

Password CPD for International Educators: Building a Language-Aware School Community

La Garenne International School, Switzerland
5th April 2025

Programme

08.30 – 09.00 **Registration and Welcome**

09.00 – 10.45 **‘Language-aware’ pedagogy: understanding multilingual learners and their needs**

This session explores the diverse factors influencing multilingual learners' success, including language proficiency, cultural background, and prior educational experiences. Participants will examine research insights on attainment in learners for whom English is an additional language and the distinction between conversational and academic language (BICS vs. CALP). Through practical activities integrated throughout, this session lays the groundwork for understanding how to support language acquisition and academic achievement across disciplines.

10.45 – 11.00 **Mid-morning break**

11.00 – 12.30 **‘Language-aware’ pedagogy: strategies and tools for supporting multilingual learners**

In this session, we focus on practical strategies for developing academic literacy and scaffolding learning for students using English as an additional language. Moving from word, to sentence and text level, participants will engage in activities to analyse and adapt language, pre-teach vocabulary, and develop and understanding of how to build subject-specific language skills through carefully sequenced teaching and learning cycles. By the end, educators will have actionable approaches to enhance language development and student outcomes across the curriculum.

12.30 – 13.30 **Lunch**

13.30 – 14.30

Becoming a 'language-aware' school: monitoring progress and attainment in the multilingual context

Schools often rely on baseline data to assess academic competency, but finding suitable tools for learners with EAL can be challenging, and cognitive ability data from tests used with these learners requires careful interpretation. On the other hand, academic English proficiency, while critical for EAL learner success, is frequently overlooked or not even accurately assessed. This final session offers practical strategies for monitoring progress in multilingual learners and using appropriate baseline data to inform student-centered approaches to tracking attainment.

14.30 – 14.45

Short break

14.45 – 15.45

Becoming a 'language-aware' school: marketing, admissions and international pupil recruitment

This session focusses on making your school 'language aware' from the first interaction with international parents and their children. We will examine how schools present any language requirements they set in marketing materials and websites, and explore international standards, such as the CEFR, for describing language proficiency. By the end of the session you will be equipped to review your school's communications through the lens of international families and identify ways to foster greater engagement and community support from them.

15.45 – 16.00

Q&A and reflection