

# naldic

*the national subject association for EAL*

National Association for Language Development in the Curriculum

A company limited by guarantee

## TRUSTEES' REPORT & FINANCIAL STATEMENTS

FOR THE YEAR ENDING 31<sup>ST</sup> AUGUST 2021

### REGISTERED ADDRESS

% Prof Victoria Murphy | Department of Education | University of Oxford | 15 Norham Gardens | Oxford | OX2 6PY

### CORRESPONDENCE ADDRESS

NALDIC | Charteris Land 3.08 | Moray House School of Education and Sport | University of Edinburgh | Holyrood Road  
Edinburgh | EH8 8AQ

NALDIC is a Registered Charity and Company Limited by Guarantee, registered in England and Wales  
Charity Registration No: 1110570 | Company Registration No 5159760

[www.naldic.org.uk](http://www.naldic.org.uk)

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# STRUCTURE, GOVERNANCE & MANAGEMENT

## GOVERNING DOCUMENT

Dating back to 1992, NALDIC (National Association for Language Development in the Curriculum) is the UK's national subject association for EAL. We are a charity and company limited by guarantee, registered with the Charities Commission on 26<sup>th</sup> July 2005 and Companies House on 21<sup>st</sup> May 2005. NALDIC is governed by its Memorandum and Articles of Association.

## TRUSTEES / DIRECTORS

The Trustees of the charity (who are also Directors of the company), are listed on page 2 and all served throughout this reporting year, except where shown. Trustees will “resign” at the end of their current term, unless they are re-elected to the Board of Trustees / Directors by NALDIC's membership.

NALDIC has 9 member-elected Trustees (Directors). The Board of Trustees / Directors, supported by co-opted experts, make up the Executive Committee.

Trustees / Directors are currently elected as follows:

- A call for nominations is circulated, with a role description, to members. To be put forward as a nominee, you must be a current member of NALDIC both at the time of nomination and any subsequent elections.
- The proposer and seconder must also be current members of NALDIC.
- If more nominations are received than positions, a vote of the membership will be held prior to the next Annual General Meeting (AGM).
- The candidates with the most votes will be put forward for ratification at the AGM.
- The Board appoints elected trustees / directors to roles within the organisation, including the Chair.

1/3 of trustees / directors, normally the three who have been the longest serving in their current term, must retire annually. Their term can be renewed upon re-election. The Board can also appoint trustees /directors throughout the year to fill any vacancies until the next election.

Electronic resources are provided to new trustees / directors as part of their induction, which also involves discussion of their role with the Chairs and/or relevant subcommittee Chairs.

## COMMITTEES

Responsibility for the management and strategic running of NALDIC lies with member-elected Board of Trustees / Directors, who lead the organisation with support from appointed co-opted members, as part of the NALDIC Executive, and part-time staff. Various aspects of NALDIC's work are also devolved to three subcommittees which consist of Executive Committee members as well as subcommittee co-optees:

- Business Development Committee
- Events Committee
- Publications Committee

## RISK MANAGEMENT

The trustees are aware of their duty to identify and review the risks to which the charity is exposed and to ensure that appropriate controls are in place to provide reasonable assurance against fraud and error.

## REFERENCE & ADMINISTRATIVE DETAILS

CHARITY / COMPANY NAME National Association for Language Development In the Curriculum  
CHARITY REGISTRATION NO 1110570  
COMPANY REGISTRATION NO 5159760

### REGISTERED ADDRESS

% Prof Victoria Murphy | Department of Education | University of Oxford | 15 Norham Gardens | Oxford | OX2 6PY

### CORRESPONDENCE ADDRESS

NALDIC | Charteris Land 3.08 | Moray House School of Education and Sport | University of Edinburgh | Holyrood Road  
Edinburgh | EH8 8AQ

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## EXECUTIVE COMMITTEE

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### TRUSTEES / DIRECTORS

Victoria Murphy	Chair
Hamish Chalmers	Vice-Chair; Editor, <i>ealjournal.org</i>
Robert Sharples	Vice-Chair (Vice-Chair until 21/11/2020)
Nandhaka Pieris	Company Secretary
Paul Butcher	Treasurer
Naomi Flynn	Chair of Events Committee
Yvonne Foley	Training Lead
Constant Leung	Chair of Publications Committee
Christina Richardson	Editor, <i>EAL Journal</i>

### CO-OPTED MEMBERS

Sharon Bond	
Joanna Borysiak	Comms & Publicity
Tracey Costley	Conference Chair
Eowyn Crisfield	SIGs Coordinator
Dianne Excell	RIGs Coordinator
Lisa-Maria Müller	Chair of Business Development Committee
Fiona Ranson	Deputy Editor, <i>EAL Journal</i>
Sally Zacharias	Membership

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## SUBCOMMITTEES

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### BUSINESS DEVELOPMENT COMMITTEE

Lisa-Maria Müller	BDC Chair		
Lee Allan	Paul Butcher	Eowyn Crisfield	Nandhaka Pieris
Sally Zacharias			

### EVENTS COMMITTEE

Naomi Flynn	Events Committee Chair		
Sharon Bond	Joanna Borysiak	Paul Butcher	Tracey Costley
Eowyn Crisfield	Dianne Excell	Yvonne Foley	Cate Hamilton
Sarah Izon	Victoria Murphy	Nandhaka Pieris	

### PUBLICATIONS COMMITTEE

Constant Leung	Publications Committee Chair		
Joanna Borysiak	Hamish Chalmers	Elizabeth Chilton	Frank Monaghan
Nandhaka Pieris	Fiona Ranson	Christina Richardson	

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# **TRUSTEES' REPORT**

## **FOR YEAR ENDING 31<sup>ST</sup> AUGUST 2021**

NALDIC's Board of Trustees/Directors, aims, objectives and activities run between our Annual General Meetings, held in November each year. This report, of the year 1<sup>st</sup> September 2020 to 31<sup>st</sup> August 2021, includes information from the relevant periods of NALDIC's 2019-2020 and 2020-2021 years.

### **NALDIC's key priorities are:**

**Priority 1: To continue to develop the professional field of EAL**

**Priority 2: To develop NALDIC's advocacy role on behalf of EAL/Bilingual learners and their teachers**

**Priority 3: To continue to define and develop effective provision for EAL learners and the role of languages in learning**

**Priority 4: To promote the role of bilingualism in education**

**Priority 5: To sustain NALDIC's role through investigating and developing new organisational models**

This annual report outlines the activities that have been undertaken during the year to address our priorities and key aims and describes the progress made in maintaining support for all working in the field of EAL.

### **NALDIC's aims:**

From November 2019, NALDIC's stated aims for 2019-2020 and 2020-2021 were to:

1. to build capacity in the executive committee to become a more effective organisation by:
  - a) increasing the numbers of co-optees with specific roles/responsibilities
  - b) increasing participation from the membership to contribute to sub-committees and projects
2. to develop publication materials which offer NALDIC position statements on key issues
3. to develop and implement more training and CPD-oriented events for NALDIC members and beyond
4. to enhance our role as advocates for EAL learners and teachers

### **Priority 1: To continue to develop the professional field of EAL**

**Expected outcomes: the continued promotion and awareness raising of EAL as a specialist curriculum subject area; of EAL as a distinctive pedagogic practice; and of the role of EAL specialist teachers and teaching assistants**

In response to the Covid-19 pandemic, we moved online for NALDIC's 28th Annual Conference, which explored the successes, challenges and future directions of Multilingual Britain. Our first large scale online event, it was very well received, with evaluations commenting on the great 'range of presentations' with 'so many inspiring ideas that could be taken away, adapted and put into practice'. It was nice to 'learn new things and link academic reasoning to practical ideas.' 'It was also good to see all the comments in the chat and feel less isolated in the constant battle for the rights of bilingual learners in our society'. Delegates loved 'seeing people's faces in the gallery' and creating WhatsApp groups to chat with colleagues throughout the day. The 'organisation and smooth running of the digital conference' was praised, along with its advantages of being at home and 'actually being able to attend without cost and distance being a barrier'. The online platform enabled participants to attend from around the world, which also led to lovely tweets about conference in a variety of languages. Our Conference Report can be found in [EAL Journal Issue 14](#), whilst attendees can find videos and resources from the day [here](#).

Our [Regional Interest Groups](#) have had another very active year, with 17 online meetings held from RIGs around the country. Meetings focused on topics as wide ranging as: coordinating EAL; developing whole school approaches; language, education and social justice; young learners; the role music can play in integrating multilingual learners; technology; graffiti as a communication tool; building community through books and reading; support through and after lockdowns; EAL and SEND; and assessment. Sadly, there were some RIGs for which we have been unable to find new convenors this year: South Wales, Cumbria and North NALDIC | TRUSTEES REPORT & FINANCIAL STATEMENTS FOR THE YEAR ENDING 31<sup>ST</sup> AUGUST 2021

Lancashire, and Oxfordshire. We are extremely grateful to Dianne Excell, our RIGs Coordinator; Nandhaka Pieris, our Secretary who supported the RIG Zoom meetings; and all our convenors for their commitment to keeping our valued network going in a variety of ways through such challenging times. We appreciate that Covid restrictions and extra pressure on EAL practitioners have made the task considerably more difficult. We will relaunch our Special Interest Groups later this year. Eowyn Crisfield, our new SIGs Coordinator, has overseen the development of our new network comprising the existing International Schools and Independent Schools SIGs, as well as new EAL Coordinators, Early Years, and Newcomer and Refugee SIGs. Inaugural online events for all of the new SIGs are planned for later this year. All details of NALDIC's RIGs and SIGs can be found on our [website](#) including contact details and [dates](#) of future meetings.

Although much reduced this year, NALDIC has continued to be represented by committee members at a variety of external networks and events. We also produced well attended webinars as part of our ongoing joint member webinar series with the Chartered College of Teaching, as well as further webinars with The Bell Foundation. These can be found on our website or YouTube channel.

### **Priority 2: To develop NALDIC's advocacy role on behalf of EAL/Bilingual learners and those working in the EAL field**

**Expected outcomes: Equitable provision for EAL learners.**

On 28<sup>th</sup> March, we responded to the news that Ofsted was to abolish the role of National Lead for EAL, ESOL and Gypsy, Roma and Travellers. Our full response can be found [here](#).

### **Priority 3: To continue to define and develop effective provision for EAL learners and the role of languages in learning**

**Expected outcomes: Effective EAL pedagogy is made explicit and continues to be developed and disseminated.**

Three issues of *EAL Journal* have been published this year on the themes of multilingual storytelling, working with EAL learners in Early Years settings, and how home, family and community can support and promote language development.

These have each included NALDIC Policy Position statements. With the first statement, NALDIC champions diversity by focusing "on the importance of appropriate representation". In the second statement, NALDIC discusses our position on Ofsted's removal of the key voice for EAL in the inspectorate: the role of National Lead for EAL, ESOL and Gypsy, Roma and Travellers. It was done without consultation and with an apparent lack of regard for the impact on bilingual children in our schools. The third statement discusses learning loss and the invisibility of EAL in education initiatives and analyses. Members can access [electronic versions](#) of all issue of *EAL Journal* on the NALDIC website.

New posts have continued to be published on our [EAL Journal blog](#). We have published blog posts about practice, policy, the wider EAL community, research and activism. These have included the first instalment in a series by Naomi Flynn (NALDIC / University of Reading) whilst undertaking a research project in the USA. The blog is free to view by anyone; members and non-members alike.

We have continued partnering with the Chartered College of Teaching for our ongoing series of CPD webinars for NALDIC and CCT members about EAL. In February, Victoria Murphy (NALDIC / University of Oxford) discussed "Supporting young multilingual pupils in Early Years settings". In June, Napoleon Katsos (University of Cambridge) and Lisa-Maria Müller (NALDIC / Chartered College of Teaching) explored the links between multilingualism in the family and child well-being. The recordings can be found [here](#).

Over the past year, a small group of volunteers have responded to hundreds of enquiries from both members and non-members of the organisation. Many of those enquiries have come from the UK but NALDIC also

receives an increasing number of enquiries from areas outside the UK, covering a variety of issues related to EAL provision, resources, professional learning and development.

NALDIC's online forum, [EAL-Bilingual](#), continues to be a generous group through which practitioners and experts from a range of different contexts share information and resources. A great deal of practical and professional information is communicated through this forum which is particularly important for those working with little or no support. The group currently has nearly 700 members.

#### **Priority 4: To promote the role of bilingualism in education**

**Expected outcomes: An enhanced awareness and increased knowledge about the value of bilingualism to bilingual learners' academic achievement.**

Both our [EAL Journal](#) publication and our [EAL Journal Blog](#) have been proactive in terms of highlighting the promotion of bilingualism and use of first language as a tool for learning. In addition, members of NALDIC's Committees have represented NALDIC at teaching and learning, education policy and research events throughout the year. NALDIC has also supported a number of research projects this year.

Our free ITE student membership launched in October 2019 with the hopes of helping to reduce the proportion of NQTs who feel inadequately equipped for EAL, raise the profile of EAL among trainee teachers, bring EAL conversations into university classrooms and staffrooms, and encourage career-long interest in education for multilingual learners once students are in service. This has continued to be a popular membership category this year.

#### **Priority 5: To sustain NALDIC's role through investigating and developing new organisational models**

**Expected outcomes: NALDIC administration is perceived to be more responsive to members and contributes to an enhanced strategic role for NALDIC**

In line with NALDIC's Articles and Memorandum of Association, one third of NALDIC Trustees retire annually and elections are held for the vacancies. The three Trustees who retired in November 2020 were Paul Butcher (NALDIC Treasurer), Yvonne Foley (Events Lead), and Victoria Murphy (NALDIC Chair). We received three nominations for the three vacant posts and the AGM voted to re-elect Paul, Yvonne and Victoria.

We have worked to build NALDIC's capacity this year in order to become a more effective organisation. We have increased the number of elected and co-opted committee members with specific roles/responsibilities and expanded our committees by drawing on the vast experience of our membership. We have welcomed new co-optee Sharon Bond to the Executive and Events Committees this year, who is also taking on the role of Early Years SIG Convenor. Cate Hamilton and Sarah Izon have joined the Events Committee as Conference Project Manager and Conference Sponsorship Lead respectively, whilst Rachel Knowles and Leandro Paladino have joined the *EAL Journal* editorial team within the Publications Committee.

You can find out more about the volunteers who make up our committees and our part-time staff [here](#).

We have only recently regained access to our Head Office at the University of Edinburgh since the initial lockdown in March 2020. We would like to thank Jing Xu and Lee Allan for maintaining our operations during these difficult times. The move to working virtually required that we invest in further hardware, software and online resources to facilitate administrative and operational functions, as well as our wider activities.

#### **Financial Review (Also see Accounts and Independent Examiner's Report)**

Although NALDIC's finances this year are still showing a slight net deficit, we have seen an improvement on the previous year with membership income increasing significantly. However, there was increased spending on publications, admin and the development of the NALDIC website, making sure that members can get better service and access resources. NALDIC's financial base makes it possible for us to maintain our current operations. As we look to develop our training and resource base, and strive to influence schools and other

institutions to provide better support and opportunities for EAL learners, we will continue to look at ways of attracting new paying members - our main source of income - as well as other sources of revenue.

NALDIC's paying membership has increased. We have 682 (624 last year) paying members, with a further 806 (515) individuals who are 'team members' via an institution, and 177 (461) free ITE student members. Memberships have been renewed following the partial return to work in schools and universities following the COVID impact and we feel this will continue to improve as the academic year progresses.

## Conclusion

Despite the Covid-19 pandemic continuing to curtail or modify many of our activities, NALDIC has made good progress with reference to our stated aims for 2020-2021. We have built capacity through co-opting new members of the Executive and sub-committees representing broad expertise and experience. We have refined and clarified NALDIC's structure with more defined roles and responsibilities. We have continued to promote and provide information about EAL pedagogy through the EAL Journal, the RIGs and new SIGs networks, and by presenting keynote speeches and delivering webinars. We have supported complete and ongoing research projects and working groups. In 2021-2022, we want to further our efforts for greater engagement with our membership in terms of writing for *EAL Journal* and the EAL Journal Blog, getting involved with the governance of NALDIC, supporting its events and publications, and promoting the work of NALDIC through its network of regional interest groups.

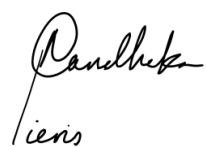
## Our aims for 2021-2022:

NALDIC's aims will be published after our Trustees/Directors Meeting in December 2021. They will then be kept under review and amended in the light of any emerging issues and changes in the educational landscape.

As ever, we look forward to working with you to achieve our new aims to develop the organisation and sincerely value your support as members of NALDIC.

## The NALDIC Executive

Signed on behalf of NALDIC'S Board of Directors / Trustees:



Nandhaka Pieris  
NALDIC Director / Trustee

**NATIONAL ASSOCIATION FOR LANGUAGE  
DEVELOPMENT IN THE CURRICULUM**

**ACCOUNTS  
YEAR ENDED 31 AUGUST 2021**

## **Independent Examiner's Report to the Trustees/ Directors of National Association for Language Development in the Curriculum**

I report on the attached accounts of the association for the year ended 31 August 2021

### **Respective Responsibilities of trustees and examiner**

The Association's trustees/Directors are responsible for the preparation of the accounts. The trustees/Directors consider that an audit is not required for this year and that an independent examination is needed.

It is my responsibility:

1. To examine the accounts
2. To follow the procedures laid down in the general Directions given by the Charity Commission
3. To state whether particular matters have come to my attention.

### **Basis of Independent examiner's report**

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of accounting records kept by the association and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees/Directors concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

### **Independent examiner's statement**

In connection with my examination no matter has come to my attention:

- 1 which gives me reasonable cause to believe that in any material respect the requirements: to keep accounting records and to prepare accounts which accord with accounting records and comply with the accounting requirements have not been met: or
- 2 to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

**KURBAN ABJI  
CHARTERED ACCOUNTANT  
46 WESTBOURNE ROAD  
LUTON LU4 8JD**

# NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM

## INCOME AND EXPENDITURE ACCOUNT

YEAR ENDED 31 AUGUST 2021

	2021	2020
	£	£
<b>INCOME</b>		
Membership Subscriptions	33,870	28,236
Annual Conference - 2020	6,133	39
Annual conference 2019	-	17,452
Donations	180	-
Bank Interest	2	7
Miscellaneous Income	-	500
Research Project	499	-
Seminars and events	-	576
	<u>40,684</u>	<u>46,810</u>
<b>EXPENDITURE</b>		
Annual Conference 2020	150	-
Annual Conference - 2019	-	8,728
ICT/ Website	2,002	1,776
Publications ( Note 3 )	17,864	17,569
Administration	20,805	22,055
Insurance	908	843
Postage	106	98
Travel/Gen.Council/Committee costs	-	955
Bank Charges	58	89
IT Software	350	631
Events and seminars	-	91
Legal and professional fees (Allowable)	860	860
Depreciation of office equipment	10	12
	<u>43,113</u>	<u>53,707</u>
<b>EXCESS OF EXPENDITURE OVER INCOME</b>	<u>(2,429)</u>	<u>(6,897)</u>

# NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM

## BALANCE SHEET

31 AUGUST 2021

	Note	2021 £	2020 £
<b>FIXED ASSETS</b>			
Tangible assets	1	11	21
<b>CURRENT ASSETS</b>			
Stocks		7,500	7,500
Cash at bank Current A/c		14,298	16,654
Bank Deposit A/c		16,129	16,127
Cash in hand		31	31
		<u>37,958</u>	<u>40,312</u>
<b>CURRENT LIABILITIES</b>			
Other creditors		4,060	3,995
<b>NET CURRENT ASSETS</b>		<u>33,898</u>	<u>36,317</u>
<b>NET ASSETS</b>		<u>33,909</u>	<u>36,338</u>
<b>FINANCED BY:</b>			
<b>CAPITAL ACCOUNT</b>			
Balance brought forward		36,338	43,235
Net deficit for the year		(2,429)	(6,897)
Balance carried forward		<u>33,909</u>	<u>36,338</u>

# NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM

## NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2021

### 1. ACCOUNTING POLICIES

The financial statements have been prepared under the historical cost convention using the following accounting policies

#### Depreciation

Depreciation is calculated so as to write off an asset less its estimated residual value over the useful economic life of that asset at the rate of 20% of its written down value

#### Stocks

Stocks are valued at the lower of cost and net realisable value making allowance for slow moving and obsolete items

### 2. TANGIBLE FIXED ASSETS

	Office Equipment and Furniture £
<b>COST</b>	
At 1 September 2020 and 31 August 2021	<u>1,716</u>
<b>DEPRECIATION</b>	
At 1 September 2020	1,695
Charge for the year	<u>10</u>
At 31 August 2021	<u>1,705</u>
<b>NET BOOK VALUE</b>	
At 31 August 2021	<u>11</u>
At 31 August 2020	<u>21</u>
	£
	<u>36,338</u>
	£
	<u>—</u>
	£
	<u>36,338</u>

### 3. PUBLICATIONS

Publications represent monies received for sales of papers, books and other items less cost as follows

Sales	613
Less Cost of sales:	
Opeining Stock	7500
Add :Purchases	<u>18477</u>
	25977
Less Closing Stock	<u>7500</u>
	<u>18477</u>
	<u>17864</u>