



NATECLA (IOI) ESOL Outreach Strategy for Voluntary/Community Sectors

Sharing practitioner expertise to promote Safety, Belonging and Success through ESOL provision.

ESOL (English to Speakers of Other Languages) plays a crucial role in supporting the emancipatory integration of migrants, refugees and asylum seekers in their host countries.

The NATECLA (IOI) outreach strategy aims to support those delivering ESOL within the community and voluntary sectors throughout the Island of Ireland by sharing practitioner expertise and experiences. This will be achieved through workshops, webinars, seminars, presentations and creating collaborative ESOL communities.

Supporting the community and voluntary sectors in delivering transformative, participatory ESOL provisions to migrants, refugees, and asylum seekers will facilitate greater awareness and confidence surrounding the following.

- 1. Needs Assessment:** Conduct a thorough assessment to identify the specific needs, cultural backgrounds and educational experiences of the migrant, refugee and asylum-seeker communities. This assessment will assist ESOL practitioners in tailoring ESOL provisions to their needs.

- 2. Culturally Responsive Teaching:** Promote a culturally responsive approach that acknowledges and respects the diverse cultural backgrounds and identities of the learners. Cultural sensitivity is imperative for creating an inclusive and supportive learning environment.
- 3. Collaborative Lesson Planning:** Encourage collaborative lesson planning amongst ESOL voluntary teachers. Create a platform and/or regular meetings where teachers can share resources, teaching strategies and success stories. This collaboration will foster a sense of ESOL community with the voluntary/community sectors and provide valuable support amongst teachers.
- 4. Differentiated Instruction:** Recognise the diverse learning needs and levels of proficiency among the migrant, refugee and asylum-seeking learners. Implement differentiated instruction techniques to address individual learning styles, abilities and language levels. Provide a range of activities and materials that cater to the various learning preferences.
- 5. Language and Life Skills Integration:** Integrate language learning with practical skills relevant to the learner's daily needs. This approach helps learners facilitate English proficiency while acquiring knowledge and skills necessary for integration into society, such as vocational training, job search/curriculum vitae skills and cultural orientation.
- 6. Community Engagement:** Establish partnerships with other local organisations, community groups and support networks to facilitate community engagement opportunities for learners. Encourage learners to engage in community events, voluntary activities and language exchange programmes. Such

engagements will enable/enhance language skills, build confidence and expand social networks.

- 7. Trauma-Informed Teaching:** Recognise that refugees and asylum seekers have experienced trauma and for teachers to have the ability to incorporate trauma-informed teaching practices. Create a safe and supportive learning environment that promotes emotional well-being, resilience and healing. Provide appropriate resources and referrals for learners who may require additional support.

- 8. Technology Integration:** Leverage instruction to enhance ESOL instruction. Utilise language learning apps, online resources and virtual platforms to supplement classroom teaching. This approach allows learners to practice English outside the classroom, access additional learning materials and develop digital literacy skills.

- 9. Ongoing Professional Development:** Offer regular professional development for voluntary ESOL teachers. Provide training on effective methodologies, understanding language acquisition theories, cultural competency, and strategies for working with diverse working populations. Encourage continuous learning and reflection to improve teaching practices.

- 10. Learner Empowerment:** Foster learner empowerment by incorporating learner-centred approaches. Encourage learner autonomy, self-assessment and goal setting. Provide learners with opportunities to take leadership roles in the classroom and engage in peer teaching or mentoring.

11. Monitoring and Evaluation: Establish a system of monitoring and evaluate the effectiveness of the ESOL provision within each ESOL setting. Regularly collect feedback from teachers, coordinators, stakeholders, and learners to identify strengths, weaknesses and areas for improvement. Use feedback to improve, refine teaching strategies and enhance the overall provision.

Successful ESOL provision relies on ongoing collaboration, flexibility and a commitment to meet the unique needs of all learners. By implementing this ESOL strategy – we hope in time, it will deliver transformative ESOL provisions that allow learners to feel safe, belong and succeed.