

Eaquals Members' Meeting

**19 – 21 November 2015
Nice, France**

Novotel Nice Centre



Programme overview

Thursday 19 November

- 0930 – 1100 Inspector professional development
- 1100 – 1130 Coffee break
- 1130 – 1300 Inspector professional development
- 1300 – 1400 Lunch
- 1400 - 1700 Inspector professional development (coffee break at 1530)
- 1730 – 1830 Presentation of the *Inventaire des contenus clés aux niveaux du CECR*- French language session led by Valérie Clochard & Jean-Daniel Garabedian.
- 1900 - Informal dinner

Friday 20 November

- 0915 – 1100 Discussion + updates on Eaquals developments
- 1100 - 1130 Coffee break
- 1130 - 1230 Opening plenary: ‘*Am I a problem student?*’ Exploratory research practices – Deniz Kurtoglu Eken
- 1230 – 1330 Lunch
- 1330 – 1500 Workshop 1 – (choice of 4 topics)
- 1500 – 1530 Coffee break
- 1530 – 1700 Workshop 2 – (choice of 4 topics)
- 1815 – 1900 Reception for new members to meet the Eaquals Board
- 1900 Coaches to dinner venue
- 1930 – 2230 Dinner

Saturday 21 November

- 0900 - 1030 Workshop 3 Part 1 (choice of 3 topics)
- 1030 – 1100 Coffee break
- 1100 – 1200 Workshop 3 Part 2continuation of the 0900 sessions (choice of 3 topics)
- 1215 – 1300 Closing plenary
- 1300 Close of meeting and depart
- 1400 Optional tour in the old town of Nice



We would like to thank local Eaquals members - AlphaB Institut Linguistique and Centre International d'Antibes – who have guided and supported us with practical arrangements for the meeting.

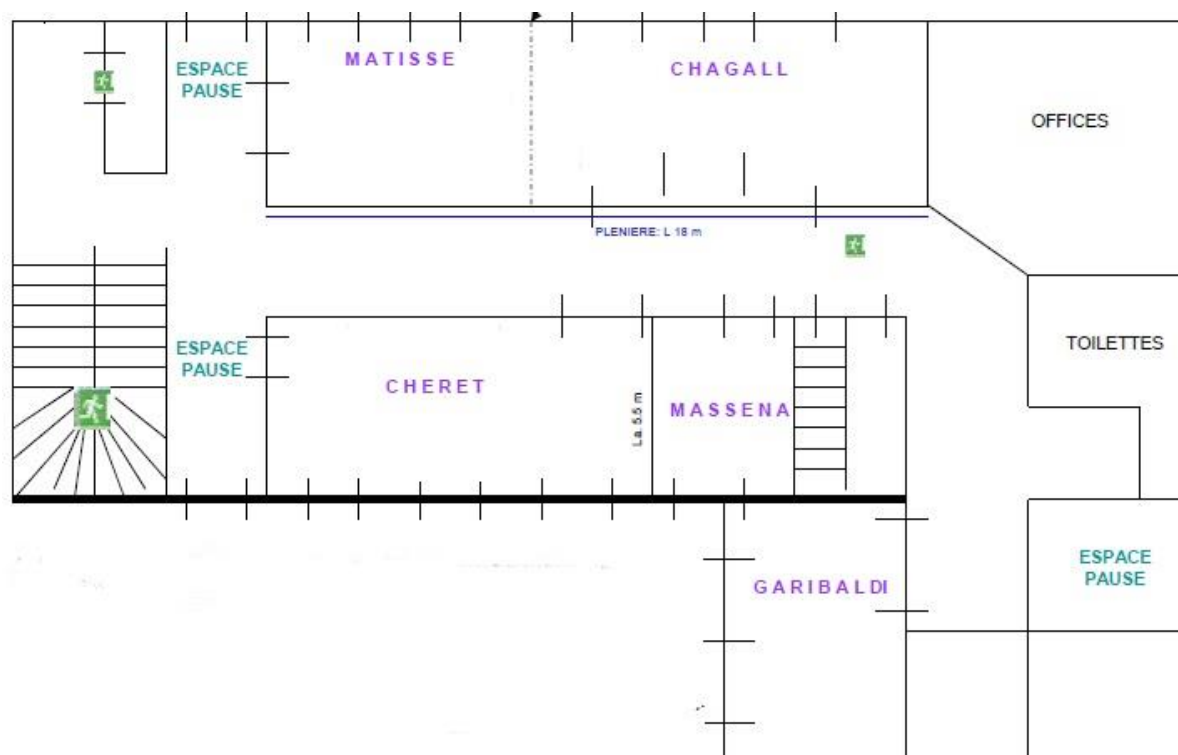
Conference programme in detail

Conference themes

The conference sessions on Friday and Saturday morning are organised in 4 themes, chosen to reflect the interests of delegates.

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|--------------------------------------|
| Classroom practice |
| Quality management |
| Course design, assessment & the CEFR |
| Business and marketing management |

The programme includes keynote plenary sessions together with parallel workshops. Parallel sessions are colour-coded by theme in the programme, to help you choose which session to attend.



Thursday, 19 November – Inspector Training

| | |
|---|---|
| 0800 - | Registration |
| 0930 - 1100 | Version 7.1 updates (including e –learning indicators) Sue Sheerin & John Haagensen Room: Matisse |
| 1100 – 1130 | Coffee break |
| 1130 – 1300 | The inspection scheme and the assessment standards Sue Hackett Room: Matisse |
| 1300 – 1400 | Lunch |
| 1400 – 1700 (coffee break at: 1530) | Standardisation exercises Members of the Accreditation Panel Room: Matisse |
| 1730 – 1830 | Presentation of the <i>Inventaire des contenus clés aux niveaux du CECR</i> French language session led by Valérie Clochard & Jean-Daniel Garabedian. Room: Chagall |
| 1900 – 2200 | Informal dinner (pre-booking required) At Lou Balico , 20 Avenue Saint-Jean-Baptiste, 06000 Nice <i>Meet at the hotel lobby at 1845 to walk together to the venue</i> |



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|------------|--|--|
| Key | Classroom practice | Course design, assessment & the CEFR |
| | Quality management | Business and marketing management |

| Friday, 20 November | | | | |
|---------------------|---|---|---|--|
| 0800 - | Registration | | | |
| 0915 – 1100 | Discussion + updates on Eaquals developments <i>Room: Matisse & Chagall</i> | | | |
| 1100 – 1130 | Coffee break | | | |
| 1130 - 1230 | Opening plenary: ‘Am I a problem student?’ Exploratory research practices Deniz Kurtoglu Eken <i>Room: Matisse & Chagall</i> | | | |
| 1230 – 1330 | Lunch | | | |
| 1330 – 1500 | Workshop 1 – (choice of 4 topics) | | | |
| | Exploratory research practices – practical workshop Deniz Kurtoglu Eken <i>Room: Chagall</i> | Can-do statements: how do teachers really work with them? Tim Goodier <i>Matisse</i> | Creating a school policy for digital technology Tim Black, Beata Schmid, Frederico Mari <i>Garibaldi</i> | Preparing for an Eaquals re-inspection: essential information for members James Douglas <i>Cheret</i> |
| 1500 – 1530 | Coffee break | | | |
| 1530 – 1700 | Workshop 2 – (choice of 4 topics) | | | |
| | The Self Organised Learning Environment (SOLEs) - Does it work in the language classroom? Varinder Unlu <i>Room: Chagall</i> | A quality approach to CEFR implementation Brian North & Enrica Piccardo <i>Matisse</i> | Digital Marketing Essentials Walter Denz <i>Garibaldi</i> | Lesson Observation for Quality Control and Continuous Professional Development Lyndy Cronin & Ian Brangan <i>Cheret</i> |
| 1815 – 1900 | Reception for new members to meet the Eaquals Board | | | |
| 1900 | Coaches to dinner venue (<i>Meet at the hotel lobby at 1845</i>) | | | |
| 1930 – 2230 | Dinner at Les Palmiers (pre-booking required) | | | |



| Saturday, 21 November | | | |
|------------------------------|---|--|--|
| 0900 - 1030 | Workshop 3 - Part 1 (choice of 3 topics) | | |
| | Using new technologies in language learning Julie Wallis assisted by Richard Brown, Angela Matheson, Ines Paland, Gigi Sauer <i>Room: Garibaldi</i> | Exploring and sharing best practice in assessment Thom Kiddle, Sue Hackett & Emma Heyderman <i>Cheret</i> | Soft or hard-centred? Which is your preferred leadership style? Lorraine Kennedy <i>Matisse & Chagall</i> |
| 1030 – 1100 | <i>Coffee break</i> | | |
| 1100 – 1200 | Workshop 3 - Part 2continuation of the 0900 sessions (choice of 3 topics) | | |
| | Using new technologies in language learning Julie Wallis assisted by Richard Brown, Angela Matheson, Ines Paland, Gigi Sauer <i>Room: Garibaldi</i> | Exploring and sharing best practice in assessment Thom Kiddle, Sue Hackett & Emma Heyderman <i>Cheret</i> | Soft or hard-centred? Which is your preferred leadership style? Lorraine Kennedy <i>Matisse & Chagall</i> |
| 1215 – 1300 | Closing plenary: ‘Filling vessels or kindling fires – what is teaching, and how does it impact on learning?’ Richard Rossner <i>Room: Matisse & Chagall</i> | | |
| 1300 | Close of meeting and depart | | |
| 1400 | Optional tour in the old town of Nice | | |



Session details and speaker biographies

Thursday, 19 November

0930 – 1700: Inspector Professional Development

Session 1: Version 7.1 updates (including e-learning indicators)

Sue Sheerin & John Haagenen

Session 2: The inspection scheme and the assessment standards

Sue Hackett

- I. What is valid assessment, what does meaningful assessment mean for a language school, the pros and cons of public proficiency exams – hitting the balance in terms of an institution's assessment framework;
- II. the balance between QA as regulatory and enhancement/ improvement focused;
- III. the inspections of 'mature' members and what differences there may be in terms of focus, support and development.

Session 3: Standardisation exercises

Members of the Accreditation Panel

in particular covering:

- A. Version 7 features
- B. how to interpret specific areas of the standards/criteria/indicators in practice, e.g. Fire drills and emergency evacuation procedures; Formal meetings and minutes; the different context of summer 'pop up' schools
- C. What is the appropriate level of descriptive detail in reports? What is too much, too little?

1730 – 1830: Presentation of the *Inventaire des contenus clés aux niveaux du CECR*

French language session led by
**Valérie Clochard &
Jean-Daniel Garabedian**

Même si le CECR fait désormais partie intégrante des programmes d'enseignement des langues, sa mise en pratique concrète peut constituer une difficulté pour les enseignants, notamment dans la pose des objectifs, l'évaluation des compétences effectives des étudiants, ou la planification d'une notion ou d'une fonction dans un programme d'enseignement.

Un des objectifs de l'*Inventaire des contenus clés aux niveaux du CECR* est justement de rassembler dans un seul ouvrage différents outils, faciles d'utilisation, qui permettent aux enseignants de déterminer ce qui est « obligatoire » ou « normal » de savoir / produire lorsqu'on est un étudiant de tel ou tel autre niveau.

Suite au succès rencontré par la version anglaise, *L'Inventaire** a pour ambition de rassembler sous forme de tableaux les points d'enseignement essentiels (fonctions, discours, socio-culturel, grammaire, vocabulaire, thèmes), selon les niveaux du CECR allant de A1 à C1, avec une mise en évidence claire des points-clé pour chaque niveau ainsi que des exemples langagiers détaillés pour chacun des points mentionnés.

En outre, *L'Inventaire* propose des scénarios qui permettent de sensibiliser l'enseignant à la façon dont un contenu d'enseignement peut être relié au monde réel et à ses besoins.

La présentation parlera brièvement de la méthodologie utilisée, des différentes étapes pour arriver à ce résultat et proposera un atelier pour permettre aux enseignants d'utiliser concrètement l'inventaire dans une tâche donnée, comme ils pourraient le mettre en place dans leur contexte.

* développé par Eaquals et Eurocentres, avec le soutien de CASLT et du CIEP



Friday, 20 November

1130 - 1230: Opening plenary

'Am I a problem student?' Exploratory research practices

Deniz Kurtoglu Eken

The classroom context provides a wealth of information that can act as data for teachers and learners, promoting an exploration of the self, of others and most importantly of the teaching and learning process. One of the richest tools and processes for such an exploration is exploratory teaching practices, which is based on a principled and systematic approach to gathering ideas and feedback from learners on a wide range of teaching and learning experiences. In this plenary we will discuss guiding principles behind exploratory research practices and key approaches and tools which can help us foster an effective and motivating learning environment and at the same time creatively engage us in our personal and professional development.

Deniz Kurtoglu Eken (PhD) works as an instructor and as Projects, Development and Research Coordinator at Sabanci University, School of Languages where she also worked as the director of the school for 10 years until September 2012. For information on Dr. Kurtoglu Eken's professional activities, presentations and publications, you can visit her website at: <http://myweb.sabanciuniv.edu/kurtogluEken/>

1330 – 1500: Parallel workshops 1

Exploratory research practices – practical workshop

Deniz Kurtoglu Eken

This practical workshop will follow on from the plenary, presenting real examples of exploratory research practices giving Equals members an opportunity to discuss and work with the practical tools and processes presented, with a view to incorporating them into their own teaching practices and promoting exploratory research in their own schools.

Can-do statements: how do teachers really work with them?

Tim Goodier

Can-do statements are the basis of the CEFR common scale, but they are sometimes seen as difficult to relate to teaching practice. I will discuss research investigating why this is, through the analysis of UK English teacher focus group data, drawing on participants' ideas about the use of *can-do* statements as learning outcomes. I will use examples drawn from ELT course books to illustrate how structuring of course material can often be at odds with a stated 'can do' oriented approach, and elaborate to more general implications for language teaching and learning.

Tim Goodier, Head of Academic Development at Eurocentres, has worked in ELT for over 15 years. He has oversight of academic development and quality at Eurocentres, and has worked on numerous developments such as the launch of the online learning platform 'my.Eurocentres'. Tim also contributes to projects related to development of the CEFR as a feature of Eurocentres' consultancy to the Council of Europe, and as an Equals board member he continues to work on Equals projects such as the quality indicators for blended learning. He won the 2015 British Council ELTons award for ELT masters dissertation relating to his research into teachers' perspectives on operationalising CEFR 'can do' statements.



Creating a school policy for digital technology

Tim Black, Beata Schmid & Frederico Mari

The aim of these three short presentations is to examine the current attitudes of schools towards digital technology in the classroom. The outcome of the presentation should be an awareness of what steps schools can take to initiate a policy on digital technology.

To achieve this, in our first presentation, we examine BYOD in the state sector in Switzerland with a focus on the set up of a BYOD system. In our second presentation, we look at large private school organisation in the states who have given students their own device. Lastly, in our third presentation we look at support service of BYOD in a private school in Italy.

To conclude we will hold a panel discussion, which will allow the audience to consider a digital policy in light of what has been discussed by asking questions to the panel and sharing experiences.

Tim Black's first computer class was in September 1976 – programming in CESIL and BASIC. Since then, Tim has loved being on the coat-tails of the digital revolution! Today, Tim teaches in Switzerland for the Canton of Luzern, trains teachers for the Canton of Bern and works as an oral examiner for Cambridge Centre Zurich/Winterthur.

Beata Schmid is the compliance officer for EF Education, which includes accreditation coordinator within various accreditation schemes. She also trains teachers and engages in different research activities including assessment. Beata has been with EF for over 25 years and holds an M.A. and Ph.D. in linguistics.

Frederico Mari is Director of Studies for EF. DITALS certified to teach Italian as a foreign language, he is in charge of the academic management at the EF School in Rome, supervising and supporting the academic staff. He is currently adapting lesson plans and teaching materials for the new version of EF Classroom app for the Italian language.

Preparing for an Equals re-inspection: essential information for members

James Douglas
Director of Accreditation

We will look at how members can ensure they get maximum benefit from a re-inspection. We will comment on how some of the criteria in version 7 are evaluated in practice. We will also discuss helpful feedback from people involved in recent re-inspections.

1530 – 1700: Parallel workshops 2

The Self Organised Learning Environment (SOLEs) - Does it work in the language classroom?

Varinder Unlu

In April 2014 Professor Sugata Mitra gave a controversial closing plenary talk at IATEFL about SOLEs. He talked about the future of learning and thirteen years of experiments he had run in children's education and the startling results of this research. Following the talk, which caused a considerable discussion throughout our sector, I contacted Prof. Mitra to suggest we run similar SOLEs experiments with adult English language learners to find out if this could be something that could work in a language classroom.

I will be talking about what SOLEs is and what happened during a month long trial at IH London, some of the findings so far and what next...

Participants will have the opportunity to share experiences and exchange views of different classroom methodologies and their effectiveness.

Varinder Unlu has worked in ELT for over 24 years and has worked in a variety of contexts both in the UK and abroad. She is a Director of Studies, teacher and a teacher trainer. She works at International House, London. Varinder's attendance is supported by IHWO.



A quality approach to CEFR implementation

Brian North & Enrica Piccardo

This session will outline the QualiCEFR project, which seeks to identify approaches and techniques that offer high payoff for effective CEFR implementation. The CEFR is intended to establish clear, realistic standards and to promote a more pragmatic 'real world' approach to language learning. Yet, its implementation is largely uninformed by feasibility and impact studies. QualiCEFR will systematically compare implementation in Switzerland and Canada, two multilingual countries with decentralized educational systems and high immigration rates. The project involves two main phases: (a) identifying and mapping out CEFR-related initiatives that can be replicated and upscaled; (b) presenting in a template for QA-informed implementation of the CEFR, with procedures and indicators cross-referenced to underlying Principles of Quality such as transparency, attractiveness, participation, generativeness, and reliability.

Brian North worked for 37 years for Eurocentres and was Chair of Eequals 2005–10. He developed the descriptors for the CEFR, of which he is co-author. He was also co-author of the prototype European Language Portfolio and coordinator and co-author of the Manual for relating examinations to the CEFR and of Eequals CEFR Core Inventories for English and for French. His current project concerns a (2016) extension of the CEFR descriptors.

Enrica Piccardo is Associate Professor at OISE – University of Toronto. Former coordinator of a CEFR-focused ECML project, she is now coordinating two international research projects funded by the Canadian Research Council (SSHRC). Her research focuses on plurilingualism, the CEFR and its impact on curriculum and assessment, emotions and creativity in language education. She has presented in many countries and published in different languages.

Digital Marketing Essentials

Walter Denz

In this workshop I will give an overview of available digital marketing instruments, show how these instruments are interconnected with each other and how they can be applied in our industry where resources are so limited. Participants should be familiar with terms like landing page, bounce and conversion rates, CTR and the like.

Walter Denz grew up in Zurich and graduated from the University of St. Gallen (HSG) in International Relations in 1989. He then did an M.Sc. in Political Theory at the London School of Economics. In 1992, together with a partner, he set up the first Liden & Denz Language Centre in St. Petersburg, followed by a centre in Moscow and Riga (on franchise). Walter is a former board member and chair of the international language school association IALC, is currently vice-chair Eequals and chairs the board of the Deutsche Schule St. Petersburg, which is attached to the German Consulate in St. Petersburg.

Lesson Observation for Quality Control and Continuous Professional Development

Lyndy Cronin & Ian Brangan

Part 1: We know that lesson observations are one of the most powerful ways to raise standards in teaching and learning, but only when teachers are empowered in the process.

If we advocate developmental lesson observation, we can help teachers to make the shift from a 'lesson over', to a 'classroom lesson over, now what is my Action Plan?' model, allowing teachers to tap into and disseminate the great teaching and learning happening in your school and beyond. This seminar will look at ways of gradually introducing observation through videos and other non-threatening approaches in order to maximise Teacher development.

Lyndy Cronin Director of International House La Spezia, Italy, Lyndy Cronin has many years of experience as Academic manager, Teacher Trainer on British Council projects for Italian state school Teachers and an 8 year project for Primary School Teachers in Eritrea. She is an Eequals inspector, currently on the Eequals Accreditation Panel.

Part 2: In order to make Teacher Development Sessions more 'practice based' we have been filming short clips of actual classroom performance by students and teachers and teacher trainers alike to demystify our individual teaching and our focus on students' needs. The shift is from talking about practice to doing, reflecting and sharing. For students, we have set up study groups where recording students output is commonplace and helps them to reflect on their standard of production as well as allowing for more thoughtful feedback.



In tandem we have been recording teaching and sharing these clips in our weekly development sessions. One aim is to show teachers what's happening in the other classrooms (warts and all) and allow time for discussion. Another is to build up a bank of teaching clips which can be used for teacher training and induction. This can provide an alternative observation method to promote reflection and sharing.

Ian Brangan (Alpha College of English) MA. DELTA. ELT. 25 years teaching, 20 years as DOS, Academic Manager and now Academic Development Manager. I have also worked in academic schools inspection nationally and internationally and written numerous curricula and syllabi for Irish schools based on real world, interactive project based, largely oral curricula. My current areas of interest are curriculum development, project work, teaching for the IELTS exam, vocabulary teaching, board work and teaching pronunciation.

Saturday, 21 November

0900 – 1200: Parallel Workshop 3

Using the internet and/or new technologies in language learning

**Julie Wallis assisted by
Richard Brown, Angela Matheson,
Ines Paland, Gigi Sauer**

Using technology can certainly be one way to impress your learners, but it is not all about the 'WOW' factor, it's about integrating mobile learning and web-based tools and apps into the classroom in order to enhance the learning experience and to motivate the learners to take their learning beyond the walls of the classroom. The practical workshop will cover a number of areas. Using technology to

- enhance face to face learning
- motivate self-study
- facilitate collaborative learning
- save time
- involve learners in the choice of content, the process and the outcomes
- liven up a traditional activity

Participants will leave with a useful list of tools and sites and will be able to access a wiki created by my learners which offers tutorials and sample lessons and activities using technologies.

Julie Wallis has run courses and workshops for LEND, IATEFL, English UK and AISLi across Europe. She is passionate about learning and education. She has worked as a teacher trainer for Bell English and Pilgrims and has run two successful courses on using technologies in the language classroom. She currently manages The London School, where the new syllabuses are to be flipped, mixed and blended.

Gigi Saurer (Migros Club Schools - Federation of Migros Cooperatives) grew up in the UK where she specialised in teaching English to adults, an activity she still enjoys today, over 27 years later. She is currently working on national projects at the Coordination Office of the Migros Club Schools and teaching part-time at the University of Applied Sciences in Bern.

Richard Brown (Guided e-Learning Ltd) started teaching EFL in Sudan in 1979, and using microcomputers for teaching English in Paris in 1983. While teaching at university and teacher-training at schools for 25 years (mostly in Italy), he wrote books and then became the 'materials man' at Guided e-Learning when the company started in 2006.

Ines Paland-Riedmüller (Deutsch-Uni Online - g.a.s.t. e.V.) has worked for DUO for over 10 years and has been the DUO coordinator since 2011. She delivers teacher training courses and develops course curricula for DUO partners. Ines worked as a German Teacher in Mexico, Germany and Spain and as an online tutor for DUO.

Angela Matheson (Assistant General Manager of Adana Gundogdu College in Turkey) is a British qualified class teacher and has been teaching in Turkey for 13 years and in senior management for the last 4. Her responsibilities include running the foreign language department and dealing with international projects.



Exploring and sharing best practice in assessment

**Thom Kiddle, Sue Hackett,
Emma Heyderman**

This workshop session will provide a brief introduction to key principles in testing and assessment of language ability, looking at the four cornerstones of validity, reliability, practicality and impact. The session will continue with a look at test and assessment purposes:

- pre-course or on-arrival;
- progress testing and continuous assessment during courses;
- exit testing or summative assessment

These three assessment purposes will then be explored as the core content of the remainder of the session, with invited speakers from Eaquals member centres detailing how they approach one of the focus areas, and contributions from session participants on how these approaches may reflect aspects of the four cornerstones. The session leader will guide discussion to focus on challenges and implications for effective practice in each situation.

Thom Kiddle is Director at NILE - Norwich Institute for Language Education - and is a tutor on the Testing, Evaluation and Assessment module of NILE's MA programme. He is also academic director for NILE Online teacher development programmes and has worked on four continents teaching, teacher training and assessing

Sue Hackett (Quality and Qualifications Ireland) has been an ELT career professional for the last 33 years. Her particular areas of interest and expertise are curriculum design, language assessment, teacher development (including training), and quality assurance. She is a DELTA assessor and currently committee member of the IATEFL Testing, Evaluation and Assessment SIG (ex-coordinator).

Emma Heyderman is the Director of Education for Lacunza - IH; one of the founder members of Eaquals. Since 2013, Lacunza IH has issued Eaquals CEFR-based Certificates of Achievement to more than 1,500 of their students'.

Soft or hard-centred? Which is your preferred leadership style?

Lorraine Kennedy

There is much written in management literature about leadership styles. No doubt you have a preferred leadership style, but is it always the best one to have in a given situation? And do you actually practice the style that you espouse? Should your style be consistent or adaptable? Despite what you might know about leadership styles in theory, the challenges come when practicing leadership in real life. During this session we will consider what leadership style means in the 21st century when managing individuals and teams, and through discussion, practice and reflection, consider our options in a number of different work-related situations.

Lorraine Kennedy is an ELT educational consultant, trainer and coach, now based in Berlin. She delivers professional development and coaching services for educational managers and teachers, for both public and private schools and organisations, through both in-situ interventions and digital learning technologies. She is a committee member of IATEFL's Leadership and Management SIG. Her 27 years of experience in language education has taken her from teacher, to senior manager, to consultant, across Europe, Asia, and the Middle East.

1215 – 1300: Closing plenary

'Filling vessels or kindling fires – what is teaching, and how does it impact on learning?'

Richard Rossner

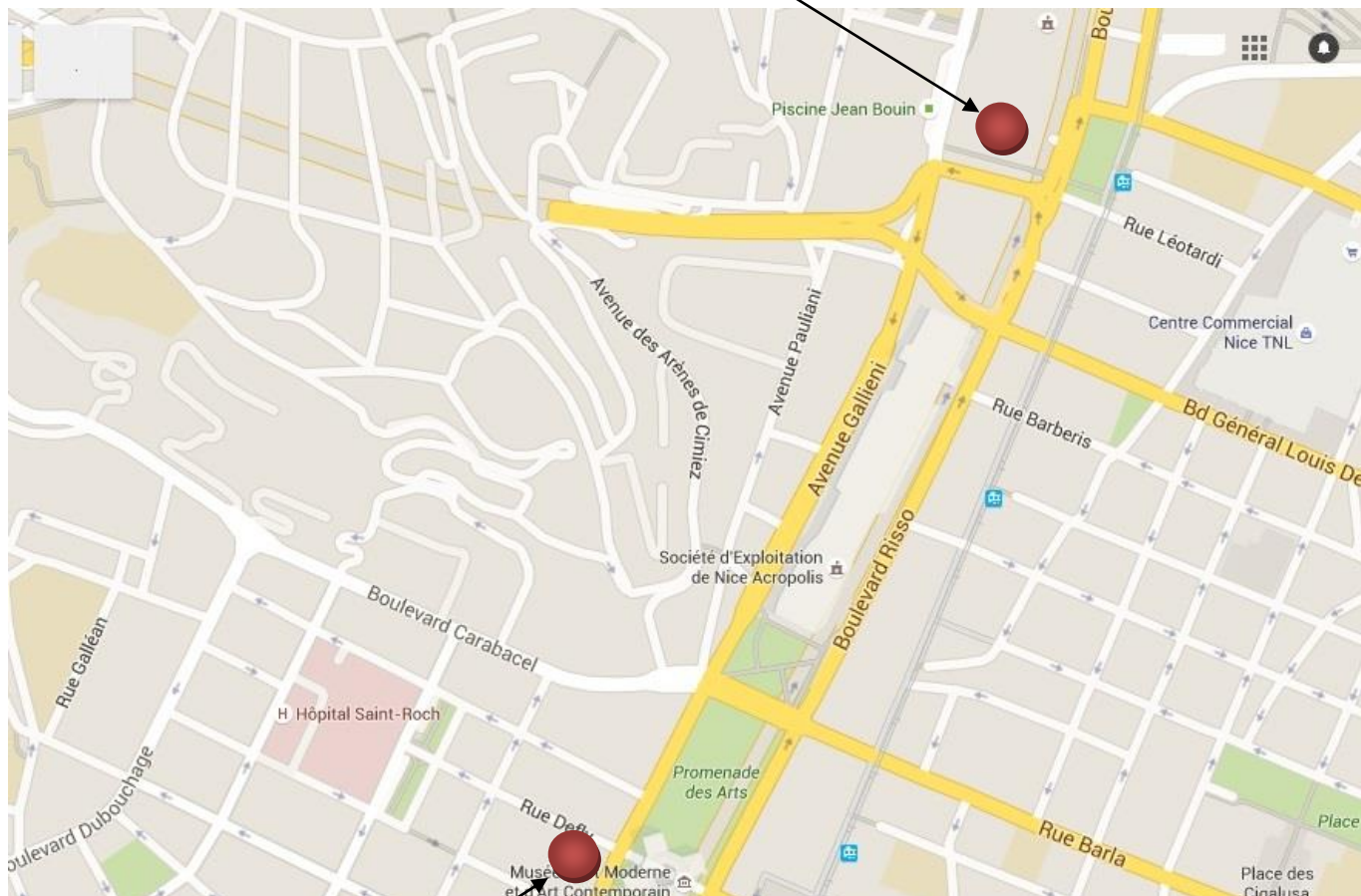
'Filling vessels or kindling fires – what is teaching, and how does it impact on learning?'. "This talk will explore different views of what teaching (including language teaching) involves, especially from the point of view of communication. The roles and responsibilities of teachers and their employers in relation to the effectiveness of teaching and the quality of learning will also be discussed."

Richard Rossner: Chair of Eaquals



Eaquals Members' Meeting

Novotel Centre, Nice – conference venue



Lou Balico – informal dinner



Future Equals Events

International Conference marking Equals 25th anniversary

21 – 23 April 2016, at SANA Lisboa Hotel,
Lisbon, Portugal



Equals Members' Meeting

24 – 26 November 2016, Eurocentres Florence,
Florence, Italy

