staff members employed to support children learning EAL, e.g. bilingual TAs/teachers?
  - How are the children supported in their learning of English?
  - Are children withdrawn from class (for what purpose)?
  - Are any specific programmes or programs used, within or outside of the classroom?
  - How do EAL support staff work with class teachers?
  - Are children encouraged to work with others who share the same first language? When and why?

**3-7 trainees:** Read through the guidance for EYFS and question how the children are encouraged to develop relationships and communicate their needs in both their first language and in English.

Notes:

## 2. Assessment

Find out what the procedures are for assessing new arrivals to school (their home language skills, English skills and previous educational experiences).  
What are the school's procedures for determining if a bilingual child has a language difficulty or a special educational need?

Notes: *Bullet points*

### 3. School Profile

What range of language, faiths and cultures is represented in the school population?

How does the school support many different languages?

Are there any children from refugee or asylum-seeking families?

How are their needs different; or met in school? What 'different' or 'extra strategies are in place to support these pupils?

Notes: *Bullet points*

### 4. Collective Worship/ RE

Is it multi-faith or are there different faith assemblies? How is this managed?

Is it teacher led and/or are members of faith communities involved?

Is it whole school - always/sometimes?

How does the school balance the needs of different families and R.E teaching?

Make notes on information you find out about the different faiths during your school experience, such as artefacts used within the places of worship and their religious significance.

## 5. Cultural Diversity and Inclusion-Community involvement/ cohesion

Ask about links with:

- Community leaders;
- Parents (e.g. home language stories, cooking, sharing cultural traditions);
- Availability/use of translators;
- Adult education;

Signpost available support: *Bullet points*



## 6. Observing and Profiling Task

Taking the advice of your mentor, choose a bilingual child who is in the process of acquiring English as an additional language. Observe the child in a range of situations and find out the following:

- The child's linguistic background (what language he/she understands, speaks, reads or writes) and whether the child attends a community class to the grammar of the first language.
- If not born here how long has the child been in the UK?
- Does the child have the opportunity to speak to other children who speak the same language? Does he/she choose to do this?
- Using the descriptors in **Appendix A** for early learners and the definition of advanced learners estimate the child's stage of English development and give some evidence based on observations. Discuss this with your mentor.
- Observe the child in both a group and whole class situation. What do you notice about the child's speaking and listening? How does the child respond?
- Discuss with your mentor what he/she feels the child's needs are with respect to developing English as an additional language and how these are met in the classroom. Note if any other adult help is available.
- Are there resources in the classroom in the child's first language?

Notes on what was new information for you that will inform your future practice:

## 7. Teaching Tasks (if possible)

- Observe and note use of strategies in class teaching e.g. visual prompts, use of actions, Maketon signs, instructions, pupil grouping, and use of home languages. Dual language books and signage, KS2 Drama
- Work with groups as directed by the teacher during lessons/sessions.
- Using the teacher's weekly planning, plan and **teach a group** in literacy lessons on the penultimate and final day in school.  
**Use guidance in Appendix B to help you to plan how you will extend and support children's language and literacy.**
- Ask for feedback from the teacher on your planning and teaching, with particular reference to any specific strategies or resources you use when teaching pupils from a range of cultures and/or for supporting pupils learning English as an additional language.
- When you are not involved in teaching you should spend the time researching the other tasks.

**What have you learned that will inform your future practice?**