









LEARN & LEAD 2019 Expert Educational Conference

LINDA POLKOWSKI
VICE PRINCIPAL OF ANGLOLANG ACADEMY UK

April 2019, Žilina, Slovakia













Anglolang Academy of English, Scarborough







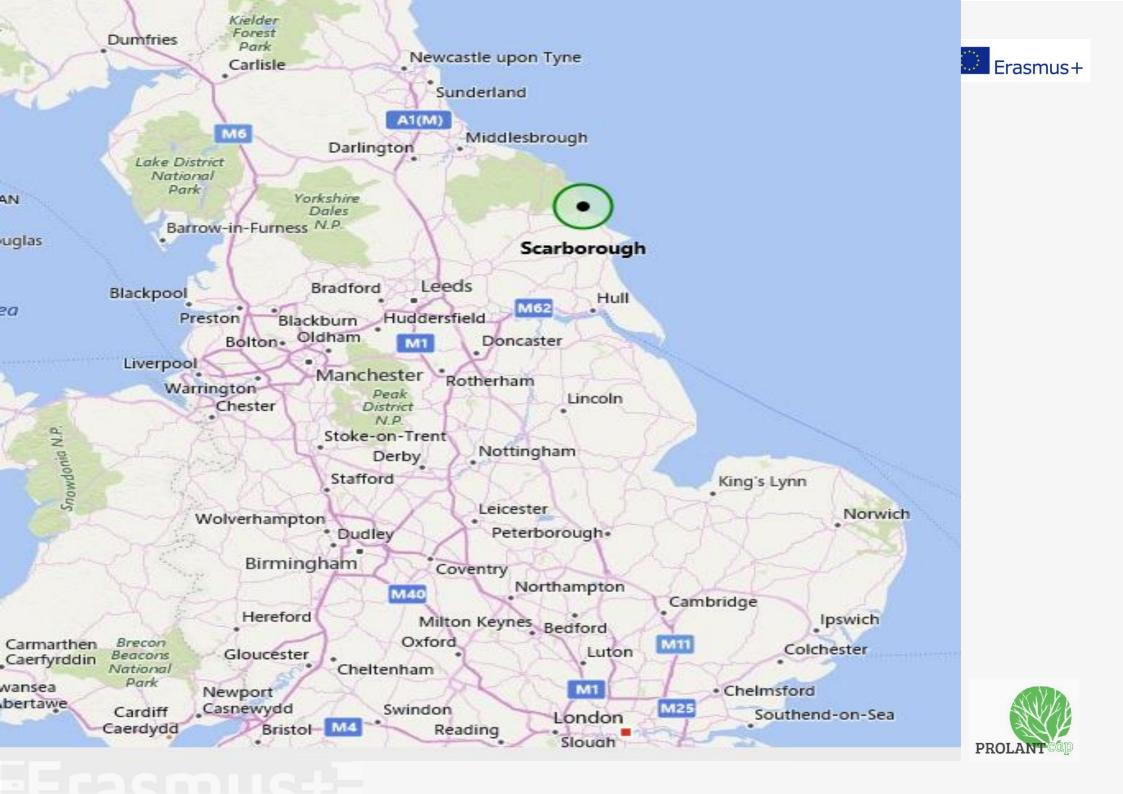










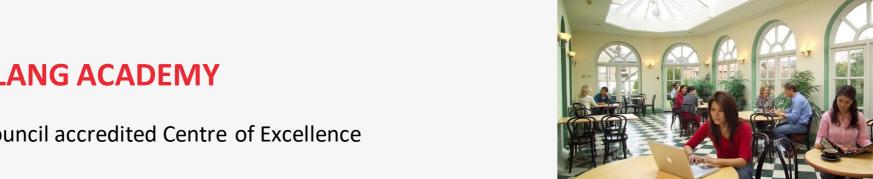












ANGLOLANG ACADEMY

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 overview







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











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.













PROLANT













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

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).











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.

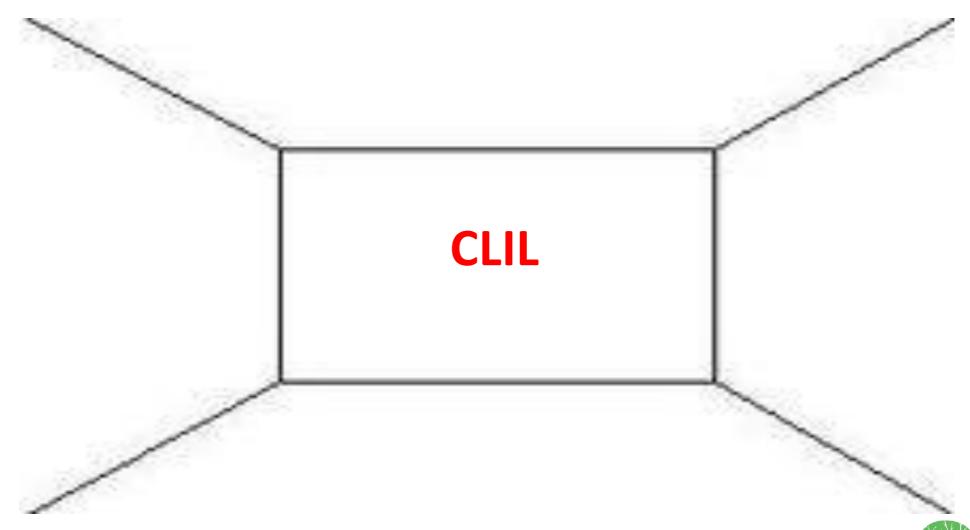
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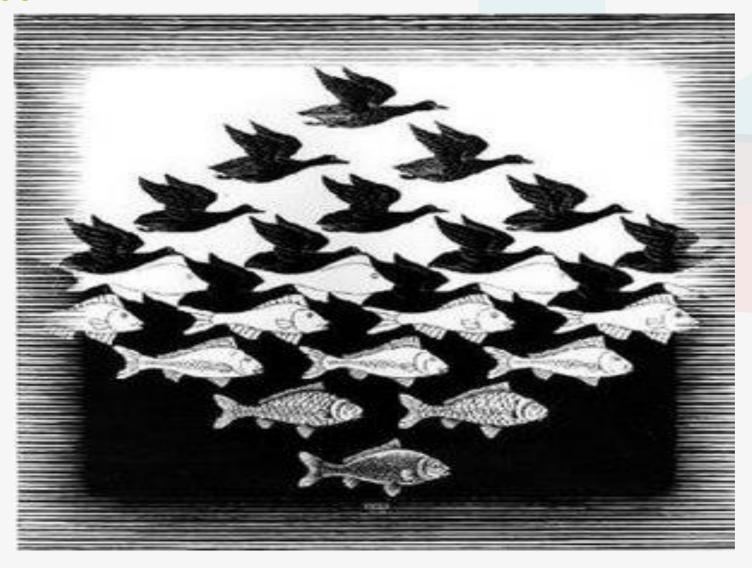






















Food for thought

"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

16

Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking **Bullet-pointing**

UNDERSTANDING



Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing

APPLYING



Acting out

Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining **Implementing** Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting

ANALYZING



Explaining

Calculating Categorizing **Breaking Down** Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating

EVALUATING



Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing

CREATING



Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing **Filming** Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

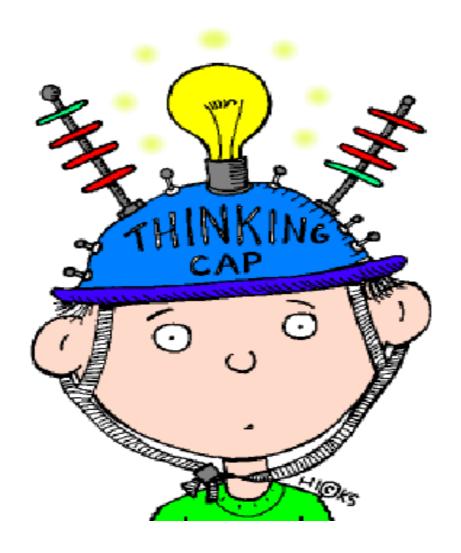








THINKING SKILLS IN YOUR LESSONS









Why?

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

Content ∼ progression in knowledge, skills

Communication ∼ interaction, language using to learn

Cognition ∼ engagement: thinking & understanding

Culture ∼ 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.
- <u>The Prolant Cap Trainer Development Framework</u> 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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