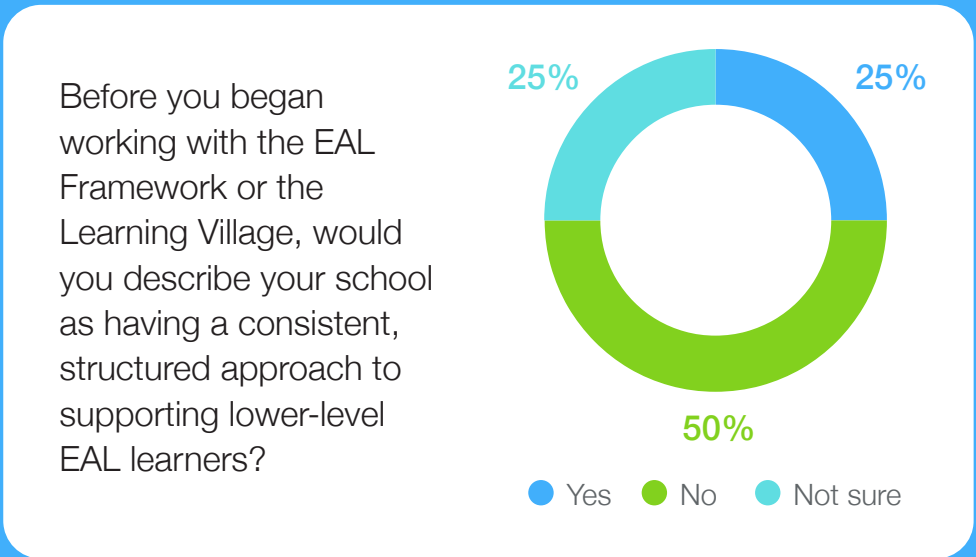


Outcomes and Impact of a Partnership to Improve EAL and Multilingualism Offering in Participating Schools

This poster will present an overview of the outcomes and impact of an effective partnership and project between Across Cultures and a large group of international schools. The project is aimed at improving the quality of the EAL and multilingualism offering within and across those participating schools and their staff. An important part of this project has been to create a gradual approach to facilitate a long-lasting effect on EAL provision as well as further develop and improve participants' and EAL leads' knowledge, skills and understanding of best practices in EAL teaching and multilingualism. Various additional supports were also incorporated by the pilot programme organisers. These include a research day to gather data and evidence on existing practices regarding delivery of EAL teaching and learning as well as EAL training, collaborative activities and talks, and scaffolded framework support in order for EAL leads and participants to create their own tailored EAL plan to implement in their schools.

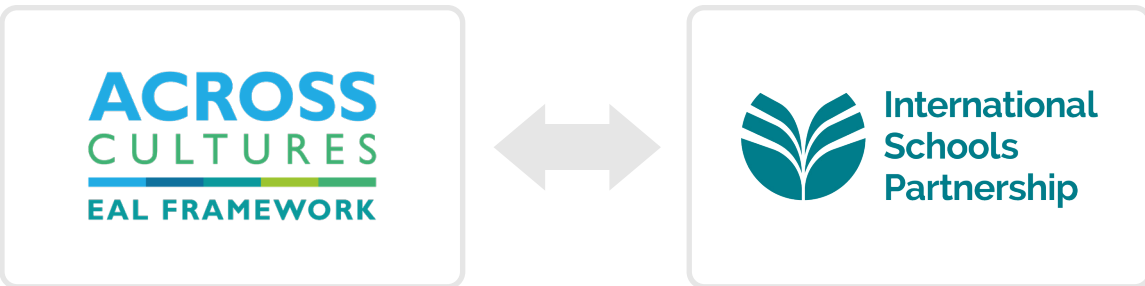
In 2021, Across Cultures and International Schools Partnership (ISP), an international school group working with 50+ international schools globally, partnered to pilot a programme aimed at improving the EAL (English as an Additional Language) and multilingualism offering in ISP schools. A key outcome was to develop a consistent, group-wide approach to English language learning and teaching, and build educators' capacity to develop and deliver the best learning, teaching and leadership.

Although many schools demonstrate good practice, ISP's initial investigations into this area revealed there were opportunities to improve the approach to English language learning in order to ensure comprehensive and consistent resourcing and delivery across the whole group. This was echoed in participant feedback from the recent pilot:



Consequently, the aims of the partnership between Across Cultures and ISP are to:

- Better understand the contexts, opportunities and challenges of schools
- Introduce consistently 'good practice' in the learning, teaching, assessing and leadership of EAL and multilingualism across schools
- Build capacity to lead whole-school improvement in EAL and multilingualism



Key Features of the Pilot Programme

A **key design feature of the pilot programme** was about developing participants' knowledge, skills and understanding of EAL and multilingualism, whilst building their capacity to lead on this area of school improvement.

Because of this, Across Cultures and ISP took a **multi-phase approach to the programme**, as follows:

- 1.** An **introductory webinar** to the pilot programme and its various elements and requirements for participation. This was delivered to senior leaders and nominated participants.
- 2.** An **online Research Day** with EAL teachers and senior leadership to better understand each school's context, opportunities and challenges.
- 3.** **The EAL Framework Course** - an evidence-informed, high-impact professional development opportunity consisting of 21 hours of Continuing Professional Development (CPD), during which participants developed their knowledge, skills and understanding around 9 strands of best practice in EAL and multilingualism, emerging with an plan for whole-school improvement.
- 4.** **12 months' membership of the Learning Village**, a blended EAL programme to support learners with beginner-intermediate English proficiency. Across Cultures delivered training and support in the use of the programme and collected evidence of student attainment to gain a better understanding of its use and impact on the pilot schools.
- 5.** **Follow-up consultancy with each school** to continue the professional dialogue and support with ongoing implementation of their bespoke plans.

- PART 1: Research**
Across Cultures will begin with collaborative conversations to gather baseline data against the 9 areas of the EAL framework.
- PART 2: EAL Framework Course**
Across Cultures will tailor the course to align with ISP's Shared Ideas.
- PART 3: Continual reflection and action steps**
During and after the EAL Framework course, Across Cultures will support you with implementing any identified targets and action steps to support an EAL development plan.

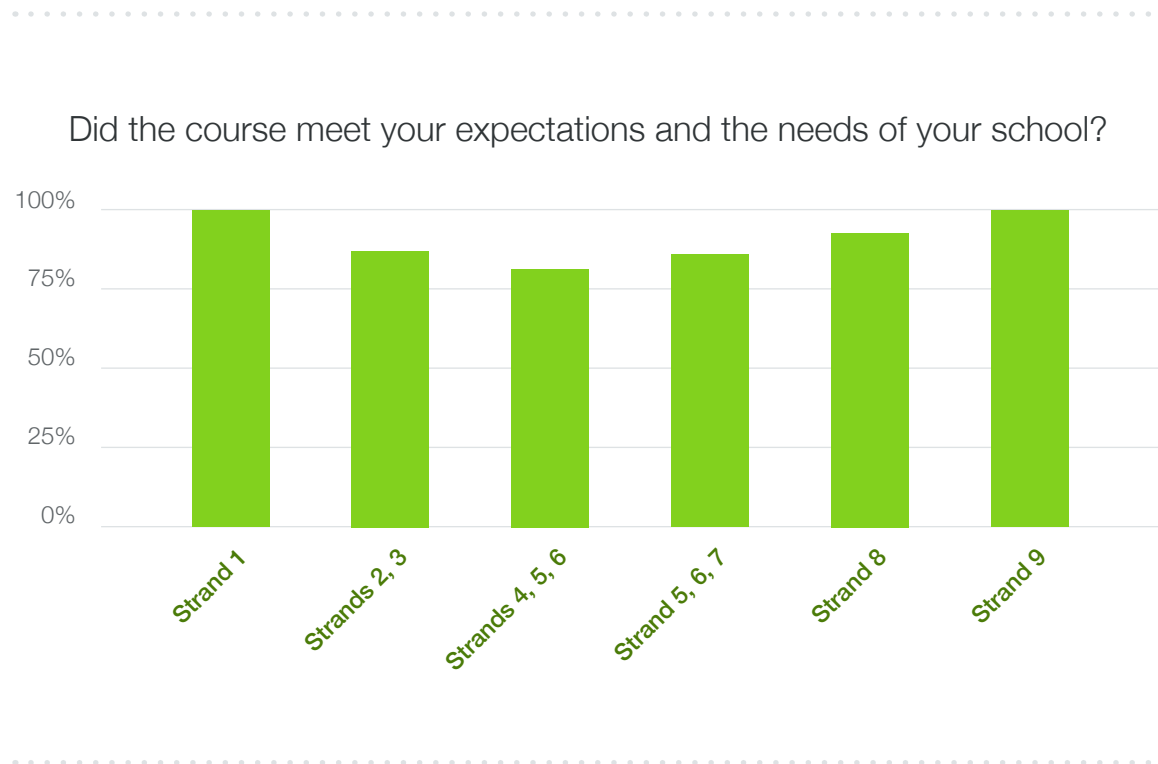
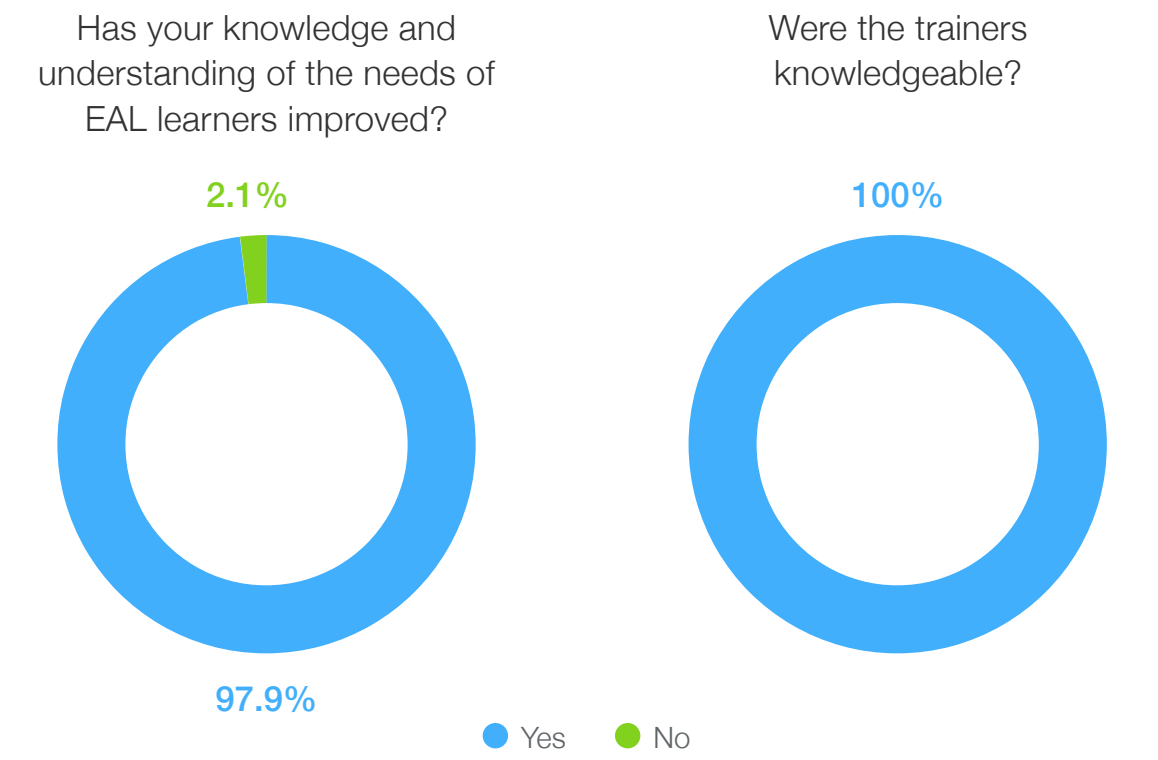
"All the information has been amazing and I can see myself using lots of resources."

"I am very impressed with the organization of the course and the frank, informative delivery."

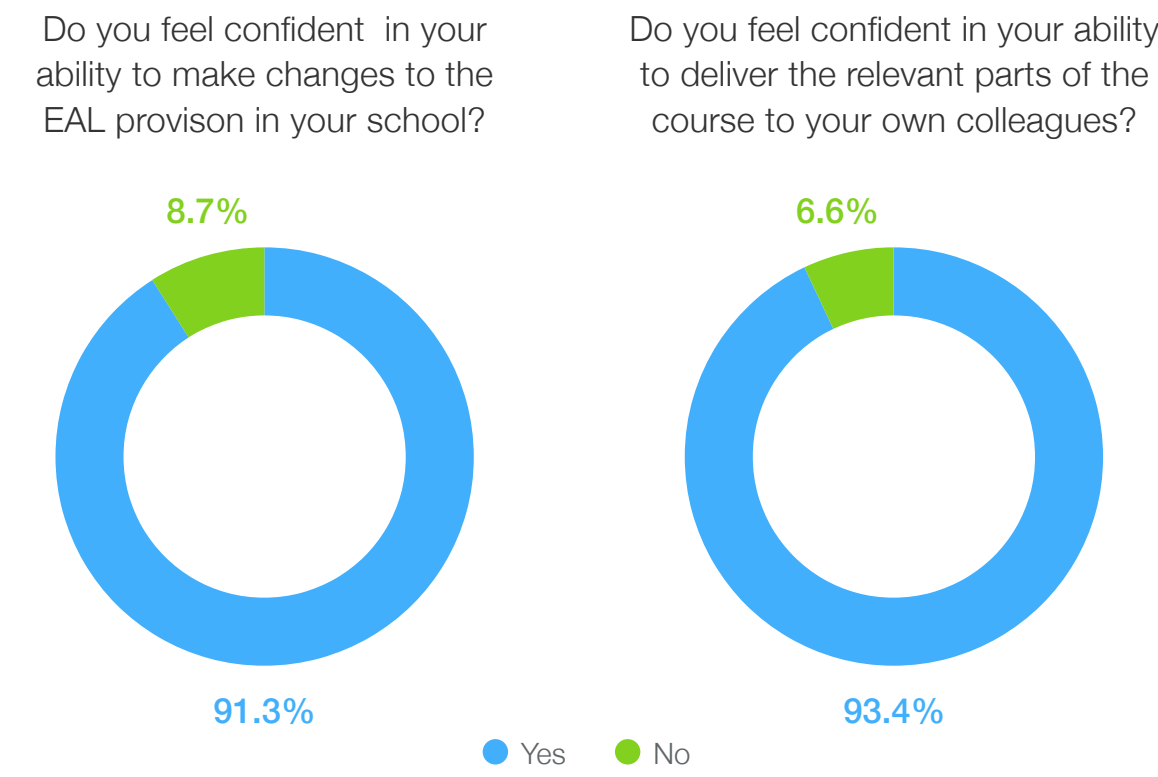
"A focus on nurturing and improving bi/multilingualism has a positive impact on students' identities, sense of belonging, cognitive flexibility and intercultural competence."
(Cummins, 1994; Gibbons, 2009; Sears, 2015).



We surveyed participants following each learning session and at the end of the course to determine **to what extent the course had achieved its aims.**



The EAL Framework Process is designed to develop the skills teachers need to influence a whole-school approach to EAL. The aim is to prepare teachers to deliver the relevant parts of the course to other staff themselves.



Impact

As a result of our learning about the pilot schools and different regions across the ISP group, we can **report progress against each of these aims:**

- Better understand the contexts, opportunities and challenges of schools**
This has been achieved with the pilot schools and in our consultancy with other regions during the pilot programme. This will be further enhanced as schools from other regions begin to engage in the programme.
- Introduce consistently 'good practice' in the learning, teaching, assessing and leadership of EAL and multilingualism across schools**
This is being achieved through the completion of the EAL Framework course, the ongoing implementation of the EAL Framework process, and use of the Learning Village programme.
- Build capacity to lead whole-school improvement in EAL and multilingualism**
This has been achieved through participants creating their own context-specific plans and being empowered to lead these forward in their schools, with ongoing support from their peers and regional colleagues so they can develop staff capability, and strategically plan for whole school improvement.

"I just want to say thank you - I feel you taught the course over Zoom perfectly. It was smooth and very well prepared and thought-out. I could see that you prepared your team with who was doing what, and going where - it felt like it would have done face to face. Thank you!"