

**Password CPD**  
**Unlocking Multilingual Learner Potential**

**password**

**Thursday 14th March 2024**  
**Society of Antiquaries of London**  
**Burlington House, Piccadilly, W1J 0BE**

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

10.00 – 11.00 **Morning options: Multilingualism as an asset**

<b>Multilingualism as an asset: what does the research show?</b>	<b>Multilingualism as an asset: creating a supportive policy framework</b>
This first session focuses on the research on students learning in a second/additional language, and what we know about key factors in positive academic, linguistic, and socio-emotional outcomes. This will help us understand the evidence base on working with multilingual students, and give us insight into the unique challenges of learning a language while learning through a language.	This session provides an overview of existing statutory and regulatory obligations impacting school policies related to languages, language learning and multilingual learners and considers the opportunities we may be missing. We explore key considerations for developing a holistic languages policy framework, drawing from best practices across various school contexts.

11.00 – 11.15 **Mid-morning break** (coffees/teas/biscuits)

11.15 – 13.00 **Multilingualism as an asset: From pedagogy to pastoral**

In this session we will build on the research base we explored in the first session to examine what it would look like to develop a more linguistically inclusive approach in our classes and schools. This will cover all aspects of school life, from classroom conversations to extra-curricular activities and how to enhance the boarding experience of students from linguistically and culturally diverse backgrounds.

13.00 – 13.45 **Networking lunch** (light sandwich buffet)



13.45 – 14.30 **Building better relationships between schools and universities to enhance international student recruitment**

*Caroline Nixon, International Director BSA*

14.30 – 15.30 **Afternoon options**

<b>The CEFR in academic English language assessment and feedback</b>	<b>Myths, misconceptions and misgivings in online testing security</b>
This session explores key differences between assessing academic language and general English proficiency and the challenge this represents for schools, colleges and universities. By examining Pupil English tests to understand their design and alignment to the CEFR, we'll consider how language teachers could leverage Password results to enhance feedback and target interventions. We'll also consider how schools can help learners 'look ahead' to the linguistic demands of degree level study.	This session aims to investigate common misconceptions surrounding online test integrity and equip participants with the knowledge required to evaluate the strengths, weaknesses, opportunities and threats different types of English language tests used for high stakes university admissions purposes (including traditional paper-based versions) afford. We will delve into the relationship between test security, types of invigilation and the data available for review which helps institutions match their offers to learners with the potential they need.

15.30 – 15.45 **Mid-afternoon break** (teas, coffees, biscuits)

15.45 – 16.15 **Bridging gaps: enhancing international student recruitment through agent-school-university collaboration**

*John Zhang, co-founder and company director, Connexcel*

16.15 – 16.30 **Plenary discussion and close**