





**NEW OVERARCHING PROFESSIONAL STANDARDS
FOR TEACHERS, TUTORS AND TRAINERS IN THE
LIFELONG LEARNING SECTOR**

**APPLICATION OF THE PROFESSIONAL STANDARDS
FOR TEACHERS OF ENGLISH (LITERACY AND ESOL)**

JUNE 2007

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This document supports awarding institutions¹ developing subject specific qualifications. It is one of four documents required for developing qualifications for teachers of Literacy and ESOL in the lifelong learning sector in England.

The other documents are:

1 NEW OVERARCHING PROFESSIONAL STANDARDS FOR TEACHERS, TUTORS AND TRAINERS IN THE LIFELONG LEARNING SECTOR.

These standards underpin all professional development of teachers, tutors and trainers.

2 DEVELOPING QUALIFICATIONS FOR TEACHERS OF ENGLISH (LITERACY AND ESOL) AND MATHEMATICS (NUMERACY) IN THE LIFELONG LEARNING SECTOR IN ENGLAND. *Interim information for awarding institutions.* Final information will be available when DfES regulations are published.

This provides detail about the structure, content and LLUK rules and requirements for these qualifications. A separate information document is available for generic teacher qualifications.

3 DEVELOPING QUALIFICATIONS FOR TEACHERS OF ENGLISH (LITERACY AND ESOL) AND MATHEMATICS (NUMERACY) IN THE LIFELONG LEARNING SECTOR IN ENGLAND. *Units of assessment*

This contains all units of assessment for literacy, ESOL and numeracy pathways. The units are also available in single subject documents for easy download from the LLUK Lifelong Learning UK website.

INTRODUCTION

From September 2007, new qualifications will be introduced for the initial training of teachers in the lifelong learning sector in England. Teachers of English (Literacy and English for Speakers of Other Languages - ESOL), and Mathematics (Numeracy) will continue to be required to gain subject specific teaching qualifications. Lifelong Learning UK (LLUK) is supporting the development of a range of flexible routes to achieving these qualifications.

This document has been written to support the development of new initial teaching qualifications for teachers of English (Literacy and ESOL) in the lifelong learning sector in England. It replaces the Further Education National Training Organisation (FENTO) *Subject Specifications for Adult Literacy and ESOL at level 4*². It details the knowledge, understanding and professional practice to be demonstrated by teachers of English (Literacy and ESOL). Awarding institutions will use it to develop qualifications for these teachers.

The reform of teacher training in England

In *Equipping our teachers for the future*³ the Department for Education and Skills (DfES) outlined proposals for the reform of initial teacher education in the lifelong learning sector in England. As part of this reform, a new teaching qualifications framework has been developed by LLUK⁴. This will be introduced in September 2007. LLUK has developed new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. These professional standards will underpin all professional development for teachers including new initial qualifications. There will be new qualifications for those in a full teaching role at a minimum level 5 (QCF). There will also be qualifications for those in the newly defined 'associate' teaching role at a minimum of level 3.

Purpose of the document

The reform of initial teacher training detailed in 'Equipping our teachers for the future' provided an opportunity to revise the FENTO subject specifications. The revision has drawn on research and on the experience of both teacher trainers delivering and trainees undertaking qualifications developed using the specifications.

As with the FENTO subject specifications, this document defines the subject knowledge and understanding required of teachers of literacy and ESOL. The FENTO subject specifications were a first attempt to define these nationally and were used to underpin subject qualifications introduced from September 2002. However, this document differs from the previous specifications in two important ways. Firstly, it no longer details any requirement relating to personal skills in English. This is detailed separately as an entry requirement to join programmes. (see section immediately below this)

Secondly, it introduces requirements relating to professional practice for literacy and ESOL teachers.

Those familiar with the FENTO specifications will note this document differs significantly in presentation and structure. This is explained below in the section titled - The application of the professional standards.

Personal skills in English

LLUK will introduce an entry requirement for literacy and ESOL teacher training programmes from September 2007. LLUK will detail personal skills in English required at level 3 (QCF). As with all other trainees, those preparing to teach literacy and ESOL will have to evidence appropriate subject knowledge and skills before joining any teaching programme. LLUK will provide guidance on the requirement and how this can be evidenced. Trainees will, of course, develop these skills further during any programme but any requirement will be defined by the awarding institution's broader assessment strategy and not by LLUK. It should be noted that all teacher training programmes will include the minimum core of literacy, language, numeracy and ICT.

Literacy and ESOL learning and teaching

The National Research and Development Centre for adult literacy and numeracy (NRDC)⁵ researched teacher training programmes that used the FENTO subject specifications. The research recognised that subject knowledge and personal skills in English were developed on course and that the majority of trainees found this valuable. However, it identified a consensus that limited attention to subject specific learning and teaching provided inadequate preparation for teaching literacy and ESOL. This was particularly the case for those taking a generic teacher training programme followed by the subject specific qualification. In addition, the OFSTED survey into initial teacher training⁶ identified insufficient attention to subject learning and teaching generally within teacher training programmes. LLUK has addressed this concern in the development of the new qualifications. The new professional standards contain a specific domain for specialist teaching to ensure teacher training programmes provide a focus for this.

NRDC research found much of value in the 'integrated' programmes that combined teacher training and subject qualifications. LLUK guidance for literacy, numeracy and ESOL teacher training programmes now details how all awarding institutions can develop initial teacher training qualifications for single subject cohorts.

LLUK will encourage as many teacher trainees as possible to gain the required qualifications through this route. For those unable to access an initial subject specific training programme, the new continuing professional development (CPD) qualification will address learning and teaching in English (Literacy and ESOL), in addition to subject knowledge and understanding.

The application of the professional standards

The new professional standards for teachers describe consistent performance in terms of teachers' knowledge, understanding and professional practice. As the new professional standards are 'overarching' and apply to all teachers, it was considered appropriate to produce an application of these standards for teachers of Literacy and ESOL and Mathematics (Numeracy). The new professional standards detail the knowledge, understanding and professional practice for all teachers in any role. This document details the same for teachers of English (Literacy and ESOL) in particular, to be demonstrated through qualifications appropriate for the full teaching role at a minimum of level 5(QCF).

LLUK is developing a similar application document for specialist 'Learning for living and work' teachers. As with the application documents for English (Literacy and ESOL) and Mathematics (Numeracy) the document will detail subject knowledge and professional practice required by those specialist teachers. It will also support the development of qualifications. This is not to suggest any requirement in terms of a regulated pathway. Development of guidance documents and qualifications is to ensure that appropriate opportunities for professional development are available. Subject specific application documents could be produced for any area of learning to underpin appropriate professional development opportunities.

Teachers of English (Literacy and ESOL)

Literacy and ESOL teaching have different traditions of theory, principle and practice. These have given us areas of specialism and teaching professionals with their own distinctive identities and approaches. In recent years there has been a growing convergence of experience and practice. Many literacy teachers work with multilingual learners in their groups. Many ESOL teachers work with learners with literacy needs. Learners do not always fit easily into discrete categories of literacy and ESOL, although at either end of the spectrum this may be clear. A recent arrival to the UK may be categorised as an ESOL learner, while an indigenous monolingual English speaker is categorised as an adult literacy learner. However, within the spectrum, particularly in urban areas, there are increasing

References

- 1 LLUK uses this term to include National Awarding Bodies and Higher Education Institutions.
- 2 FENTO (2002). Subject Specifications for Teachers of Adult Literacy level 4 and Subject Specifications for Teachers of Adult ESOL level 4.
- 3 DfES (2004). Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and skills sector.
- 4 LLUK (2006). New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector.
- 5 NRDC (2004). New initial teacher education programmes for teachers of literacy, numeracy and ESOL 2002/03.
- 6 OFSTED (2003). The initial teacher training of further education teachers, page 7 HMI.
- 7 NRDC (2006). A literature review of research on teacher education in adult literacy, numeracy and ESOL and NRDC (2007) Towards a professional workforce 2003/05.

numbers of multilingual people with literacy and language learning needs who do not fit neatly into either category. These learners, who fit neither ESOL or literacy labels easily, need teachers with a firm grounding in the teaching of both literacy and ESOL.

Early consultation on the FENTO subject specifications identified much in each of the separate documents for literacy and ESOL that could usefully be included in the other. This document offers a framework which enables teacher training qualifications to develop areas of shared content and assessment. LLUK appreciates that the context of literacy and ESOL is important when considering the knowledge, understanding and professional practice detailed in this document. LLUK is to consider in what ways literacy and ESOL cohorts could usefully and appropriately train together.

LLUK is to produce further guidance concerning effective practice in course delivery to support awarding institutions. This should be available in the summer of 2007.

This further guidance is not required for the development of qualifications.

Guidance will also be produced on the literacy and ESOL contexts for the elements and extent detailed in this document. It is important to recognise that elements will be differently weighted for Literacy and ESOL initial teacher training and professional development. For example, an ESOL teacher will need to understand different aspects of phonology and apply this knowledge in different ways from a literacy teacher.

Further guidance will be produced by LLUK concerning qualification design, programme delivery and assessment in the new framework.

ORGANISATION OF THE DOCUMENT

The new professional standards

These were published in December 2006 and should be used alongside this document. The professional standards detail the values, knowledge, understanding and professional practice expected of all teachers in the lifelong learning sector in England. This information is detailed in domains. The domains reflect the functions of the role. There are six domains:

Domain A Professional values and practice

Domain B Learning and teaching

Domain C Specialist learning and teaching

Domain D Planning for learning

Domain E Assessment for learning

Domain F Access and progression

The values detailed in Domain A are repeated at the start of each domain to emphasise their importance in all aspects of the teaching role. Domain C will ensure a focus on specialist learning and teaching in generic teacher training programmes. In each domain, detailed after the value statements, there are a number of commitment statements. They could equally be represented as responsibilities. Under these are two columns detailing knowledge and understanding and professional practice. The coding of these is related to the value and commitment statements. Knowledge and understanding statements are coded by the domain letter followed by K for knowledge and the number of the related commitment, for example DK 1.1. Professional practice statements are coded by the domain letter followed by P for practice and again, the number of the related commitment, for example, DP 1.1.

The application of the standards

This document details requirements under the domains of the professional standards.

In developing an application of the professional standards for subject specific qualifications the need for domains B and C initially seemed unnecessary as all learning and teaching would be considered from a subject specific perspective on these programmes. However, during the writing process it was found that this approach would limit the extent statements. Therefore, Domain B details specialist learning and teaching underpinned by the appropriate knowledge and understanding. Domain C details the specialist knowledge and understanding and how it is applied to practice.

Within the domains, requirements for literacy and ESOL teachers have been detailed against the values and commitment statements. It was considered unnecessary and unhelpful to try to detail the application of every knowledge and understanding and professional practice statement for teachers of

literacy and ESOL. Some values and commitment statements are generic in every sense and little could usefully be added to make them subject specific. All the value and commitment statements are coded by the letter of the domain and S, for example, FS 2. All the commitment statements from the standards are included in this document. However, where it was felt there was nothing specialist to add this is made clear.

Requirements are detailed throughout this document as **elements**. A comprehensive list of these can be found in section one of this document. They are coded with the domain letter and then in number sequence.

A suffix, .En denotes an element from the English application document (a suffix .Ma denotes an element from the document for Mathematics). Elements will be regulated by SVUK in qualifications developed for teachers of English (Literacy and ESOL) and Mathematics (Numeracy).

Extent of coverage of these elements is provided as guidance only and this is detailed in section 2. The use of the terms element and extent has been supported through consultation. The terms are used in the minimum core documentation and have been found to be useful. Extent is provided as guidance only. It has been developed in consultation with the field and reflects the experience of teacher trainers and trainees. Those developing teacher education programmes will find it useful to consider this extent guidance when making any decision to include more or less than that detailed.

Elements have been written as areas of knowledge and practice for teachers of English (Literacy and ESOL). They detail the requirement for any value and commitment statement. The majority of commitment statements have several associated elements, a few have a significant number and some have none. The guidance on the extent of the coverage provided in Section 2 has been referenced to detailed statements in the new overarching professional standards.

Here is an example from Domain B

Standard BS 2

Applying and developing own professional skills to enable learners to achieve their goals
(This is a commitment statement from the professional standards)

Element B2.En

Use approaches to teaching language and literacy which take into account the range of learner backgrounds, histories, learning goals, preferences and cognitive styles.

(This is a required element for qualifications)

Literacy and ESOL teachers:

- Use a range of strategies to differentiate learning and teaching according to learners' different skills and previous experiences of literacy and language learning (BK 2.5, BP 2.5)
- Use a range of specialist methods and techniques to support learners from a range of linguistic backgrounds. (BK 2.1, BK 5.1, BK 5.2, BP 2.1, BK 5.1, BK 5.2)
- Use a range of approaches and classroom management techniques to differentiate learning and teaching according to learners' strengths and shared experiences. (BK 2.1, BP 2.1)
- Use approaches which foster collaborative learning, while being aware that learners may not have used these approaches before. (BK 2.3, BK 2.5, BP 2.3, BP 2.5)

(This is guidance on extent. This particular example of extent guidance relates to professional practice only. In other places extent guidance relates to knowledge and understand as well. The references are to detailed statements in the professional standards.)

SECTION 1 ELEMENTS

English (Literacy and ESOL) teachers in the lifelong learning sector value:

DOMAIN A: PROFESSIONAL VALUES AND PRACTICE

Standard AS 1

All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning

Element A1.EN

Take account of literacy and ESOL learners' backgrounds, experiences, goals and aspirations.

Standard AS 2

Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability

Element A2.En

Make links between literacy and language development and other areas of development.

Standard AS 3

Equality, diversity and inclusion in relation to learners, the workforce, and the community

Element A3.En

Address issues of diversity and inclusion relating to literacy and ESOL learners.

Standard AS 4

Reflection and evaluation of their own practice and their continuing professional development as teachers

Element A4.En

Engage in professional development relating to international, national and local research into literacy and ESOL.

Standard AS 5

Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners

Element A5.En

Collaborate with others to develop learners' literacy and language in a range of contexts.

English (Literacy and ESOL) teachers in the lifelong learning sector are committed to:

Standard AS 6

The application of agreed codes of practice and the maintenance of a safe environment

Informed by professional standards only.

Standard AS 7 Improving the quality of their practice

Informed by professional standards only.

English (Literacy and ESOL) teachers in the lifelong learning sector are committed to:

Standard BS 1

Maintaining an inclusive, equitable and motivating learning environment

Informed by professional standards only.

Standard BS 2

Applying and developing own professional skills to enable learners to achieve their goals

Element B1.En

Use learning activities and resources which relate to learners' life goals, their uses of language and literacy and equip learners to use their language and literacy skills to effect desired change.

Element B2.En

Use approaches to teaching language and literacy which take into account the range of learner backgrounds, histories, learning goals, preferences and cognitive styles.

Element B3.En

Apply suitable approaches to working with learners affected by dyslexia and other cognitive, physical or sensory abilities or disabilities.

Element B4.En

Use knowledge of language systems to develop learners' awareness of how language works.

DOMAIN B: LEARNING AND TEACHING



Element B5.En

Use knowledge of language systems to work systematically and holistically with learners in developing their use of language.

Element B6.En

Enable learners to develop critical listening skills within authentic communicative situations.

Element B7.En

Enable learners to develop critical reading skills within authentic communicative situations.

Element B8.En

Enable learners to develop spoken English within authentic communicative situations.

Element B9.En

Enable learners to develop written English within authentic communicative situations.

Standard BS 3

Communicating effectively and appropriately with learners to enhance learning

Element B10.En

Understand English as both a learning goal and a medium of learning.

Element B11.En

Facilitate learner-teacher and learner-learner interaction to support language and literacy learning.

Standard BS 4

Collaboration with colleagues to support the needs of learners

Element B12.En

Provide language and literacy support for individuals and groups in the context of other learning.

Standard BS 5

Using a range of learning resources to support learners

Element B13.En

Use specialist knowledge and awareness of learner needs and goals to select, develop and use appropriate resources for literacy and ESOL learning, including ICT where appropriate.

English (Literacy and ESOL) teachers in the lifelong learning sector are committed to:

Standard CS 1
Understanding and keeping up to date with current knowledge in respect of own specialist area

DOMAIN C: SPECIALIST LEARNING AND TEACHING

Element C1.En

Analyse learners' uses of language and literacy.

Element C2.En

Understand the relationship between language and social, cultural, political and religious identity.

Element C3.En

Understand the role language plays in the formation, maintenance and transformation of power relations.

Element C4.En

Understand how language varies and changes and how this influences language and literacy use.

Element C5.En

Understand the social, cognitive and affective factors which may influence language and literacy learning.

Element C6.En

Understand the different ways in which language can be described and analysed.

Element C7.En

Analyse communication at discourse/text level.

Element C8.En

Analyse communication at sentence and phrase level.

Element C9.En

Analyse communication at word level.

Element C10.En

Analyse the phonological features of language.

Element C11.En

Know current theories and principles of literacy learning and development.

**Element C12.En**

Know a range of teaching and learning approaches associated with theories and principles of literacy development.

Element C13.En

Know current theories and principles relating to language acquisition and bilingualism.

Element C14.En

Know a range of teaching and learning approaches associated with theories and principles of language acquisition and bilingualism.

Element C15.En

Understand the interdependence of the four skills of listening, reading, speaking and writing.

Element C16.En

Understand the implications of the interdependence of the four skills for planning, teaching and assessment.

Element C17.En

Analyse the processes involved in listening.

Element C18.En

Analyse the processes involved in reading.

Element C19.En

Analyse the processes involved in speaking.

Element C20.En

Analyse the processes involved in writing.

Element C21.En

Know a range of learning and teaching approaches associated with listening, reading, speaking and writing processes.

Element C22.En

Understand perceptions of literacy and ESOL and consider their impact on learner motivation.

Element C23.En

Demonstrate specialist knowledge of strategies that engage and enthuse literacy and ESOL learners.

Standard CS 2
Enthusiating and motivating
learners in own specialist area

Standard CS 3
Fulfilling the statutory responsibilities associated with own specialist area of teaching

See Elements C11.En, C12.En, C13.En, C14.En.

Standard CS 4
Developing good practice in teaching own specialist area

See Element A4.En.

Teachers in the lifelong learning sector are committed to:

Standard DS 1
Planning to promote equality, support diversity and to meet the aims and learning needs of learners

Element D1.En
Apply knowledge of language or literacy curriculum development to the planning process.

Standard DS 2
Learner participation in the planning of learning

Element D2.En
Apply theoretical and practical linguistic and literacy knowledge to the planning of learning and teaching.

Standard DS 3
Evaluation of own effectiveness in planning learning

Element D3.En
Apply knowledge of literacy or language learners to the planning process.

English (Literacy and ESOL) teachers in the lifelong learning sector are committed to:

Standard ES 1
Designing and using assessment as a tool for learning and progression

Element D4.En
Employ strategies to evaluate literacy and language learning and teaching.

Standard ES 2
Assessing the work of learners in a fair and equitable manner

DOMAIN E: ASSESSMENT FOR LEARNING

Element E1.En
Apply specialist principles and approaches to assessment for language and literacy learning.

Element E2.En
Assess the work of language and literacy learners in an equitable and inclusive manner.



Standard ES 3

Learner involvement and shared responsibility in the assessment process

Element E3.En

Facilitate learner involvement and shared responsibility in the language and literacy assessment process.

Standard ES 4

Using feedback as a tool for learning and progression

Element E4.En

Apply specialist knowledge in dialogue with learners as part of assessment.

Standard ES 5

Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress

Element E5.En

Record relevant information about the literacy or language skills, knowledge and understanding of learners.

English (Literacy and ESOL) teachers in the lifelong learning sector are committed to:

DOMAIN F: ACCESS AND PROGRESSION

Standard FS 1

Encouraging learners to seek initial and further learning opportunities and to use services within the organisation

Element F1.En

Signpost literacy and ESOL learners to specialist literacy or ESOL support services, learning or progression opportunities.

Standard FS 2

Providing support for learners within the boundaries of the teacher role

Element F2.En

Identify the boundaries and overlaps between their own specialist areas and those of other specialists.

Standard FS 3

Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area

Element F3.En

Maintain professional knowledge relating to literacy or ESOL.

Standard FS 4

A multi-agency approach to supporting development and progression opportunities for learners

Element F4.En

Develop relationships with a range of specialist services, agencies and professionals for literacy and ESOL learners.

SECTION 2 GUIDANCE ON EXTENT

English (Literacy and ESOL) teachers in the lifelong learning sector value:

Standard AS 1

All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning

Standard AS 2

Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability

Standard AS 3

Equality, diversity and inclusion in relation to learners, the workforce, and the community

DOMAIN A: PROFESSIONAL VALUES AND PRACTICE

Element A1.En

Take account of literacy and ESOL learners' backgrounds, experiences, goals and aspirations.

Literacy and ESOL teachers know and understand:

- The second chance nature of adult literacy and language learning and the impact of this on learners' perceptions of their chances of success and ability to work independently. (AK 1.1)
- Ways to identify the range of other skills, experiences and expertise that literacy and ESOL learners bring to their learning. (AK 1.1)
- Ways to identify the other subject areas which interest and motivate literacy and ESOL learners. (AK 1.1)
- How to apply understanding of literacy and ESOL learners' backgrounds, experiences, goals and aspirations to supporting their development and progression. (AP 1.1)

Element A2.En

Make links between literacy and language development and other areas of development.

Literacy and ESOL teachers know and understand:

- How to support literacy and ESOL learners in identifying the links between the development of their literacy and language skills and development other areas of importance to them. (AK 2.1, AK 2.2, AP 2.1)
- How to encourage learners to reflect on ways literacy and language development can empower them as individuals and make a difference in their communities. (AP 2.2)

Element A3.En

Address particular diversity and inclusion issues relating to literacy and ESOL learners.

Literacy and ESOL teachers know and understand:

- The range and diversity of learners' literacy and language practices and how to help learners develop these. (AK 3.1, AP 3.1)
- How to address the personal, social, economic and political factors which may affect the learning, development and progression of people with literacy and ESOL needs. (AK 3.1)
- The particular impact and implications of physical disabilities, sensory impairment and mental health issues for literacy and ESOL learners. (AK 3.1, AP 3.1)

Standard AS 4

Reflection and evaluation of their own practice and their continuing professional development as teachers

Standard AS 5

Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners

English (Literacy and ESOL) teachers in the lifelong learning sector are committed to:

Standard AS 6

The application of agreed codes of practice and the maintenance of a safe environment

Standard AS 7

Improving the quality of their practice

- Current definitions of dyslexia, dyscalculia and related conditions, and strategies for supporting learners in literacy and language settings. (AK 3.1, AP 3.1)

Element A4.En

Engage in professional development relating to international, national and local research into literacy and ESOL.

Literacy and ESOL teachers know and understand:

- How research into language and literacy, together with teachers' and learners' own insights, can inform learning and teaching and their own practice. (AK 4.3, AP 4.3)
- The relationships between language and literacy policies and initiatives, learning and teaching, and their own practice. (AK 4.3, AP 4.3)

Element A5.En

Collaborate with others to develop learners' literacy and language in a range of contexts.

Literacy and ESOL teachers know and understand:

- How literacy and language practices are situated within organisational policies and practices. (AK 5.1)
- How to evaluate their own contribution to the development of the organisation's policies and practices relating to literacy and language. (AP 5.2)

Literacy and ESOL teachers:

- Collaborate with colleagues and/or others to support cross-disciplinary approaches to literacy and language development. (AP 5.1)
- Apply their literacy and language specialist knowledge to collaboration with teachers of other subjects and professionals within and outside the organisation. (AP 5.1)

Informed by professional standards only

Informed by professional standards only

English (Literacy and ESOL) teachers in the lifelong learning sector are committed to:

Standard BS 1
Maintaining an inclusive, equitable and motivating learning environment

Standard BS2
Applying and developing own professional skills to enable learners to achieve their goals

DOMAIN B: LEARNING AND TEACHING

Informed by professional standards only

Element B1.En

Use learning activities and resources which relate to learners' life goals, their uses of language and literacy and equip learners to use their language and literacy skills to effect desired change.

Literacy and ESOL teachers:

- Support the development of spoken and written language in authentic and relevant contexts. (BP 2.1, BP 2.2)
- Use approaches which validate and make use of learners' existing uses of language(s) and literacy. (BP 2.1, BP 2.2)
- Use approaches which:
 - Promote autonomy and collaboration in literacy and language learning make curriculum and methodology explicit and negotiable. (BP 2.1, BP 2.2)
- Use approaches which help learners to:
 - Use their developing knowledge of language and literacy to effect desired change, provide access to powerful literacies and prestigious forms develop critical awareness and enable learners to make informed choices. (BK 2.1, BK 2.2, BP 2.1, BP 2.2)

Element B2.En

Use approaches to teaching language and literacy which take into account the range of learner backgrounds, histories, learning goals and preferences and cognitive styles.

Literacy and ESOL teachers:

- Use a range of strategies to differentiate learning and teaching according to learners' different skills and previous experiences of literacy and language learning. (BK 2.5, BP 2.5)
- Use a range of specialist methods and techniques to support learners from a range of linguistic backgrounds. (BK 2.1, BK 5.1, BK 5.2, BP 2.1, BK 5.1, BK 5.2)
- Use a range of approaches and classroom management techniques to differentiate learning and teaching according to learners' strengths and shared experiences. (BK 2.1, BP 2.1)

- Use approaches which foster collaborative learning, while being aware that learners may not have used these approaches before. (BK 2.3, BK 2.5, BP 2.3, BP 2.5)

Element B3.En

Apply suitable approaches to working with learners affected by dyslexia and other cognitive, physical or sensory abilities or disabilities.

Literacy and ESOL teachers:

- Take account of the impact of different cognitive, physical and sensory abilities and disabilities on literacy and language learning. (BK 2.2, BK 2.3, BP 2.2, BP 2.3)
- Use a range of language and literacy teaching approaches and multi-sensory activities and resources which build on learners' strengths. (BK 2.3, BP 2.3)
- Enable learners to make use of specialist resources and low and high assistive technology for language and literacy learning, where necessary. (BK 2.4, BP 2.4)

Element B4.En

Use knowledge of language systems to develop learners' awareness of how language works.

Literacy and ESOL teachers:

- Use appropriate techniques and terminology to help learners develop their understanding of how oral and written language works. (BK 2.1, BP 2.1)
- Use approaches which help learners recognise the diverse and changing nature of language and literacy e.g. Standard English and varieties. (BK 2.1, BP 2.1)
- Use approaches which enable learners to recognise language varieties in different contexts. (BK 2.1, BP 2.1)

Element B5.En

Use knowledge of language systems to work systematically and holistically with learners in developing their use of language.

Literacy and ESOL teachers:

- Analyse language for learning and teaching purposes. (BK 2.1, BP 2.2)
- Use appropriate terminology relating to discourse, grammar, lexis and phonology. (BK 2.1, BP 2.1)
- Integrate the development of listening, reading, speaking and writing skills at text, sentence and word level. (BK 2.1, BP 2.1)

- Use approaches which enable learners to understand the importance of purpose, audience and social context. (BK 2.1, BK 2.2)
- Use approaches which foster creativity and self-expression and enable learners to use language in relevant contexts. (BK 2.1, BP 2.1)
- Use approaches which enable learners to make informed choices about their own language and literacy use. (BK 2.1, BP 2.1)
- Use approaches which enable learners to understand how language and literacy use relates to social structures, power and identity. (BK 2.1, BK 2.1)

Element B6.En

Enable learners to develop critical listening skills within authentic communicative situations.

Literacy and ESOL teachers:

- Use a range of approaches and resources to help learners develop critical listening skills in a range of authentic contexts, for different purposes and appropriate to their interests, contexts and goals. (BK 2.1, BP 2.1)
- Enable learners to improve their ability to understand, interpret and respond to spoken texts. (BK 2.1, BP 2.1)
- Enable learners to develop listening strategies which build on their existing skills in English and their knowledge of other languages. (BK 2.1, BP 2.1)
- Enable learners to deal with potential linguistic, cultural and other challenges to understanding and interpreting spoken texts. (BK 2.1, BP 2.1)
- Use a range of approaches to listening development based on research. (BK 2.1, BP 2.1)

Element B7.En

Enable learners to develop critical reading skills within authentic communicative situations.

Literacy and ESOL teachers:

- Use a range of approaches and resources to help learners develop critical reading skills in a range of authentic contexts, for different purposes and appropriate to their interests, contexts and goals (BK 2.1, BP 2.1)
- Enable learners to improve their ability to understand, interpret and respond to written texts. (BK 2.1, BP 2.1)
- Enable learners to develop reading strategies which build on their existing knowledge and skills in English and other languages. (BK 2.1, BP 2.1)

- Use approaches which enable learners to deal with potential linguistic, cultural and other challenges to understanding and interpreting written texts. (BK 2.1, BP 2.1)
- Use a range of approaches to reading development based on research and theory. (BK 2.1, BP 2.1)

Element B8.En

Enable learners to develop spoken English within authentic communicative situations.

Literacy and ESOL teachers:

- Use approaches, texts and materials to help learners develop their ability to communicate effectively with a range of audiences for different purposes at text (discourse), sentence and word level appropriate to their interests, contexts and goals. (BK 2.1, BP 2.1)
- Enable learners to develop strategies which build on their existing knowledge and skills in English and other languages. (BK 2.1, BP 2.1)
- Use approaches which enable learners to deal with linguistic, cultural and other challenges to expressing themselves orally. (BK 2.1, BP 2.1)
- Use a range of approaches to development of spoken English based on research and theory. (BK 2.1, BP 2.1)

Element B9.En

Enable learners to develop written English within authentic communicative situations.

Literacy and ESOL teachers:

- Use approaches, texts and materials to help learners develop their ability to communicate effectively in writing with a range of audiences for different purposes at text (discourse), sentence and word (lexis) level appropriate to their interests, contexts and goals. (BK 2.1, BP 2.1)
- Enable learners to develop strategies which build on their existing knowledge and skills in English and other languages. (BK 2.1, BP 2.1)
- Use approaches which enable learners to deal with linguistic, cultural and other challenges to writing in a variety of contexts. (BK 2.1, BP 2.1)
- Use a range of approaches to writing development based on research and theory. (BK 2.1, BP 2.1)

Standard BS 3

Communicating effectively and appropriately with learners to enhance learning

Element B10.En

Understand English as both a learning goal and a medium of learning.

Literacy and ESOL teachers:

- Analyse language as a medium of learning and a learning goal. (BK 2.1, BK 3.1, BP 2.1, BK 3.3, BP 3.1, BP 3.3)
- Use metalanguage selectively and appropriately with their learners. (BK 3.1, BP 3.3, BP 3.1, BP 3.3)
- Support learners in their use of metalanguage for the development of conceptual understanding of language and literacy. (BK 3.1, BK 3.3, BP 3.1, BP 3.3)

Element B11.En

Facilitate learner-teacher and learner-learner interaction to support language and literacy learning.

Literacy and ESOL teachers:

- Demonstrate awareness of the place of interaction in language and literacy development. (BK 2.1, BK 3.1, BK 3.3, BP 2.1, BP 3.1, BP 3.3)
- Ensure that the spoken and written language they use is accessible to learners. (BK 3.1, BK 3.3, BP 3.1, BP 3.3)

Standard BS 4

Collaboration with colleagues to support the needs of learners

Element B12.En

Provide language and literacy support for individuals and groups in the context of other learning.

Literacy and ESOL teachers:

- Develop language and literacy skills in the context of other curriculum areas. (BK 4.1, BP 4.1)
- Support individual learners in developing their language and literacy skills in the context of other curriculum areas. (BK 2.1, BK 4.1, BP 2.1, BP 4.1)
- Work with classroom assistants, interpreters, volunteers and others to support language and literacy learning in a range of contexts. (BK 4.1, BP 4.1)
- Analyse the language and literacy content of other curriculum areas to support planning of learning and teaching. (BK 2.1, BP 2.1)
- Communicate effectively with relevant staff in other curriculum areas using appropriate lay or specialist language. (BK 4.1, BP 4.1)
- Participate in mentoring or coaching arrangements to support embedded learning and teaching. (BK 4.1, BP 4.1)



Standard BS5

Using a range of learning resources to support learners

Element B13.En

Use specialist knowledge and awareness of learner needs and goals to select, develop and use appropriate resources for literacy and ESOL learning, including ICT where appropriate.

Literacy and ESOL teachers:

- Design, adapt or select resources from an appropriate range that develop conceptual understanding and enable practice of literacy and ESOL skills. (BP 5.1, BP 5.4)
- Use ICT to create resources for literacy and ESOL, recognising the issues related to communicating about language through ICT. (BP 5.1)
- Select and use appropriate specialist equipment and realia for literacy and ESOL learning and teaching. (BP 5.1)
- Adapt the linguistic content of teaching and learning resources as appropriate for particular groups or individuals, for example, by simplification, extension or re-organisation. (BP 5.2)
- Use ICT and e-learning resources that link appropriately to literacy and language learning outcomes and promote learner engagement with tasks and activities. (BP 5.1)

Teachers in the lifelong learning sector are committed to:

Standard CS 1

Understanding and keeping up to date with current knowledge in respect of own specialist area

DOMAIN C: SPECIALIST LEARNING AND TEACHING

Element C1.En

Analyse learners' uses of language and literacy.

Literacy and ESOL teachers know and understand:

- Spoken and written language use is determined by social, cultural and linguistic factors. (CK 1.1, CP 1.1)
- How the context in which language is used affects the choices made by the speaker/writer and the expectations of the listener/reader. (CK 1.1, CP 1.1)
- Learners aspire to use a range of language and literacy practices, both powerful and vernacular, in English and/or other languages. (CK 1.1, CP 1.2, CP 1.1, CP 1.2)

Element C2.En

Understand the relationship between language and social, cultural, political and religious identity.

Literacy and ESOL teachers know and understand:

- The close relationship between individuals and the forms of language they use. (CK 1.1, CK 1.2, CP 1.1, CP 1.2)
- Spoken and written language usage reflects social and cultural relationships. (CK 1.1, CK 1.2, CP 1.1, CP 1.2)
- Speakers and writers choose varieties, registers and styles according to a range of social and cultural factors. (CK 1.1, CK 1.2, CP 1.1, CP 1.2)

Element C3.En

Understand the role language plays in the formation, maintenance and transformation of power relations.

Literacy and ESOL teachers know and understand:

- Current hierarchies and inequalities in language and literacy use and their role in reflecting and maintaining existing social relations. (CK 1.2, CP 1.2)
- The provisional nature of hierarchies in language and literacy and the potential for change by all language users. (CK 1.2, CP 1.2)
- How to plan, use and evaluate strategies for learning and teaching based on an understanding of the relationship between language and power. (CP 1.2)

Element C4.En

Understand how language varies and changes and how this influences language and literacy use.

Literacy and ESOL teachers know and understand:

- That languages are dynamic and constantly evolving and how English has changed and continues to change. (CK 1.2, CP 1.2)
- There are many varieties and dialects of English, both international and intra-national each with its own spoken and often written form. (CK 1.2, CP 1.2)
- The cultural hegemony of English, its impact as a global language and its use for technology, media, commerce, science and other fields. (CK 1.2, CP 1.2)
- The changing nature of literacy and texts, including the move from page to screen and the development of multimedia texts. (CK 1.2, CP 1.2)

Element C5.En

Understand the social, cognitive and affective factors which may influence language and literacy learning.

Literacy and ESOL teachers know and understand:

- How social, cultural, economic, linguistic and personal factors influence literacy and language learning. (CK 1.1, CK 1.2, CP 1.1, CP 1.2)
- The impact of cognitive factors on language and literacy development (CK 1.1, CK 1.2, CP 1.1, CP 1.2)
- The impact of affective factors on literacy and language development how to address these in teaching. (CK 1.1, CK 1.2, CP 1.1, CP 1.2)
- How to enhance creativity, pleasure, autonomy and empowerment through the development of language and literacy. (CK 2.1, CP 2.1)

Element C6.En

Understand the different ways in which language can be described and analysed.

Literacy and ESOL teachers know and understand:

- How language can be described in a range of ways relating to semantic, morphological, grammatical, written or spoken features and so on. (CK 1.1, CP 1.1)
- How features of language are related and interdependent. (CK 1.1, CP 1.1)
- How different languages and varieties of English are described in different ways. (CK 1.1, CP 1.1)

Element C7.En

Analyse communication at discourse/text level.

Literacy and ESOL teachers know and understand:

- Ways in which genre, register and style are related to the context, purpose, audience and mode of spoken and written text. (CK 1.1)
- Devices that make a text cohesive and coherent. (CK 1.1)
- Key aspects of pragmatics: the study of intended speaker or writer meaning. (CK 1.1)
- The significant differences between spoken and written discourse. (CK 1.1)
- How to enable literacy and ESOL learners to use language, format and conventions appropriate to genre and context. (CP 1.1)
- How to enable learners to recognise and use the organisational, grammatical, lexical and phonological or punctuation features which make discourse effective. (CP 1.1)

- How to enable learners to use interpersonal and non-linguistic features in spoken discourse. (CP 1.1)
- How to use written and spoken texts which have relevance to learners. (CP 1.1)

Element C8.En

Analyse communication at sentence and phrase level.

Literacy and ESOL teachers know and understand:

- Principles, rules and conventions relating to the syntax of English. (CK 1.1)
- Different ways of describing grammar, for example, prescriptive or descriptive grammar. (CK 1.1)
- Grammatical features of spoken language. (CK 1.1)
- Grammatical features of written language, including sentence types, clause and phrase types, tenses, punctuation and others. (CK 1.1)
- The relationship between syntax and semantics at sentence and phrase level. (CK 1.1)
- How to compare written and spoken forms. (CK 1.1)

Element C9.En

Analyse communication at word level.

Literacy and ESOL teachers know and understand:

- How to select lexis based on register and stylistic constraints, collocation, purpose and context. (CK 1.1, CP 1.1)
- Semantic relationships in communication. (CK 1.1, CP 1.1)
- Chunking and lexical phrases in the acquisition and storage of language, especially spoken language. (CK 1.1, CP 1.1)
- The morphology of English in word-building. (CK 1.1, CP 1.1)
- The spelling system of English. (CK 1.1, CK 1.2)

Element C10.En

Analyse the phonological features of language.

Literacy and ESOL teachers know and understand:

- The role of stress, rhythm and intonation in conveying meaning. (CK 1.1, CP 1.1)
- The sounds of English and the role of place, manner of articulation and voice. (CK 1.1, CP 1.1)
- The influence of the learner's other language(s) and dialect(s) in all aspects of English pronunciation. (CK 1.1, CP 1.1)
- Phonology in reading and writing. (CK 1.1, CP 1.1)

Element C11.En

Know current theories and principles of literacy learning and development.

Literacy and ESOL teachers know and understand:

- Theories and principles of literacy learning and development. (CK 1.1, CK 3.1)

Element C12.En

Know a range of teaching and learning approaches associated with theories and principles of literacy development.

Literacy and ESOL teachers know and understand:

- How to draw on theories and principles of literacy learning and development for teaching and assessment of literacy learners. (CP 1.1, CP 3.1)

Element C13.En

Know current theories and principles relating to language acquisition and bilingualism.

Literacy and ESOL teachers know and understand:

- Theories and principles of language acquisition. (CK 1.1, CK 3.1)
- Theories and principles of bilingualism and multilingualism. (CK 1.1, CK 3.1)
- Theories and principles of child language acquisition and development, including visual-spatial languages (sign languages), and how these must be adjusted for use with adults. (CK 1.1, CK 3.1)

Element C14.En

Know a range of teaching and learning approaches associated with theories and principles of language acquisition and bilingualism.

Literacy and ESOL teachers know and understand:

- How to draw on theories and principles of language acquisition and bilingualism for teaching and assessment of language learners. (CP 1.1, CP 3.1)

Element C15.En

Understand the interdependence of the four skills of listening, reading, speaking and writing.

Literacy and ESOL teachers know and understand:

- There are different theoretical models of reading, writing, speaking and listening which underpin different teaching and learning approaches. (CK 1.1, CK 3.1)
- The multimodal nature of new media. (CK 1.1)
- How the introduction of new media has influenced the processes of reading and writing and speaking and listening. (CK 1.1)
- The relevance of the concept of genre to spoken and written language. (CK 1.1)
- The concept of pragmatic competence. (CK 1.1)

Element C16.En

Understand the implications of the interdependence of the four skills for planning, teaching and assessment.

Literacy and ESOL teachers know and understand:

- How to apply their understanding of the interdependence of the four skills to planning, teaching, and assessment. (CP 1.1)
- How to assist learners to recognise the multimodal nature of new media. (CP 1.1)
- How to assist learners to develop and use new media for reading and writing. (CP 1.1)

Element C17.En

Analyse the processes involved in listening.

Literacy and ESOL teachers know and understand:

- Cognitive processing of spoken texts. (CK 1.1)
- Socio-cultural factors in understanding and interpreting spoken texts. (CK 1.1)
- How approaches to listening vary according to context and purpose. (CK 1.1)
- The sub-skills of listening. (CK 1.1)
- Factors that enhance or inhibit understanding and interpretation of spoken texts. (CK 1.1)

Element C18.En

Analyse the processes involved in reading.

Literacy and ESOL teachers know and understand:

- Cognitive processing of written texts. (CK 1.1)
- Socio-cultural factors in understanding and interpreting written texts. (CK 1.1)
- How the approaches to reading vary according to context and purpose. (CK 1.1).
- The sub-skills of reading. (CK 1.1)
- Factors that can enhance or inhibit understanding and interpretation of written texts. (CK 1.1)

Element C19.En

Analyse the processes involved in speaking.

Literacy and ESOL teachers know and understand:

- Cognitive processes in speaking. (CK 1.1)
- Socio-cultural factors in spoken communication. (CK 1.1)
- How the approaches to speaking may vary, depending on the context and purpose for speaking. (CK 1.1)
- The sub-skills of speaking. (CK 1.1)
- Factors that enhance or inhibit spoken discourse. (CK 1.1)

Element C20.En

Analyse the processes involved in writing.

Literacy and ESOL teachers know and understand:

- Cognitive processes in the design and production of written texts. (CK 1.1)
- Socio-cultural factors in the design and production of written texts. (CK 1.1)
- How approaches to writing vary according to context and purpose. (CK 1.1)
- The sub skills of writing. (CK 1.1)
- Factors that enhance or inhibit design and production of written texts. (CK 1.1)

Element C21.En

Know a range of learning and teaching approaches associated with listening, reading, speaking and writing processes.

Literacy and ESOL teachers know and understand:

- How to apply their awareness of listening processes to planning, teaching and assessing learners. (CP 1.1, CP 3.1)
- How to apply their awareness of reading processes to planning, teaching and assessing learners. (CP 1.1, CP 3.1)
- How to apply their awareness of speaking processes to planning, teaching and assessing learners. (CP 1.1, CP 3.1)

- How to apply their awareness of writing processes to planning, teaching and assessing learners. (CP 1.1, CP 3.1)
- How to support the development of beginner readers and writers. (CP 1.1, CP 3.1)
- Use a range of written and spoken texts and activities which reflect diversity of purpose, audience, form and function. (CP 1.1)
- How to use knowledge of processes involved in speaking and writing to plan programmes and sessions which take account of process as well as product. (CP 1.1)
- How to use knowledge of processes involved in speaking and writing to develop learners' fluency and accuracy. (CP 1.1).

Standard CS 2

Enthusiasing and motivating learners in own specialist area.

Element C22.En

Understand perceptions of literacy and ESOL and consider their impact on learner motivation.

Literacy and ESOL teachers know and understand:

- The range of motivations for learning literacy and ESOL and the relationship to wider national and international views of literacy and language. (CK 2.1)

Element C23.En

Demonstrate specialist knowledge of strategies that engage and enthuse literacy and ESOL learners.

Literacy and ESOL teachers know and understand:

- How to build confidence in literacy and ESOL learners, e.g. valuing prior learning and experience, breaking down tasks into appropriate steps in order to create opportunities for success. (CK 2.1)
- The effects of teacher confidence, enthusiasm and specialist knowledge in promoting language and literacy development. (CK 2.1)

Standard CS 3
Fulfilling the statutory responsibilities associated with own specialist area of teaching

See Elements C11.En, C12.En, C13.En, C14.En.

Standard CS 4
Developing good practice in teaching own specialist area.

See Element A4.En.

Teachers in the lifelong learning sector are committed to:

Standard DS1
Planning to promote equality, support diversity and to meet the aims and learning needs of learners

DOMAIN D: PLANNING FOR LEARNING

Element D1.En

Apply knowledge of language or literacy curriculum development to the planning process.

Literacy and ESOL teachers know and understand:

- Theories and models of literacy or ESOL curriculum development and how to apply them. (DK 1.1, DK 1.2, DK 1.3, DP 1.1, DP 1.2, DP 1.3)
- How to analyse the literacy or language elements of a range of education programmes. (DK 1.1, DK 1.2, DK 1.3, DP 1.1, DP 1.2, DP 1.3)
- How to plan, alone, or with colleagues, programmes which embed literacy or language. (DP 1.1, DP 1.2, DP 1.3)

Element D2.En

Apply theoretical and practical linguistic and literacy knowledge to the planning of learning and teaching.

Literacy and ESOL teachers know and understand:

- The importance of having an overview of linguistic and non-linguistic factors when planning a programme of learning. (DK 1.1, DK 1.2)
- How to plan coherent programmes of learning which incorporate and balance a range of elements, including: language and literacy development, study skills, the learners and their contexts, standards and curricula, awards and assessment requirements. (DP 1.1, DP 1.2, DP 1.3)

Standard DS 2
Learner participation in the
planning of learning

Element D3.En

Apply knowledge of literacy or language learners to the planning process.

Literacy and ESOL teachers know and understand:

- The importance of dialogue with learners during the planning of learning and teaching, which involves:
 - Using accessible language to discuss and negotiate learning programmes which, in the case of bilingual learners, might mean using other languages.
 - Understanding that previous educational experiences might affect learners' expectations of how much input and control they can have in a learning programme.
 - Knowing how to develop participatory and inclusive approaches to learning. (DK 2.1, DK 2.2, DP 2.1, DP 2.2)

Standard DS 3
Evaluation of own effectiveness
in planning learning

Element D4.En

Employ strategies to evaluate literacy and language learning and teaching.

Literacy and ESOL teachers know and understand:

- How to evaluate and analyse literacy or ESOL activities from theoretical perspectives as well as practical ones, with reference to appropriate literacy development and language acquisition theories and principles. (BP 2.6, DK 3.1, DK 3.2)

**Teachers in the lifelong
learning sector are
committed to:**

DOMAIN E: ASSESSMENT FOR LEARNING

Standard ES1
Designing and using
assessment as a tool for
learning and progression

Element E1.En

Apply specialist principles and approaches to assessment for language and literacy learning.

Literacy and ESOL teachers know and understand:

- Assessment tools and procedures need to reflect learners' real life language and literacy use. (EK 1.1, EK 1.2, EK 1.3, EP 1.1, EP 1.2, EP 1.3)
- Different types of literacy or ESOL assessments and terminology. (EK 1.1, EK 1.2, EK 1.3, EP 1.1, EP 1.2, EP 1.3)
- How to select and use different forms of literacy or ESOL assessment (initial, diagnostic, formative, summative) appropriate to context and purpose. (EK 1.1, EK 1.2, EK 1.3, EP 1.1, EP 1.2, EP 1.3)



Standard ES 2

Assessing the work of learners in a fair and equitable manner

Element E2.En

Assess the work of language and literacy learners in an equitable and inclusive manner.

Literacy and ESOL teachers:

- Demonstrate awareness of the range of learners' linguistic and cultural backgrounds and the implications of this for equitable and inclusive assessment. (EK 2.3, EP 2.3)
- Demonstrate awareness of the range of factors that can affect language and literacy learners who are dyslexic or have other learning difficulties or disabilities and the implications of this for equitable and inclusive assessment. (EK 2.3, EP 2.3)
- Demonstrate awareness that literacy and ESOL assessment results may not reveal underlying challenges faced by learners due to learning difficulties and disabilities. (EK 2.3, EP 2.3)

Standard ES 3

Learner involvement and shared responsibility in the assessment process

Element E3.En

Facilitate learner involvement and shared responsibility in the language and literacy assessment process.

Literacy and ESOL teachers:

- Demonstrate awareness that learners come from a range of social and cultural backgrounds and therefore may have had different experiences of assessment and that this may affect their current attitudes to assessment. (EK 3.1, EK 3.2, EP 3.1, EP 3.2)
- Demonstrate ways of developing and facilitating peer and self assessment of language and literacy learning. (EK 3.1, EK 3.2, EP 3.1, EP 3.2)

Standard ES 4

Using feedback as a tool for learning and progression

Element E4.En

Apply specialist knowledge in dialogue with learners as part of assessment.

Literacy and ESOL teachers know and understand:

- The importance of language in feedback to literacy and ESOL learners and how to select appropriate spoken and written language. (EK 4.1, EP 4.1)

Standard ES 5

Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress

Element E5.En

Record relevant information about the literacy or language skills, knowledge and understanding of learners.

Literacy and ESOL teachers:

- Demonstrate awareness of a range of issues related to recording learner progress in literacy and ESOL, such as: the level of detail regarding literacy and language skills, knowledge and understanding, the balance of process and product, accuracy and fluency, how to record feelings about literacy and ESOL learning, how to document the extent to which learners are able to transfer skills from one context to another. (BK 3.5, EK 5.1, EK 5.2, EK 5.3)
- Develop systems for recording learner progress in literacy and ESOL that take into account its complex nature, and that inform the learner, the teacher and the institution. (BP 3.5, EP 5.1 EP 5.2, EP 5.3)

Teachers in the lifelong learning sector are committed to:

Standard FS 1

Encouraging learners to seek initial and further learning opportunities and to use services within the organisation

DOMAIN F: ACCESS AND PROGRESSION

Element F1.En

Signpost literacy and ESOL learners to specialist literacy or ESOL support services, learning or progression opportunities.

Literacy and ESOL teachers:

- Identify and use sources of specialist information, advice and guidance relating to literacy or ESOL and refer learners. (FK 1.1, FP 1.1)
- Identify the specialist literacy and ESOL support and services offered by the organisation and provide learners with the information they need. (FK 1.1, FP 1.1)
- Help learners develop the language and literacy skills needed to research and use the organisation's services, and also those outside the organisation. (FP 1.2)
- Identify statutory entitlements to learning and personal support for literacy, ESOL (and numeracy) learners, along with the procedures in place for their implementation.
- Identify national, regional and local support services available to literacy and ESOL learners.
- Act appropriately as advocates for literacy and ESOL learners. (FK 2.1)



Standard FS 2

Providing support for learners within the boundaries of the teacher role

Standard FS 3

Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area

Standard FS 4

A multi-agency approach to supporting development and progression opportunities for learners

Element F2.En

Identify the boundaries between their own specialist areas and those of other specialists.

Literacy and ESOL teachers know and understand:

- The boundaries between the specialist advice and support which involves learning difficulties and disabilities specialists and the specialist advice, support, guidance and counselling which involves specialists from other professional areas. (FK 2.1)
- Developments within the literacy or ESOL teaching profession, and also those relating to the fields of numeracy, ICT and learning difficulties and disabilities. (FK 3.1)

Element F3.En

Maintain professional knowledge relating to literacy or ESOL.

Literacy and ESOL teachers know and understand:

- The importance of literacy and language in relation to learners' current situation and opportunities for further progression into education, training and or a career.

Element F4.En

Develop relationships with a range of specialist services, agencies and professionals for literacy and ESOL learners.

Literacy and ESOL teachers know and understand:

- The specialists from other areas, both within and outside the organisation, who particularly support literacy or ESOL learners, and also those who support numeracy learners and learners with learning difficulties and disabilities. (FK 4.1, FK 4.2)

Literacy and ESOL teachers:

- Work collaboratively with specialists from other areas, both within and outside the organisation, who particularly support literacy or ESOL learners, and also those who support numeracy learners and learners with learning difficulties and disabilities. (FP 4.1, FP 4.2)

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