



## **“Every teacher is a language teacher” Professional Development**

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*All professional development seminars and workshops are based on the latest research about languages in education, and tailored for each individual school and their language context and needs, including state, international, and bilingual schools. Each school is asked to complete an intake questionnaire and schedule one Skype meeting, to ensure that the CPD can be developed in accordance with the context of the school and the goals for language development.*

### **Bilingualism in Education: Understanding your learners**

Language diversity in schools is a growing and complex issue, both in state and international schools. Teachers are at the forefront of support for language learners, and this session is designed to provide critical knowledge for supporting language learners and language development in school. This includes theoretical knowledge about bilingual development in schools as well as practical knowledge about the challenges language learner students face. The overall goal of this session is to inform and inspire all staff to better understand and support language learners in their schools.

### **Bilingual and Immersion Education: Principles and Practice**

This session is adapted from the “Bilingualism in Education” seminar, but specifically tailored to meet the needs of bilingual/immersion schools. It includes an introduction to bilingual education models and the current state of research regarding success in bilingual education. This is followed with practical aspects of understanding bilingual development for different ages and in different programmes.

### **Languages in the Classroom: Key strategies and best practice**

This session looks at classroom practice and interventions designed to better respond to the needs of language learners in mainstream education. Issues examined will include teacher input, resource adaptation, homework, and the collaborative relationship between language support, mainstream teachers and parents. The overall goal of this session is to give participants the opportunity to critically review classroom practice and resourcing, and to implement and adapt key strategies to better serve language learners.

### **Literacy for Early Years**

This module examines the basic tenants of literacy theory through the lens of language learning. It places a heavy emphasis on understanding and evaluating material from the perspective of language learning and language enrichment, and provides tools to help this process. Staff will work with appropriate materials to acquire the skills necessary to help learners access written text and writing, and accelerate the literacy process through support tools and methods.



### **Literacy for the Middle Years/Secondary**

This module is designed to help staff better understand the roadblocks that language level poses to building literacy and learning content. By using real classroom materials, staff learn to analyse text and create resources for learners to help them access knowledge with limited language and literacy skills. Staff will work with a variety of tools that increase learner chances of success, and learn how to accelerate the literacy process.

### **Whole-school Collaboration for Language-Integrated Teaching (LIT)**

This module serves as a springboard for creating an effective collaboration between staff within and across year groups and subject areas. This includes structuring language objectives across the curriculum and planning a language development trajectory for the whole school. Teachers will be introduced to key resources and planning methods to be used in the implementation of LIT.

### **Assessment with Empathy and Accuracy**

This module focuses on building understanding of the different issues arising from assessment in a second language, and provides a model of fair assessment based on the stages of language learning. Staff will leave with a renewed vision of the different types of assessment available, and needed, and how to adapt them to allow language learners to show progress independent of language skills. This module is available in early, middle or secondary school specialisations.

### **Creating Collaborative Resources**

Any school with a high number of language learners should have in place consistent resources for language and integration support. This session will introduce a variety of tools that can be used to give new arrivals a means to communicate and a sense of belonging to the school. This will be followed by an exploration of classroom-based resources such as Word Collections and Working Walls for language growth and support for home language and school language growth. In addition, methods for involving parents and use of home languages to support content-learning will be explored.

### **Home Languages in International Schools**

Children who are not native speakers of the main school language face a double challenge: learning the school language in order to access education, and growing their own language alongside. This session looks at the “why” and the “how” of home language teaching in international schools. The “why” will be based on theories of developing bilingualism and the critical role of L1 for linguistic and cognitive development. The “how” will include methods of home language integration, practical ideas and tips for encouraging language growth and for working with and collaborating with parents on the journey.



### **Parents as Language Partners**

This seminar is designed to help parents understand their critical role in supporting bilingualism at home. It looks at key areas including theory, language planning, and common concerns. Parents will leave with a clear understanding of their role in their children's bilingual development, and with strategies to be successful in helping their children achieve bilingualism.

### **Translanguaging: At the intersection of language and learning**

Languages are not used in isolation in the real world, and need not be used in isolation in classrooms and schools. *Translanguaging* is the practice of using languages in a dynamic way in education, to support learning, cognitive development and language growth in multilingual populations. This module introduces translanguaging theory and provides concrete methods for planning for use in classrooms and schools. This module is generally combined with continued (in-person or distance) coaching for implementation.

### **Additional Professional Development**

#### **Language Development or Language Delay: Untangling the web**

The line between language development and SEN is often a fine one, and teachers and specialists can find it hard to differentiate between "normal" language development and deeper underlying issues in learners. The seminar gives an overview of basic language development (in English) and introduces a variety of ways to find "soft" or "hard" answers to this always complex issue.

#### **School Language Policy Planning**

This session is focused on developing a School Language Policy. Any multilingual school is confronted with issues pertaining to language use, language status and language support. A School Language Policy is an invaluable tool for encouraging parent support and participation and for integrating new members into the school team. This session introduces the theory and practice behind School Language Policy, and then passes into a collaborative session in which all members of staff or a designated group review or create a language policy.

#### **Task-based Teaching**

Task-based teaching (TBL) is a methodology that focuses on authentic use of language first, and then on *form* as an outcome of language use. TBL is widely used in foreign language classrooms as the preferred method of improving both fluency and accuracy. TBL is also an effective methodology for working in CLIL, bilingual, dual-language and multilingual classrooms. This seminar introduces the TBL cycle and planning, and demonstrates how to use TBL to support language development in all classrooms. It is particularly useful for teachers of MFL, home languages, and host-country languages.

#### **Also available:**

Curriculum review/planning/collaboration for EAL/ELL, Host-country languages, Home languages, Modern Foreign Languages, immersion/bilingual programmes.