

Unit Title:	Provide bilingual support for teaching and learning
OCR Unit No:	21
Sector Unit No:	TDA 3.18
Level:	3
Credit value:	6
Guided learning hours:	32
Unit accreditation number:	D/601/7725

Unit purpose and aim

This unit provides the knowledge and skills needed to provide bilingual support for learners and their families whose first or dominant language is different to that used to deliver the curriculum. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit involves using both the first and target language to support assessment and learning. It also involves supporting communication with families of bilingual learners.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Be able to contribute to assessment of bilingual learners	1.1 Carry out an initial assessment of bilingual learners , under the direction of a teacher, using learners' preferred language 1.2 Work with relevant people to assess the experience, capabilities and learning style of bilingual learners in relation to the planned learning programme 1.3 Explain why a specialist assessment may be required and the setting's procedures for arranging this 1.4 Provide feedback to	Centres must ensure that all assessment criteria are met. Initial assessment provides the necessary information for the careful planning of learning activities needed for newly arrived learners including: <ul style="list-style-type: none"> • first language and ethnic background • fluency in English • previous educational experience and achievements • wider needs such as a learner's home situation

	<p>learners and relevant people on the outcome of the assessment and the implications for meeting the learning, language development and wellbeing needs of the learner</p> <p>1.5 Provide information and support to relevant people to help them in meeting the learning, language development and wellbeing needs of the learner</p>	<p>Bilingual learners are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.</p> <p>Relevant people are those with a need and right to provide and receive information about bilingual learners as relevant to the setting eg:</p> <ul style="list-style-type: none"> • family members • teachers responsible for the learner • ethnic minority achievement coordinator • bilingual language support teacher • bilingual teaching assistants • EAL specialist teacher • language coordinator • English/Welsh/Gaeil ge language teacher • relevant local authority advisory or peripatetic staff <p>Information sharing must always adhere to the setting's confidentiality</p>
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		<p>policy and child protection procedures.</p> <p>Specialist assessment: an assessment administered and interpreted by an appropriately qualified professional to explore specific needs, often in detail, eg:</p> <ul style="list-style-type: none"> • proficiency in the first language • special educational needs • health assessment • care assessment
<p>2. Be able to provide bilingual support for learners</p>	<p>2.1 Use learners' preferred language to introduce and settle them in to the learning environment and routines of the setting</p> <p>2.2 Work with relevant people to identify learning activities that promote personalised learning including development of learners' language skills</p> <p>2.3 Select and use bilingual support strategies to meet the needs of individual learners</p> <p>2.4 Provide good role models of both the first and target language for learners</p> <p>2.5 Use learners' first language to draw on their previous</p>	<p>Personalised learning: maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is not about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach</p> <p>Bilingual support strategies eg:</p> <ul style="list-style-type: none"> • interpreting oral and written information • using shared language or appropriate target

	<p>knowledge and experience to support further learning</p> <p>2.6 Maintain and develop learners' first language in learning contexts to enable them to draw effectively on their whole language repertoire for learning</p>	<p>language to explain information or instructions</p> <ul style="list-style-type: none"> • supporting the use of learners' first languages with peers and bilingual staff • developing bilingual learning resources • using appropriate bilingual books and materials to support learning • selecting culturally relevant resources to increase motivation and involvement • monitoring learners' understanding in ways that do not involve the use of the target language only • exploiting previously used language to activate prior knowledge and link to learners' experience • promoting thinking and talking in first languages to support understanding <p>Target language is the additional or second language needed by bilingual learners i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language</p>
<p>3. Be able to support communication with families of bilingual learners</p>	<p>3.1 Interact with families of bilingual learners in a way that:</p> <p>a) demonstrates a</p>	<p>Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of individual</p>

	<p>non-judgemental attitude</p> <p>b) values diversity</p> <p>c) recognises cultural, religious and ethnic differences</p> <p>d) promotes trust</p> <p>3.2 Provide accessible information to families as agreed by the setting</p> <p>3.3 Encourage families to share information about their child to support the setting in providing for his/her wellbeing and education</p> <p>3.4 Accurately record any information provided by families and the communication methods used, and pass this information to the relevant person/people in the setting without delay</p>	<p>learners and who may or may not have legal responsibility</p>
<p>4. Be able to contribute to reviews of communication with families of bilingual learners</p>	<p>4.1 Consult relevant people about the effectiveness of communication with families of bilingual learners</p> <p>4.2 Use knowledge of communication with families of bilingual learners to contribute to reviews of communication methods</p> <p>4.3 Identify any communication difficulties or issues arising as a result of communication differences</p> <p>4.4 Work with relevant</p>	<p>Communication includes:</p> <ul style="list-style-type: none"> • verbal • non-verbal • informal • formal <p>Communication differences between individuals which may create barriers to effective communication between them eg:</p> <ul style="list-style-type: none"> • language • sensory impairment

	<p>people to resolve any communication difficulties or issues</p>	<ul style="list-style-type: none"> • speech, language or communication impairment • cognitive abilities • emotional state • cultural differences
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Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

STL36 Provide bilingual/multilingual support for teaching and learning

Introductory training materials for teaching assistants:

- Inclusion

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.