

Eaquals Training for Excellence 2018

Eaquals is delighted to announce the November member training event which will take place on 23rd – 24th of November 2018 at the Royal Society of Edinburgh and British Study Centres in Edinburgh, Scotland.

The revised training format is in response to both feedback and input from members who attended the previous training event in Malta in November 2017.

Training for Excellence 2018 will examine four main areas within the international language teaching sector:

- Strand 1: Leadership with Alec Pearson
- Strand 2: Marketing with Chris Moore
- Strand 3: Teaching Young Learners with Sandie Mourao
- Strand 4: Course Design with Sue Sheerin

Participants have the opportunity to receive training in **two different areas** over the two-day *Training for Excellence 2018* event. This is to maximise the training that members can receive and is in response to feedback from previous attendees.

Training for Excellence 2018 Strand Information

Leadership | Alec Pearson

Transformational Leadership

Language training organisations and teaching institutions are operating in a fast-changing environment. Therefore, it is important to understand how to develop key transformational leadership skills to operate effectively within this environment.

During this session, participants will explore the key elements and importance of transformational leadership, together with understanding how best practice can be achieved. Successful and unsuccessful implementations of transformational leadership will be analysed together with the consideration of risk factors. The importance of change management and lean leadership concepts and how they relate to transformational leadership will also be discussed. Participants will then work together to determine how transformational leadership can benefit their own educational environment.

By the end of the session, participants will understand the key elements of transformational leadership and understand suitable approaches that can be implemented within their environment and context.

Marketing | Chris Moore

Building opportunities: making decisions on strategy, resources and implementation

Language training organisations work in a fast-changing, increasingly unpredictable business environment. Identifying and building viable growth opportunities requires a clear strategy, aligned resources and an implementation plan. In this session, participants work together on articulating one or two key growth opportunities for their business. These may be new products or services, new audiences, or the consolidation and deepening of an existing business channel.

Participants then explore how to create, or further extend, sustainable competitive advantage around these opportunities. As part of this, they examine what resources are required – assets, people, partnerships and financial – what risks need to be addressed and mitigated, and what their next steps may be.

During the session, participants will use a range of analytical tools to support their thinking, looking both at external markets and at internal resources as well as sharing insights from each other's experience and knowledge. These tools include the Ansoff Matrix, Porter's Five Forces, PESTEL, the Business Model Canvas and a risk audit matrix.



By the end of the session, participants will have clearly articulated one or two growth opportunities for their businesses, have developed a coherent strategic approach to exploiting these opportunities, understand what resources are required, and what risks need to be addressed. They will take away tools and approaches that can be used in the future and that can be shared with business partners and colleagues.

Young Learners | Sandie Mourão

Developmental appropriate approaches to early language learning in English

With English starting at ever earlier ages around the world, language centres and schools are introducing English to children from the age of 3. This session will focus on the teaching and learning of English with 3 to 10 year olds and is divided into three sequential parts.

The opening part of this session, focusing on the specificities of 3 to 6 year olds, provides a brief overview of the pre-primary child, with examples of how language education can be planned to include developmentally appropriate activities to reinforce orality (e.g. routines, game-like activities, storytelling and child-initiated play). This next part, changing focus to specificities of 7 to 10 year olds, expands on the importance of developing orality to support success in L2 literacy. Developmentally appropriate activities for this age group will make reference to the new pre-A1 levels (Council of Europe, 2018) and the use of literature (e.g. rhymes, fables and picturebooks) in the classroom.

This final part focuses on resourcing centres and schools to cater for these two age groups. Reference will be made to resources associated with the promotion of interaction and meaningful literacy practices, as well as mention resources that support inclusion and respect for diversity.

Course Design | Sue Sheerin

Application of Curriculum & Syllabus Development

In this training strand the important principles of Curriculum and Syllabus Development will be examined. It will also deal with how these can be applied to ensure coherence between course design, delivery of teaching, materials selection and assessment.

Working with interactive input, case studies, group tasks and discussion, participants will explore:

- how the new revised and extended CEFR can improve and enrich your courses and the educational rationale but also marketing potential of including 21st century cultural and social 'soft skills' as course learning outcomes
- the relationship between course design (including intended learning outcomes) and the coursebook – which is the cart and which the horse?
- how to ensure your course design is realised in the classroom
- course design options in challenging contexts, such as rolling enrolment

The training will refer throughout to the Equals Standards in the Course Design and Supporting Systems section of the Equals manual, as well as to the Indicators and Points of Excellence in that Category.

Will this be relevant to my context?

Participants are asked to complete a survey before training takes place. This will act as a focused needs analysis within each chosen area and ensure that training is catering for their needs.



Eaquals Training for Excellence 2018

Provisional Timetable & Programme

Day 1 | Friday 23rd

#teameaquals Morning run / walk				
Royal Society of Edinburgh				
9.30 – 9.45	Event Opening & Welcome, Eaquals Chair			
9.45 – 10.00	Eaquals Updates, Executive Director			
10.00 – 10.10	Eaquals Updates, Director of Accreditation			
10.15 – 11.00	Plenary Steve Phillips <i>Internationalisation & Language Teaching</i>			
11.00 – 11.30	- Break -			
11.30 – 12.30	Plenary Tim Goodier <i>CEFR Companion Volume – relevant updates</i>			
12.30 – 13.30	- Lunch (at Royal Society of Edinburgh) -			
British Study Centres: Edinburgh Language Centre, Edinburgh				
13.45 – 15.15	Strand 1: Leadership	Strand 2: Marketing	Strand 3: Teaching YLs	Strand 4: Course Design
15.15 – 15.30	- Break -			
15.30 – 17.00	Strand 1: Leadership	Strand 2: Marketing	Strand 3: Teaching YLs	Strand 4: Course Design

Day 2 | Saturday 24th

British Study Centres: Edinburgh Language Centre, Edinburgh				
9.00 – 10.30	Strand 1: Leadership	Strand 2: Marketing	Strand 3: Teaching YLs	Strand 4: Course Design
10.30 – 11.00	Break (Participants change to new strand)			
11.00 – 12.30	Strand 1: Leadership	Strand 2: Marketing	Strand 3: Teaching YLs	Strand 4: Course Design
12.30 – 13.30	- Lunch -			
13.30 – 15.00	Strand 1: Leadership	Strand 2: Marketing	Strand 3: Teaching YLs	Strand 4: Course Design
15.00 – 15.30	- Break -			
15.30 – 17.00	Strand 1: Leadership	Strand 2: Marketing	Strand 3: Teaching YLs	Strand 4: Course Design
17.05 – 17.15	Event Closing, Eaquals Chair & Trustees			



Eaquals Training for Excellence 2018

Trainer Bios

Eaquals Training for Excellence | Trainer Bio

Marketing – Chris Moore



Chris Moore is founder and Managing Director of Specialist Language Courses (SLC). SLC is the UK's leading provider of Medical English training, publishing a portfolio of online courses and study materials and providing specialist teacher-led training using a network of virtual classrooms.

SLC works with NHS Trusts, private healthcare groups, international medical universities, pharmaceutical companies and medical professionals. SLC has also published online English language courses for Oil & Gas and Safety at Work.

Eaquals Training for Excellence | Trainer Bio

Leadership – Alec Pearson



Alec has over 25 years commercial experience, across a wide number of sectors including manufacturing and law in both London and Edinburgh. Having developed a proven track record as a senior manager, which included leading and managing successful teams and developing coherent and sustainable strategic objectives, Alec founded Pearson Communication, an ILM Approved Centre in 2012, after graduating with a MBA from the University of Glasgow, Adam Smith Business School.

Alec teaches ILM leadership, management and professional skills programmes to students at The University of Glasgow.

Eaquals Training for Excellence | Trainer Bio

Teaching Young Learners – Sandie Mourão



Sandie Mourão (PhD) is a teacher educator, author and consultant specialising in early years language education. She is an invited assistant professor in Nova University Lisbon, where she works on the MA in 'Teaching English in primary education'.

She is co-editor of *Early Years Second Language Education: International Perspectives on Theory and Practice* (Routledge, 2015) and the open access *Children's Literature in English Language Education* e-journal [<http://clelejournal.org/>], as well as author of a number of pre-primary and primary language learning courses and resource books. Her interests focus on early years language learning, picturebooks in language education, intercultural learning, assessment practices and reflective learning.



Eaquals Training for Excellence | Trainer Bio
Course Design – Sue Sheerin



Sue Sheerin has worked as Academic Manager at the Bell School Cambridge and as Director of the University of Sussex Language Institute, and was involved in significant curriculum development and course design projects for both organisations, including designing and delivering an MA module on ‘Curriculum Development’ at Sussex.

In her present Eaquals roles as lead inspector and member of the Accreditation Panel, Sue takes a special interest in Course Design in member institutions, firmly believing that quality in *this* area is the basis for quality in Teaching and Learning and in Assessment, and that CD is, therefore, at the heart of the learning experience.