Password CPD
Unlocking Multilingual Learner Potential

'Language Aware' Schools – 7th February 2024

Programme

09.30 – 10.00   **Registration and Welcome** (coffees/teas, pastries and fruit)

10.00 – 11.30   Session 1: Becoming a 'language-aware' school: challenges and opportunities

Have you ever wondered why some international students make swift progress in learning English and others seem to struggle or plateau? Across these two sessions, participants will gain an understanding of individual differences in language acquisition and the challenges and opportunities in learning through a second language. In this first session we will explore what the research shows on educating students with English as an additional language. We will look at areas of challenge and how they can impact learning and outcomes, and how this knowledge enables teachers to better understand the trajectories of international students.

11.30 – 11.45   **Mid-morning break** (coffees/teas/biscuits)

11.45 – 13.15   Session 2: Becoming a 'language-aware' school: practical strategies for success

The second session will take us from the theoretical into the practical, as we explore approaches and strategies that provide optimum support for language and content learning. We will touch on content learning, literacy development, and key areas to consider in assessment, using your own context and students to consider thoughtful adaptations to how your school works with your bi/multilingual international or local students.

13.15 – 14.00   **Lunch** (light buffet)

14.00 – 15.00   Session 3: Becoming a 'language-aware' school: marketing, admissions and international pupil recruitment

In this session we look at how to ensure your school is 'language aware' from the first moment international parents and their children engage with your marketing materials and admissions teams. We will explore typical ways schools describe their language requirements on websites and promotional materials. From this we will move onto understanding international standards for describing language proficiency and tools for assessing this. We will draw connections between CEFR descriptor levels and school communications. Simultaneously, we will compare with the level of difficulty in daily tasks international pupils are faced with at school.
By the end of the session you will be better equipped to (re)evaluate your school's documentation from the perspective of international parents and consider the *real* level of language and support your international learners will need to thrive.

15.00 – 15.15   **Mid-afternoon break** (coffees/teas/biscuits)

15.15 – 16.15   Session 4: Becoming a 'language-aware' school: Using baseline data to identify the potential of EAL learners

In the last session, Moreton Hall's Head of EAL, Ian Morris, explores the variety of baseline data schools use to assess the academic competency of their learners. He discusses the problematic issue of finding suitable tests for learners with EAL and the careful handling the data produced may require. He considers how to use Password tests data to develop an appropriate baseline, with particular reference to the EAL learner. Ian will be joined by Dr Helen Wood, Head of School Partnerships who will provide an overview of the national research on EAL learner progress and attainment.

16.15 – 16.30   **Close and Departures**