

Eaquals Frameworks: Current & Future

Lou McLaughlin, Eaquals Executive Director

EAQUALS

- An international non-profit membership association for language education professionals, founded in **1991**.
- Our mission is to **foster excellence** in language education across the world by providing guidance and **support** to teaching institutions and individuals.

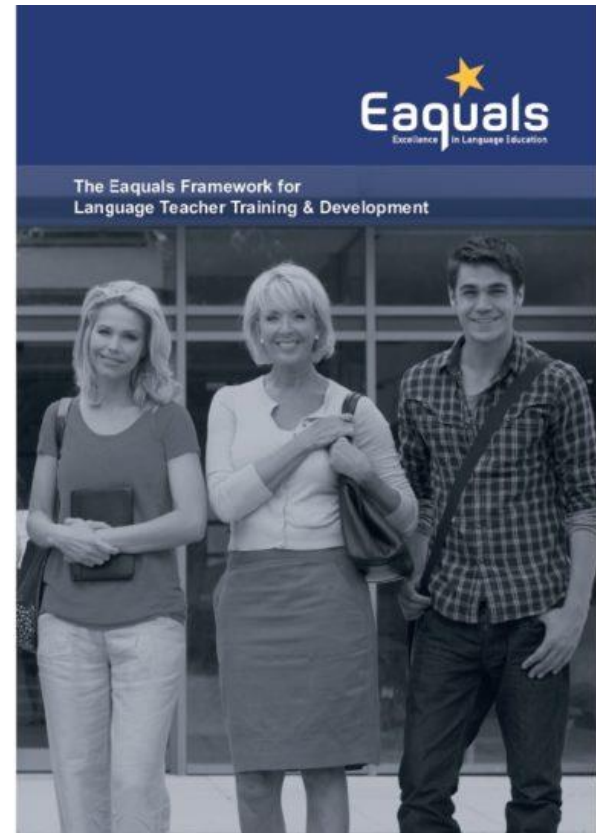
AIMS

- ❑ To improve the experience of language learners by developing **quality standards** for the teaching of modern languages
- ❑ To deliver **accreditation** against these standards for providers of language education
- ❑ To develop practical **resources**, and offer training and support for those working in the field of modern languages

FRAMEWORKS AS RESOURCES

Eaquals Framework for Language Teacher Training & Development

(2016)



Who is it intended for?

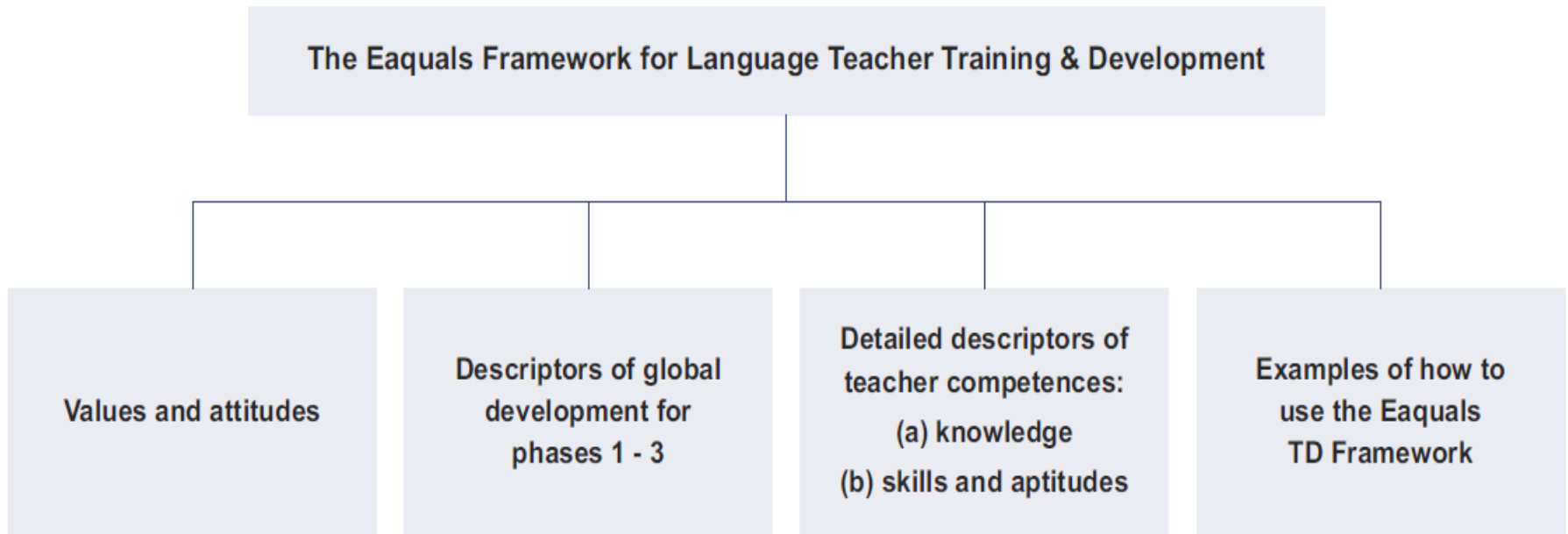
- ☐ Novice teachers
- ☐ Experienced teachers
- ☐ Managers
- ☐ Coordinators
- ☐ Teacher trainers
- ☐ Professionals in the field of language education

when assessing teaching-related competences

What are the main aims?

- ☐ To help teachers **assess & reflect** on their own language teaching competences
- ☐ To help **identify training needs** and plan professional development for practising teachers
- ☐ To encourage teachers to **continue their own CPD** with support of their institutions
- ☐ To help document the design of public **training courses** for practising teachers
- ☐ To serve as a tool for **evaluating & accrediting** teacher training courses
- ☐ To provide a **model for development** of additional descriptors

What does it contain?



What does it contain?

Values & Attitudes:

- ☐ a positive attitude to diversity & differences among learners
- ☐ respect for the personal & cultural background of learners
- ☐ adaptation of teaching for learners needs
- ☐ understanding of importance of awareness of aims & progress
- ☐ recognition of value of learning-centred classroom
- ☐ recognition of importance of sound methodology
- ☐ realisation of importance of knowledge & awareness of target language

What does it contain?


Language Teacher Competences Phases of Development:

- ☐ Level 1 = competent replicator
- ☐ Level 2 = aware practitioners
- ☐ Level 3 = expert facilitators

What does it contain?

Descriptors & Key Areas:

- ☐ Planning Teaching & Learning
- ☐ Teaching & Supporting Learning
- ☐ Assessment of Learning
- ☐ Language, Communication & Culture
- ☐ The Teacher as Professional



Key Area 1: Assessment & the curriculum
Key Area 2: Test types e.g. selection, design
Key Area 3: Impact of assessment on learning
Key Area 4: Assessment & learning processes

What does it contain?

Assessment of learning

Key Area 1: Assessment and the curriculum

Development Phase 1

Knowledge of

- the basic differences between evaluation, assessment and testing
- the importance of learners' classroom performance in assessing learning needs
- the relationship between intended learning outcomes as specified by the institution and the principles of assessment being applied
- the basic CEFRL proficiency levels and learning progression as expressed through the 'Can Do' statements in the CEFRL global scale and the self-assessment grid

Skills:

- monitoring classroom learning to identify learning needs and achievement
- carrying out assessment as instructed by the institution
- evaluating learner performance in relation to the levels of the CEFRL

Development Phase 2

Knowledge of

- the underlying principles of and differences between testing, assessment and evaluation
- the distinctions between formative, summative and diagnostic assessment, and how these are best used
- the potential relationships between teaching/learning and assessment processes
- the principles, organisation and classification system of the CEFRL, and their implications for and impact on assessment

Skills:

- making informed choices on when to test, assess or evaluate
- assessing learners' performance with tests based on CEFRL scales which are appropriate to the learners' needs and aims
- developing learners' awareness of their progress in language learning as expressed, for example, in the CEFRL 'Can Do' statements so as to facilitate learner self assessment and increase learner autonomy

Development Phase 3

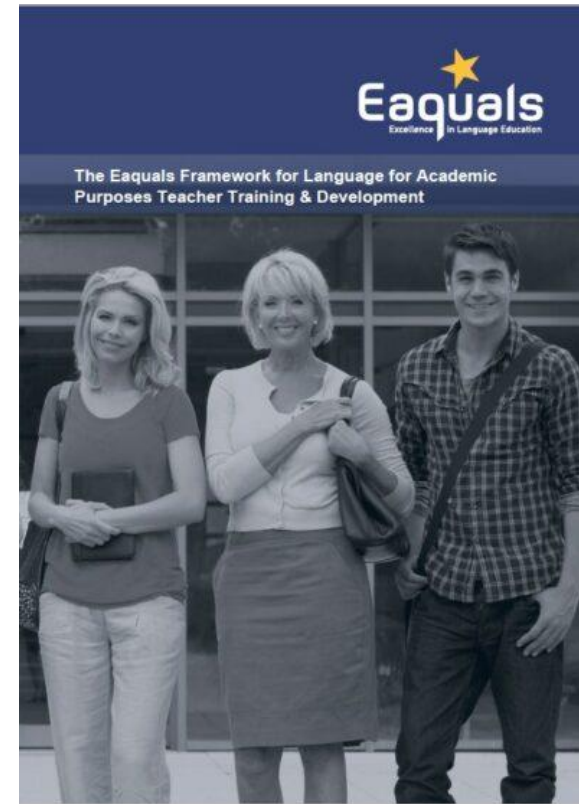
Knowledge of

- key criteria in designing language tests, assessment and evaluation, and how to apply them appropriately
- awareness of the different kinds of learning appropriate to different CEFRL levels – for example, the increased cognitive element in attaining levels B2 and above – and implications for assessment
- the principles and application of techniques of "assessment for learning"
- the finer distinctions in the CEFRL 'plus' levels, e.g. the nature of B1+ proficiency as compared to B1 and B2

Skills:

- guiding and advising others in making informed choices on when to test, assess and evaluate, and how to use the resulting data
- creating and developing an assessment system as an integral part of the curriculum and the course syllabus
- applying CEFRL criteria to describe and assess proficiency across the language skills in any language learning context

Eaquals Framework for Language for **Academic Purposes** Teacher Training & Development (2020)



Who is it intended for?

- ☐ teachers
- ☐ managers
- ☐ coordinators
- ☐ teacher trainers
- ☐ professionals working in the field of language for academic purposes

It is expected that there will be some teachers within academic contexts who are very new to some of the principles of LAP work (although they have spent some time teaching in general language contexts).

What are the main aims?

- ❑ to describe the key competencies required of language teachers in academic contexts across three phases of professional development.

What does it contain?

The Eaquals Framework for Language for Academic Purposes Teacher Training & Development

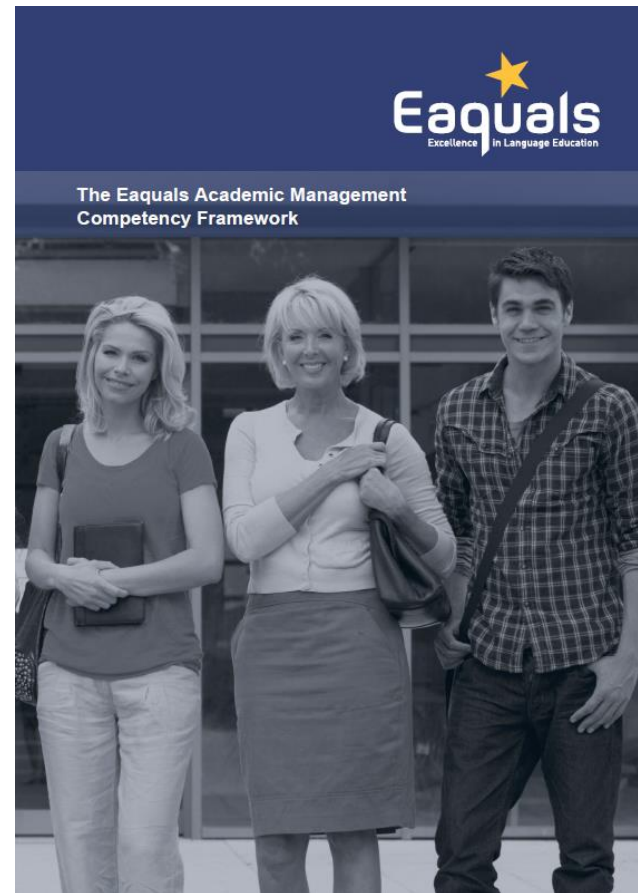


What are the differences in frameworks?

- ❑ The LAP framework is based on the belief that teaching of and support for LAP should become more integrated with content as the teacher progresses in their career.
- ❑ Within the LAP framework, “greater autonomy” is taken to allow and encourage more engagement with the content that students are studying, and the language related to it.
- ❑ Within the LAP framework, the “broader experience” is taken to allow the person to work “across the institution” which entails dealing with a variety of needs and contexts.

Eaquals Academic Management Competences Framework (AMCF)

(2021)



AMCF Project Team:

**Martyn Clarke, Gillian Davidson, Ania Kolbuszewska,
Maureen McGarvey, George Pickering, Nergis Uyan**

Original idea from Maria Matheidesz

Who is it intended for?

Anyone who has a role in the achievement of organisational outcomes including, but not confined to:

- ☐ Academic managers
- ☐ General managers
- ☐ Manager trainers
- ☐ Project leaders
- ☐ School owners
- ☐ Future managers
- ☐ Senior teachers

What are the main aims?

- ❑ To support the professionalisation of management in the language teaching sector through increasing the shared perceptions of its functions.
- ❑ To recognise the importance of the role of management in the provision of quality education.
- ❑ To clarify possible manager roles.
- ❑ To further enable the assessment of the quality of management.
- ❑ To promote managers' lifelong learning and engagement in continuing professional development.
- ❑ To make management more attractive and provide for career progression.

What does it contain?

For most of the key categories the **four development levels** contain descriptors based on the following general competences:

- ☐ Level 1: I can deliver existing systems and processes
- ☐ Level 2: I can evaluate what I do and can try different things
- ☐ Level 3: I can create new systems and assess at an institutional level
- ☐ Level 4: I can facilitate the development of people and processes in order to raise organisational capacity

What does it contain?


The **descriptors** within the Academic Management Competency Framework cover **eight key categories**:

- ☐ Managing self
- ☐ People systems and processes
- ☐ Professional development
- ☐ Course and assessment design
- ☐ Planning and administration
- ☐ Managing resources
- ☐ Change management
- ☐ Quality and customer service, marketing

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- 
- Recruitment & selection
 - Induction
 - Performance review
 - Conflict management
 - Objective setting & achievement

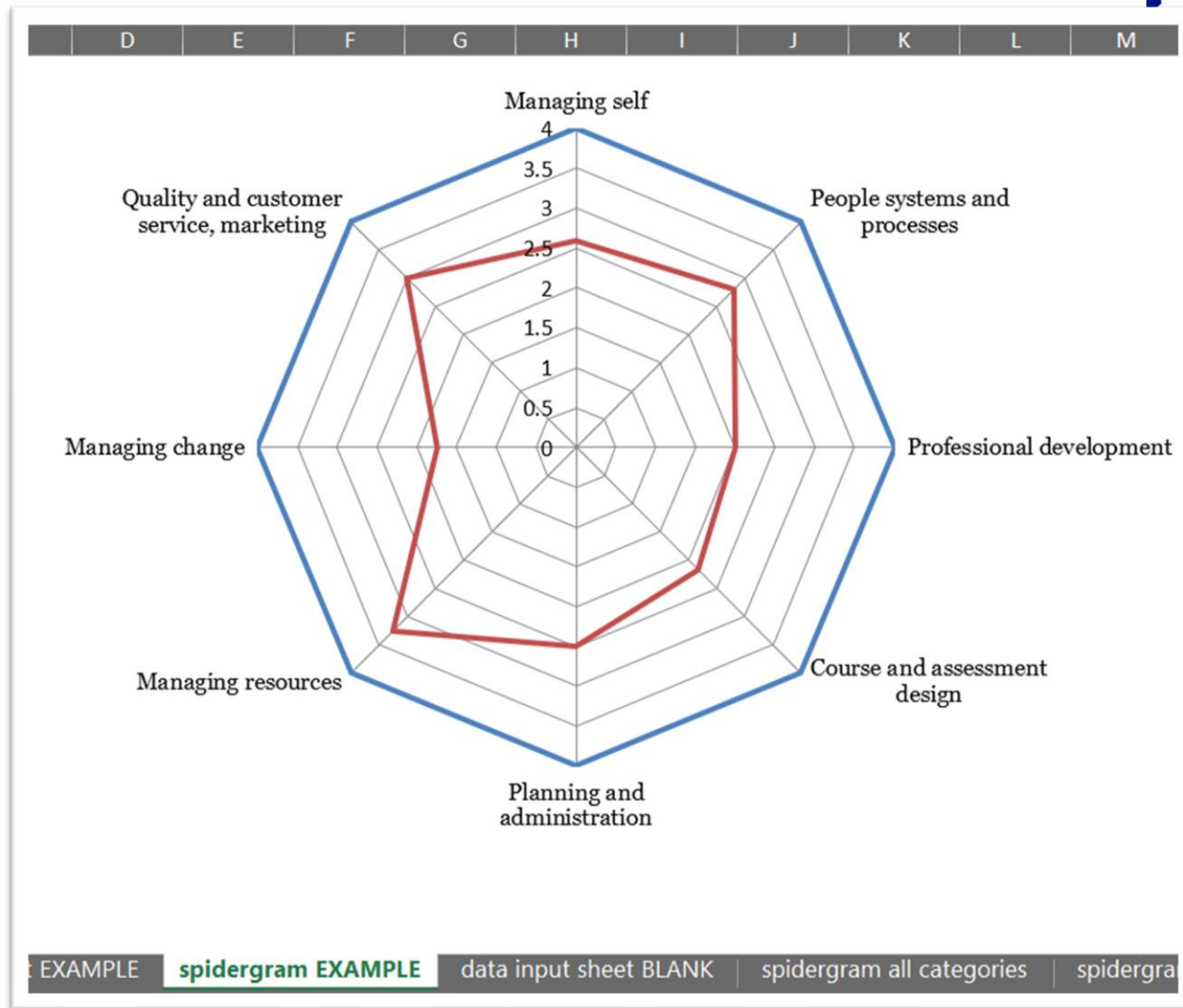
What does it contain?

COURSE AND ASSESSMENT DESIGN	1 I can deliver existing systems and processes	2 I can evaluate what I do and can try different things	3 I can create new systems and assess at an institutional level	4 I can facilitate the development of people and processes in order to raise organisational capacity
Needs analysis	Understands and can use the existing needs analysis for tools / systems / procedures.	Can evaluate the effectiveness of a needs analysis and trial alternative questions / methods or tools.	Can create new needs analyses for different learning contexts and assess their effectiveness.	Can facilitate the development of people and processes in order to raise the organisational capacity in creating and assessing needs analysis for various learning contexts.
Structuring a course	Understands the fundamentals of course design and how it is applied in the current structure of courses in own organisation.	Understands and is competent in research and can apply and assess changes to current courses.	Can create a course structure that delivers the required objectives and evaluate its effectiveness.	Can facilitate the development of people and processes in order to raise the organisational capacity in the process of course creation.
Tech support for teaching	Understands how existing technology supports the delivery of current courses.	Can assess the effectiveness of current technology and research alternatives and their impact on learning.	Can implement new academic technology and assess its impact on learning.	Can facilitate the development of people and processes in order to raise the organisational capacity in the process of testing and assessing new tech solutions.
Student academic support	Can work with the current system to support students academically.	Understands the role of academic support for students and can evaluate the effectiveness of the current range of interventions.	Can create a regime of academic support for students that has a positive effect on student learning outcomes.	Can facilitate the development of people and processes in order to raise the organisational capacity in effective student support and how to assess its impact.
Course review	Can use existing processes to review courses and assess their impact on learner	Has a good knowledge of different methods and processes for reviewing courses.	Can create a review process for courses that effectively measures the impact of the course.	Can facilitate the development of people and processes in order to raise the organisational capacity

What does it contain?

	A	C	D	F
1	Category	level per category	Sub-categories	level per sub-category
2	Managing self	2.6	reflection on own performance (and impact on others)	3
3			time management	2
4			stress management	4
5			decision making	1
6			professional development	3
7	People systems and processes	2.8	recruitment and selection	4
8			induction	2
9			performance review	1
10			conflict management	3
11			objective setting and achieving	4
12	Professional development	2	assessing staff needs	2
13			observations	1
14			feedback	3
15			staff training and development	2
16			coaching and mentoring	2
17			career development	2
18	Course and assessment design	2.2	needs analysis	3
19			structuring a course	2
20			tech support for teaching	1
21			student academic support	4
22			course review	2
23			assessment	1
24	Planning and administration	2.5	timetabling	2
25			meetings	3
26			strategy and planning	4
27			creating and maintaining effective admin systems	1

What does it contain?



What does it contain?

TEAM LEVEL DATA INPUT SHEET

Category	team level per category	Sub-categories	team level per sub-category	number of team members	P1	P2	P3	P4	P5
Managing self	0.00	reflection on own performance (and impact on others)	0.00	3					
		time management	0.00	3					
		stress management	0.00	3					
		decision making	0.00	3					
		professional development	0.00	3					
People systems and processes	0.00	recruitment and selection	0.00	3					
		induction	0.00	3					
		performance review	0.00	3					
		conflict management	0.00	3					
		objective setting and achieving	0.00	3					
Professional development	0.00	assessing staff needs	0.00	3					
		observations	0.00	3					
		feedback	0.00	3					
		staff training and development	0.00	3					
		coaching and mentoring	0.00	3					
		career development	0.00	3					
Course and assessment design	0.00	needs analysis	0.00	3					
		structuring a course	0.00	3					
		tech support for teaching	0.00	3					
		student academic support	0.00	3					
		course review	0.00	3					
		assessment	0.00	3					
Planning and administration	0.00	timetabling	0.00	3					

data input sheet BLANK

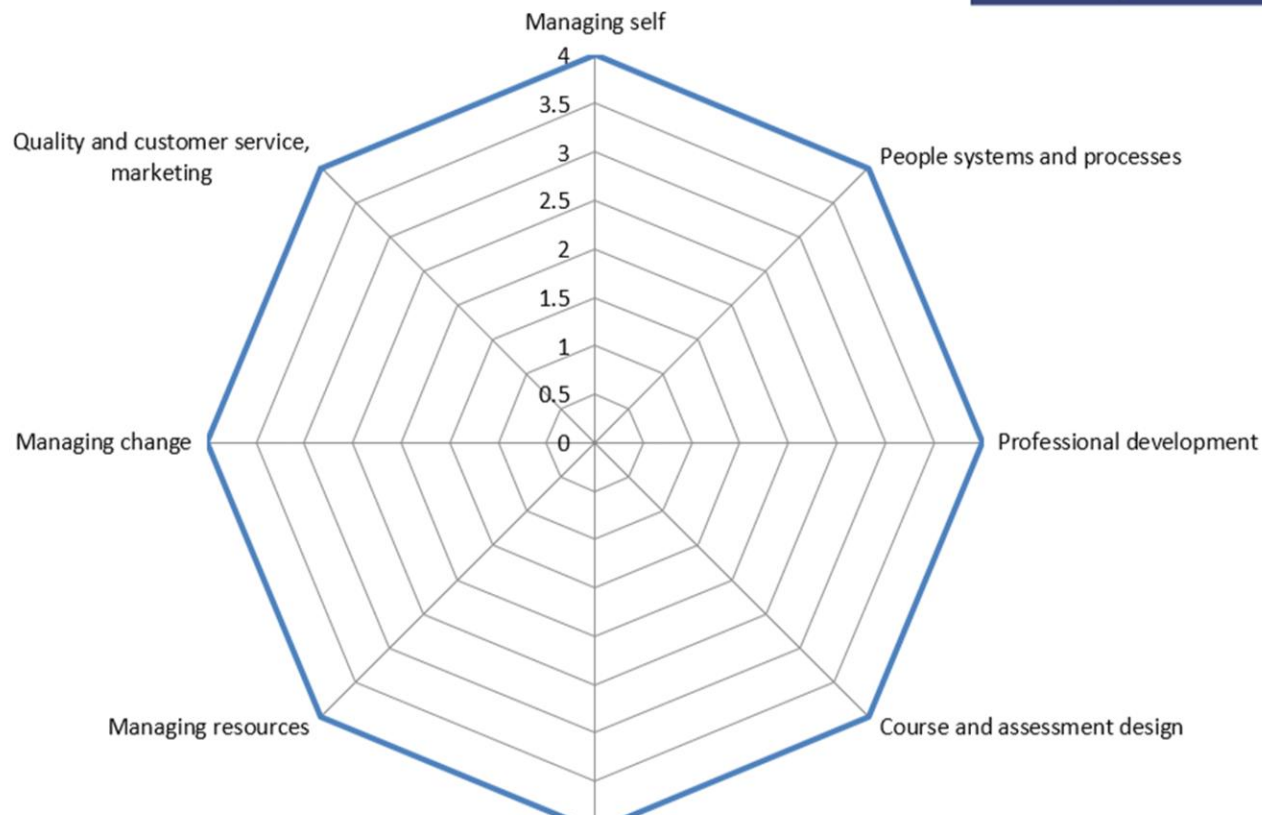
spidergram all categories

spidergrams categories



What does it contain?

TEAM LEVEL SCORES ACROSS ALL CATEGORIES



The Eaquals Academic Management Competency Framework

Last updated on June 10th, 2021

The Eaquals Academic Management Competency Framework (AMCF) has been designed to provide guiding principles and tools for managers which will contribute to the enhancement of quality in language teaching and learning.

The AMCF comprises descriptors spanning four development levels to represent the range of competences that might be required across an academic manager's role. It is intended as a tool to support managers in the awareness raising of their own strengths and possible development paths.

The complete framework is comprised of the main handbook, two supporting excels and a screencast detailing how to use the tools.

ACMF_spidergram_and_profile_tool - Microsoft Excel

	A	C	D	F	G	H	I	J	K	L	M
	Category	level per category	Sub-categories	level per sub-category							
1	Managing self	3	reflection on own performance (and impact on others)	3							
2			time management	3							
3			stress management	3							
4			decision making	3							
5			professional development	3							
6	People systems and processes	2,8	recruitment and selection	2							
7			induction	3							
8			performance review	3							
9			conflict management	3							
10			objective setting and achieving	3							
11	Professional development	2	assessing staff needs	1							
12			observations	2							
13			feedback	2							
14			staff training and development	2							
15											

Resources

[Accreditation - Information](#)

[Annual Trustee reports & financial statements](#)

[CEFR - resources and materials](#)

[Conference materials](#)

[Eaquals charters](#)

[Eaquals in Belfast](#)

[Eaquals Policies](#)

[Eaquals Publications](#)

[Members meetings presentation](#)

[Teacher development - resources](#)

www.eaquals.org/resources

Thank you.

www.eaquals.org

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