

# LEARN & LEAD 2019

## Expert Educational Conference

**LINDA POLKOWSKI**

**VICE PRINCIPAL OF ANGLOLANG ACADEMY UK**

April 2019, Žilina, Slovakia

## Anglolang Academy of English, Scarborough



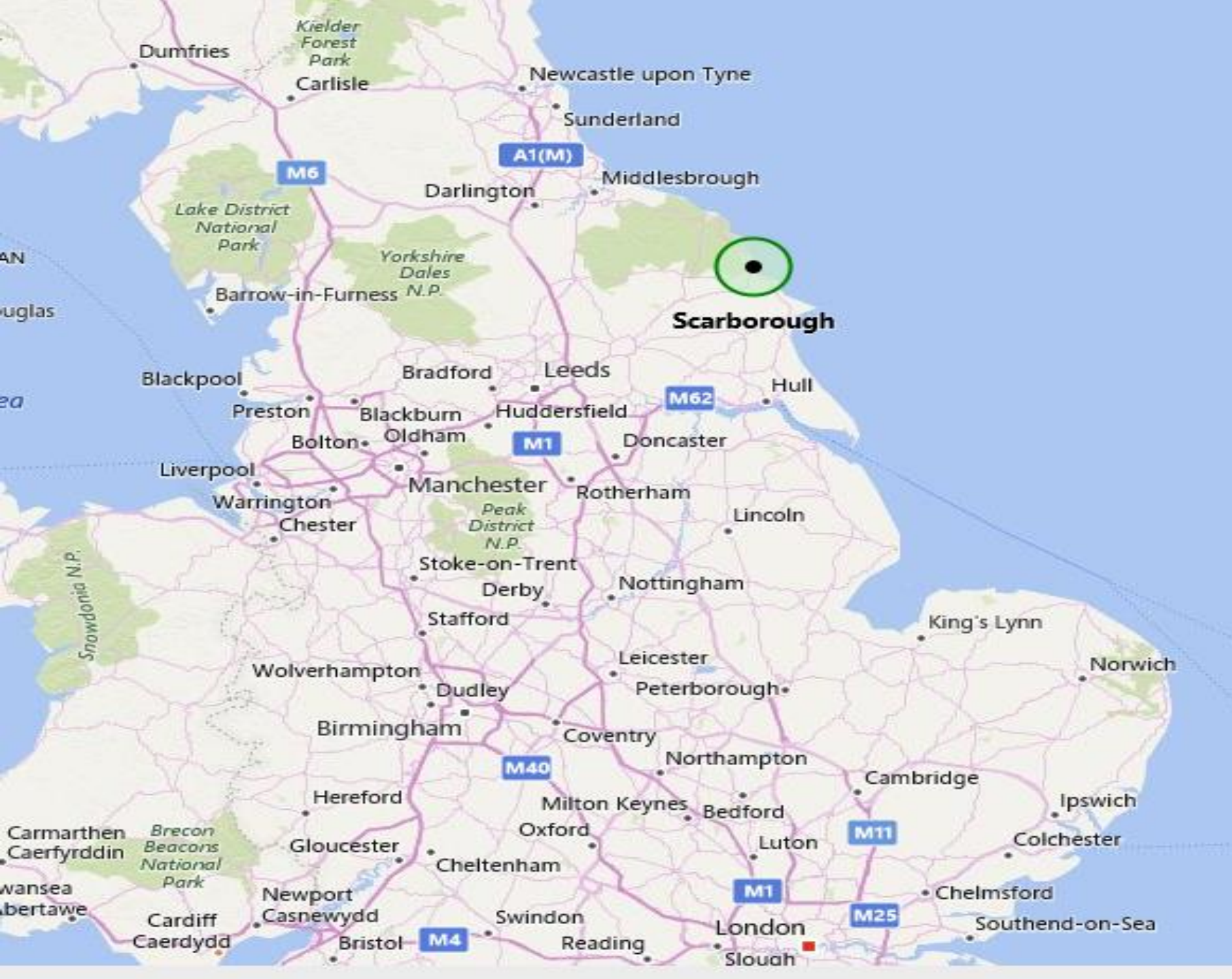




**LEARN&LEAD**  
Centre of Innovation







## ANGLOLANG ACADEMY

British Council accredited Centre of Excellence

Member of Quality English

Teacher training centre since 1986 (Socrates; Comenius; Grundtvig; Erasmus Plus)

- Language and Methodology
- Effective Use of Technology in Teaching
- Content & Language Integrated Learning (CLIL)
- English Language Training for Vocational Teachers
- Special Educational Needs (SEN)
- Intensive English Language Training

### ALSO

- General English
- Business English
- Vacation English
- Academic English (IELTS, Cambridge)



# Our involvement with Harmony School, Prolant Cap and Learn & Lead

## OUR SHARED VISION

**OUR VISION** is to provide organisations with the **tools** and **know-how** to enable all their staff to be the best they can be, to constantly evolve and to embrace **transformation**.

## OUR MISSION

**OUR MISSION** is to create **inspiring learning environments** by improving the **performance** of individuals and organisations, notably in the areas of **language & communication development**, strategic development, organisational management, leadership, and quality of learning provision, internationalisation, equality and inclusion.



**Project title:** *Learning, training and working for better perspectives and employability*

**Main aim:** To enhance the **professional development of foreign language teachers and trainers**

**Acronym:** **Prolant Cap**

**Project period:** September 2015 – August 2017

**Project number:** **2015-1-SK01-KA202-008883**

**Funded by :** Slovak Academic Association for International Cooperation

**Program:** Erasmus+, KA2

**Project Partners:** Anglolang Academy, **United Kingdom**, am Language Studio, **Malta**, Euroform RFS, **Italy**, Biedriba Eurofortis, **Latvia**, Centre des Nouvelles Techn. de Communication., **France**

**Coordinator:** The Slovak Association of Language Schools, **Slovakia**

**Website:** [www.prolantcap.eu](http://www.prolantcap.eu)



## The Prolant Cap Trainer Development Framework (TDF)

*A vital tool for continuing professional development*

**We recognised the need for a Prolant Cap Trainer Development Framework to map and develop Prolant Cap trainers' skills and knowledge.**

We have based our framework on the **EQUALS egrid tool** for assessing teacher and trainer competences and for helping to articulate the growing knowledge and skills needed by trainers and teacher trainers throughout their careers. The tool can be seen at <http://egrid.epg-project.eu/en/egrid> together with a user guide.

It is possible for teachers, trainers and managers to assess their own competence level and also use the self-assessment grid as a personal, or managerial, diagnostic tool to facilitate further training.



## Self-assessment



### TEACHER

First Name: Dan  
Surname: Methven  
Email Address: danmethven@gmail.com  
Language of the assessment: English  
Language(s) taught: English

### EMPLOYER

Employer: Anglolang  
Employer's address: 20 Avenue Road  
Scarborough North Yorkshire YO12 5JX  
Country: England

	1.1	1.2	2.1	2.2	3.1	3.2
<b>Training &amp; qualifications</b>						
Language proficiency						
Education & Training						
Assessed teaching						
Teaching experience						
<b>Key teaching competences</b>						
Methodology: knowledge and skills						
Assessment						
Lesson and course planning						
Interaction, management and monitoring						
<b>Enabling competences</b>						
Intercultural competence						
Language awareness						
Digital Media						
<b>Professionalism</b>						
Professional conduct						
Administration						

Basing our new Prolant Cap Trainer Development Grid on the above, we have been able to plot the necessary knowledge and skills required over

## 3 developmental phases:

- 1: competent replicators;
- 2: aware practitioners and \* **Prolant Cap Trainer**
- 3: expert facilitators.                      \* **Prolant Cap Lesson Plan Writer & Trainer**

In terms of specific CLIL competences. We turned to the excellent “*CLIL Teachers’ Competences Grid*”

([http://clil-castello.wikispaces.com/file/view/CLIL\\_Competences\\_Grid.pdf](http://clil-castello.wikispaces.com/file/view/CLIL_Competences_Grid.pdf)).



## Empowerment through CLIL

We are excited to offer CLIL (Content and Language Integrated Learning) as a learning vehicle for Prolant Cap. This increasingly popular educational approach combines content and language work and promotes deep learning.

**Learners** experience greater motivation as they see the lessons as **more relevant to their professional lives** whilst **improving their second language skills** at the same time. In the PROLANT CAP lesson plans and handbook we incorporate CLIL principles to engage learners and promote better language learning.

**Trainers** will pass through various phases of development in terms of professional competences and they will acquire a host of hands-on techniques to plan and deliver quality CLIL lessons.

# The Prolant Cap Trainer Development Framework

This framework is based on the EAQUALS trainer competence tool to help articulate the growing knowledge and skills needed by trainers and teacher trainers throughout their careers.



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## DEVELOPMENT PHASE 1 - COMPETENT REPLICATORS

KEY AREAS	1.1	POINTS	1.2	POINTS
1. Knowledge and awareness of the CIL approach	Represents the level of knowledge and awareness of the CIL approach	1	Represents the level of knowledge and awareness of the CIL approach	2
2. Partnerships and communication in supporting learning	Can support and communicate with learners	1	Can support and communicate with learners	2
3. Language competence-Using the target foreign language (FL) effectively with learners and use of L1 (first language)	Can use the target foreign language (FL) effectively with learners and use of L1 (first language)	1	Can use the target foreign language (FL) effectively with learners and use of L1 (first language)	2
4. Course development	Can develop and design a course	1	Can develop and design a course	2
5. Integration of content and language	Can integrate content and language	1	Can integrate content and language	2
6. Learner centred implementation	Can implement a learner centred approach	1	Can implement a learner centred approach	2
7. Learning skills focus	Can focus on learning skills	1	Can focus on learning skills	2
8. Managing the learning environment	Can manage the learning environment	1	Can manage the learning environment	2
9. Intercultural awareness	Can develop intercultural awareness	1	Can develop intercultural awareness	2
10. Learning assessment and evaluation in CIL	Can assess and evaluate learning	1	Can assess and evaluate learning	2
11. Digital media	Can use digital media	1	Can use digital media	2
12. Administration	Can administer the course	1	Can administer the course	2
13. Teacher as Professional	Can act as a professional	1	Can act as a professional	2

## DEVELOPMENT PHASE 2 - AWARE PRACTITIONERS

KEY AREAS	2.1	POINTS	2.2	POINTS
1. Knowledge and awareness of the CIL approach	Can identify the CIL approach and its components	2	Can identify the CIL approach and its components	3
2. Partnerships and communication in supporting learning	Can establish and maintain partnerships	2	Can establish and maintain partnerships	3
3. Language competence-Using the target foreign language (FL) effectively with learners and use of L1 (first language)	Can use the target foreign language (FL) effectively with learners and use of L1 (first language)	2	Can use the target foreign language (FL) effectively with learners and use of L1 (first language)	3
4. Course development	Can develop and design a course	2	Can develop and design a course	3
5. Integration of content and language	Can integrate content and language	2	Can integrate content and language	3
6. Learner centred implementation	Can implement a learner centred approach	2	Can implement a learner centred approach	3
7. Learning skills focus	Can focus on learning skills	2	Can focus on learning skills	3
8. Managing the learning environment	Can manage the learning environment	2	Can manage the learning environment	3
9. Intercultural awareness	Can develop intercultural awareness	2	Can develop intercultural awareness	3
10. Learning assessment and evaluation in CIL	Can assess and evaluate learning	2	Can assess and evaluate learning	3
11. Digital media	Can use digital media	2	Can use digital media	3
12. Administration	Can administer the course	2	Can administer the course	3
13. Teacher as Professional	Can act as a professional	2	Can act as a professional	3

## DEVELOPMENT PHASE 3 - EXPERT FACILITATORS

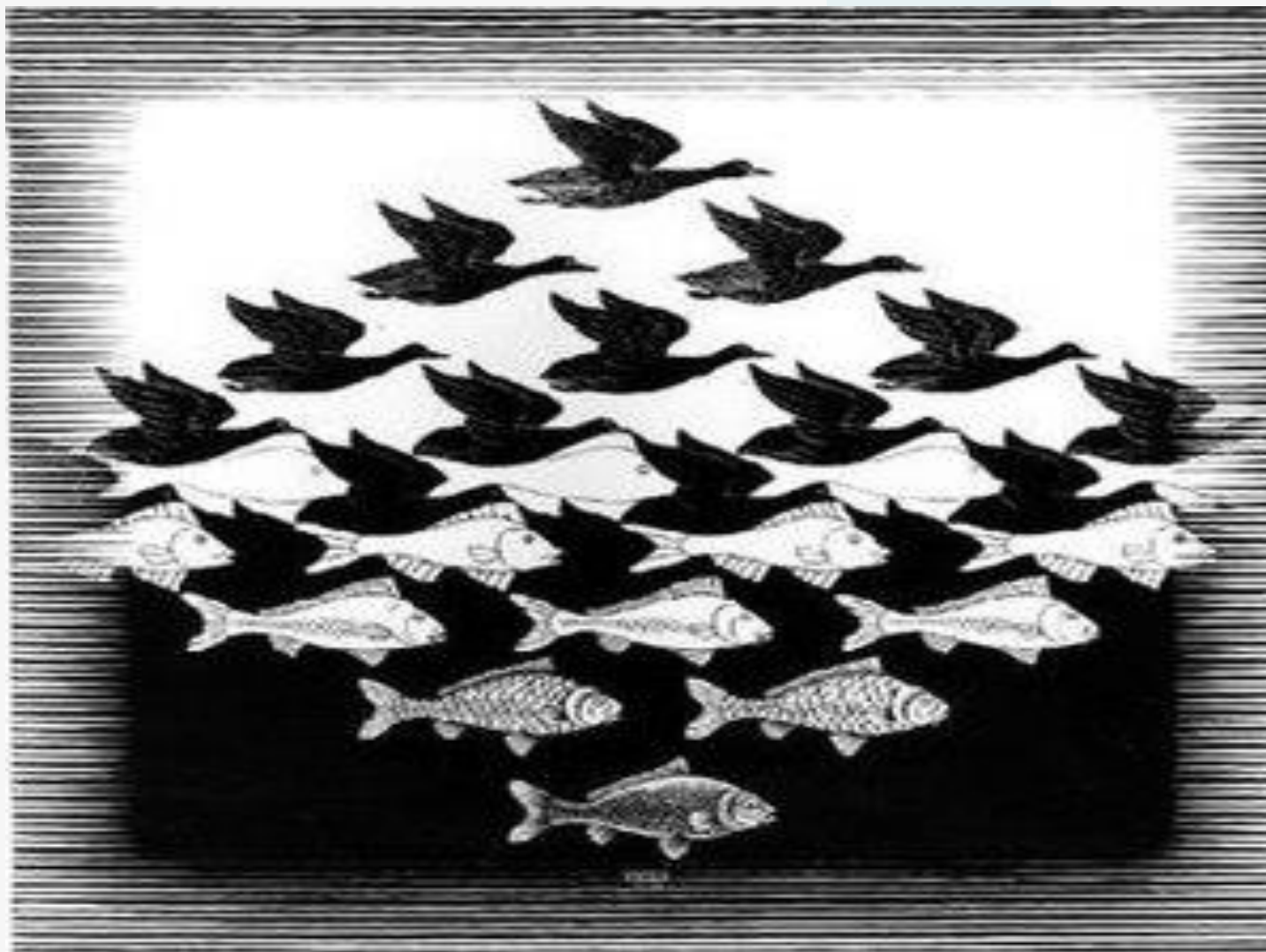
KEY AREAS	3.1	POINTS	3.2	POINTS
1. Knowledge and awareness of the CIL approach	Can identify the CIL approach and its components	3	Can identify the CIL approach and its components	4
2. Partnerships and communication in supporting learning	Can establish and maintain partnerships	3	Can establish and maintain partnerships	4
3. Language competence-Using the target foreign language (FL) effectively with learners and use of L1 (first language)	Can use the target foreign language (FL) effectively with learners and use of L1 (first language)	3	Can use the target foreign language (FL) effectively with learners and use of L1 (first language)	4
4. Course development	Can develop and design a course	3	Can develop and design a course	4
5. Integration of content and language	Can integrate content and language	3	Can integrate content and language	4
6. Learner centred implementation	Can implement a learner centred approach	3	Can implement a learner centred approach	4
7. Learning skills focus	Can focus on learning skills	3	Can focus on learning skills	4
8. Managing the learning environment	Can manage the learning environment	3	Can manage the learning environment	4
9. Intercultural awareness	Can develop intercultural awareness	3	Can develop intercultural awareness	4
10. Learning assessment and evaluation in CIL	Can assess and evaluate learning	3	Can assess and evaluate learning	4
11. Digital media	Can use digital media	3	Can use digital media	4
12. Administration	Can administer the course	3	Can administer the course	4
13. Teacher as Professional	Can act as a professional	3	Can act as a professional	4



CLIL

A diagram consisting of a central rectangle with the text 'CLIL' in red. Four lines extend from the corners of the rectangle towards the edges of the page, creating a perspective effect.







## Food for thought

*“Of the approximately 80,000 questions asked on average annually by teachers, 80% are at the lowest level of thinking- factual knowledge”*

Gall 1984; Watson/Young 1986 in Mehisto et al 2008 in Oliver Meyer “Towards quality CLIL; successful planning and teaching strategies”

# Bloom's taxonomy



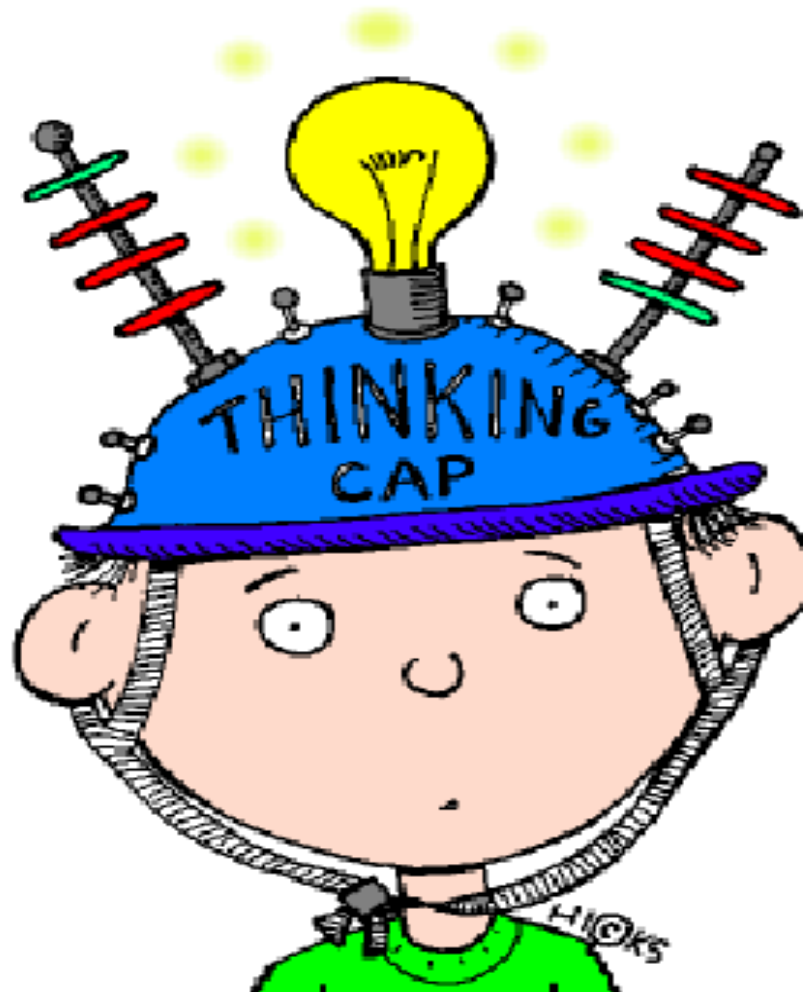


## BLOOM'S TAXONOMY .....



BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

## THINKING SKILLS IN YOUR LESSONS





## Why?

**The 4Cs framework seeks to assure quality in terms of guidance for:**

<b>Content</b>	~	progression in knowledge, skills
<b>Communication</b>	~	interaction, language using to learn
<b>Cognition</b>	~	engagement: thinking & understanding
<b>Culture</b>	~	self and other awareness/citizenship





# SCAFFOLDING

**Reduces cognitive and linguistic load**

**Supports accomplishment of task**

**Supports language production- provides key phrases, collocations etc**

**Boosts CALP (cognitive academic language proficiency)**

## INPUT-

authentic/ meaningful/challenging



## TASKS

higher order thinking

interaction

authentic communication

subject specific study skills

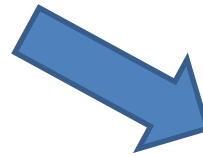


## OUTPUT

cross-cultural

fluency, accuracy, complexity

BICS and CALP



## SCAFFOLDING





## TEACHING APPROACH

A **communicative approach based upon the needs of the students** forms the core of our trainers' work. Within this framework, our personalized training services are achieved quickly and effectively to meet the defined training goals.

Our specially trained trainers remove the fear from speaking a foreign language, build self-confidence in communication and offer a friendly atmosphere in which people learn more about themselves and others.

Our approach relates to the following:

- **Psycholinguistics** – the study of how languages are learned
- Application of the theory of **Multiple Intelligences by Howard Gardner**
- Application of **the CLIL method** (Content and Language Integrated Learning)
- Development of creative and critical thinking
- Releasing the creative potential in people
- Personalized learning
- Distance & blended learning
- Mobile apps
- Telepresence lessons

## WE PROVIDE

- Progressive teaching practices, our own innovative products and services, with constant improvements helping us make learning more effective
- A well-established, high performing team of educational specialists, with a professional background
- A personal approach, tailored to your needs with the ability to handle challenging projects
- A great atmosphere, a willingness to work on ourselves, a quick pace of progress, lots of positive energy and many other attributes
- Reliability, stability and a guarantee of success shown by many happy customers
- A pleasant environment in attractive premises
- Quality and know-how based on our membership of international groups
- Revolutionary knowledge in language and personal development which has been developed through [the Learn&Lead project activities since 2010](#)

## PROFESSIONAL MONITORING AND MANAGEMENT SUPPORT

- [The European Profiling Grid](#) is an instrument that describes the competences of language teachers and presents them in tabular form spanning six phases of development.
- [The Prolant Cap Trainer Development Framework](#) is derived from the EPG grid and the Content and Language Integrated Learning (CLIL) approach. Its aim is to help trainers possess more professional competences for training adults in various industry sectors.
- **The Learn&Lead**
  - **Course Management Structure** gives clear guidance to trainers and its managers to monitor quality and smooth operations on a daily basis.
  - **Career Path of a Trainer** gives clear guidance to trainers in their professional growth and career opportunities in two ways: managerial and professional.
  - **Certification of Trainers** develops, updates and innovates trainers' competences that are required by customers in today's rapidly changing world.







**THANK YOU FOR YOUR ATTENTION.**

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