

Eaquals Members' Meeting

**18-19 November 2016
Florence, Italy**

**Eurocentres Florence
Piazza S. Spirito, 9,
Florence, 50125 Italy**



Programme overview

Thursday 17 November

1900 – 2200 Informal welcome dinner - [Ristorante IL Cantinone](#) (Via di Santo Spirito 6 - 50125 - Firenze), *Pre-booking essential*

Friday 18 November

0830 – 0930 Registration

0930 – 1030 Members' Forum - Updates and discussion on developments in Eaquals

1030 – 1100 Coffee break

1100 – 1130 Plenary 1 - Quality and Language Education - Gisella Langé, Senior Inspector for the Italian Ministry of Education

1130 – 1230 Plenary 2 - Steps to being a more effective leader - Andy Hockley, Guest speaker

1230 – 1330 Lunch

1330 – 1500 Workshop 1 – (choice of 4 topics)

1500 – 1530 Coffee break

1530 – 1700 Workshop 2 – (choice of 4 topics)

1930 – 2230 Dinner – [Terrazza Brunelleschi](#), Piazza dell'Unità Italiana 6 – 50123 Firenze - *Pre-booking essential*

Saturday 19 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 – Shakespeare and the Italian Renaissance, Peter Brown

1300 – 1315 Close of event – Justin Quinn- Eaquals Chair



We would like to thank our local Eaquals member, Eurocentres Florence, who is hosting our event as well and who has guided and supported us with practical arrangements for the meeting.

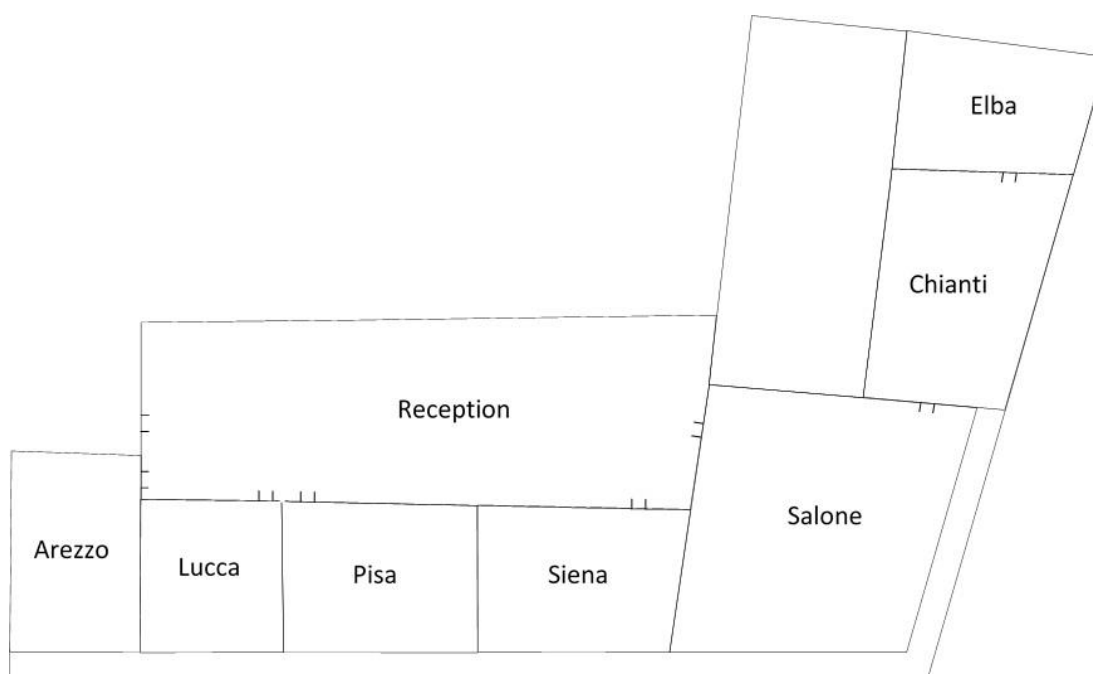
Conference programme in detail

Conference themes

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

Teaching and learning
Quality management
Course design and assessment
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.





Key		Teaching and learning		Course design and assessment
		Quality management		Business and marketing management

Friday, 18 November				
0830 -	Registration			
0930 – 1030	Members' Forum - Updates and discussion on developments in Eaquals <i>Room: Salone</i>			
1030 – 1100	<i>Coffee break (Room: Elba & Chianti)</i>			
1100 - 1130	Plenary 1 - Quality and Language Education Gisella Langé, Senior Inspector for the Italian Ministry of Education <i>Room: Salone</i>			
1130 - 1230	Plenary 2 - Steps to being a more effective leader Andy Hockley <i>Room: Salone</i>			
1230 – 1330	<i>Lunch (Room: Elba & Chianti)</i>			
1330 – 1500	Workshop 1 – (choice of 4 topics)			
	Cultural diversity in writing skills Sophie Bennett <i>Room: Arezzo</i>	Coherent course design: translating your educational vision into classroom reality Sue Sheerin <i>Pisa</i>	Content marketing – why your blog matters! Walter Denz <i>Salone</i>	The role of the teacher in the modern classroom Chris Farrell <i>Siena</i>
1500 – 1530	<i>Coffee break (Room: Elba & Chianti)</i>			
1530 – 1700	Workshop 2 – (choice of 4 topics)			
	What are '3rd age' learners and how should we teach them? Jo Watson <i>Room: Arezzo</i>	How can a language syllabus be relevant and stay relevant? Tim Goodier <i>Pisa</i>	Project management techniques for implementing change David Coarsey, Ian Powney <i>Salone</i>	Mid-term self-assessment revisited - making the most of the Eaquals quality cycle Ludka Kotarska <i>Siena</i>
1930 – 2230	Dinner at Terrazza Brunelleschi (pre-booking required), Piazza dell'Unità Italiana 6 – 50123 Firenze			



Saturday, 19 November			
0900 - 1030	Workshop 3 - Part 1 (choice of 3 topics)		
	The material writer's toolkit for success Kirsten Holt	Assessing oral proficiency Eaquals members: Thom Kiddle, Emma Heyderman, Belinda Steinhuber, Tim Goodier, Claudia Pop, Anthea Wilson	Managing conflict Andy Hockley
<i>Room:</i>	<i>Arezzo</i>	<i>Pisa</i>	<i>Salone</i>
1030 – 1100	<i>Coffee break (Room: Elba & Chianti)</i>		
1100 – 1200	Workshop 3 - Part 2continuation of the 0900 sessions (choice of 3 topics)		
	The material writer's toolkit for success Kirsten Holt	Assessing oral proficiency Eaquals members: Thom Kiddle, Emma Heyderman, Belinda Steinhuber , Tim Goodier, Claudia Pop, Anthea Wilson	Managing conflict Andy Hockley
<i>Room:</i>	<i>Arezzo</i>	<i>Pisa</i>	<i>Salone</i>
1215 – 1300	Closing plenary: Shakespeare and the Italian Renaissance - Peter Brown <i>Room: Salone</i>		
1300 - 1315	Close of meeting and depart		



Session details and speaker biographies

Friday, 18 November

1100 - 1130: Plenary 1

Quality and Language Education

Gisella Langé

Touching on the current debate concerning quality in world organizations (OECD, UNESCO,...), Gisella will explore three strands. In the first she will analyse European Union policies and strategic objectives for education: competence based approaches, standard setting and benchmarking, innovative methodologies, student centred activities. In the second strand she will focus on the importance of frameworks/tools of reference that help in defining "content" (materials, curriculum, learning outcomes,...), "environment", "processes" that involve learners, teachers and administrators. In the third strand she will analyse recent developments in language teaching/learning in Italy and explain how the document *Piano Nazionale della Formazione*, the new Continuous Professional Development plan launched in September 2016 by the Ministry of Education, is setting standards and quality criteria for training courses, favouring supervision and support by administrators and guiding headteachers and teachers in quality training experiences.

Gisella Langé is a Foreign Languages Inspector with the Italian Ministry of Education, advising on internationalisation and foreign languages. A researcher, writer and consultant on issues relating to Foreign Language teaching, curriculum development and intercultural education, she has vast experience of working on culture and language learning solutions and web-based teacher training. An expert within the European Commission and the Council of Europe, thematic groups, studies and projects she has been involved with include language policies, early language learning and bilingual education. She is currently involved in National Groups and Committees organized by the Ministry of Education on Teacher training, National Guidelines for Curricula and CLIL.

1130 - 1230: Plenary 2

Steps to being a more effective leader

Andy Hockley

Effective leadership is often discussed as the ideal that we should be striving for. But what is leadership? Can leadership be learned, or is it something that is innate? This talk will illustrate the importance of both leadership and management in running the language teaching organisation. It will also show that leadership/management can be seen as a set of skills that can be learned and taught. We will discuss the skills that you can acquire and nurture to become a better leader and we will also look at a set of useful and effective steps that can be taken to enhance our leadership skills.

Andy Hockley is a freelance educational management consultant and teacher trainer based in deepest Transylvania. He has been training (both teachers and managers) for over 15 years and has been coordinating and training on the IDLTM (International Diploma in Language Teaching Management) since its inception in 2001. He is co-author of 'From Teacher to Manager' (CUP, 2008), 'Managing Education in the Digital Age' (The Round, 2014) and author of 'Educational Management' (Polirom, 2007). He is also the co-ordinator of IATEFL's Leadership and Management Special Interest Group (LAMSIG).



1330 – 1500: Parallel workshops 1

Cultural diversity in writing skills

Sophie Bennett

We live in an era in which national barriers and language barriers are being broken down and we are prepared to bend teaching and learning boundaries in the pursuit of plurilingualism. “A plurilingual speaker is “someone who has an ability to interact with others, to accept other perspectives and perceptions of the world, to mediate between different perspectives, to be conscious of their evaluations of difference” (Byram, Nichols and Stevens, 2001).

I would like to explore the challenges faced by students when adopting Anglo-Saxon perspectives on writing and how the end result is not just acquiring a new writing style but also an enriching awareness of other mental patterns. We will look at different cultures’ writing styles and some practical ways to help students make the mind shift to adapt to exam requirements.

Sophie Bennett studied English and Related Literature at York University and is Academic Coordinator for AISLi (Italian Association of Language Schools). She founded and built up the school “Bennett Languages “ in Italy after directing a school in Japan. She has been a director, teacher trainer, and examiner for over 20 years after having previously worked in the field of management and communication. She is also President of the English Commission of the Italian Cultural Olympics.

She believes in looking beyond and between the lines to find genuine spoken and written communication both in management and teaching.

Coherent course design: translating your educational vision into classroom reality

Sue Sheerin

Many schools draw on CEFR global descriptors to formulate broad learning outcomes in performance terms (‘*can-do*’ statements’) for their courses. However, ensuring that there is always a clear link between the institution’s intentions and beliefs at a global level with monthly, weekly and lesson planning and delivery is more challenging. Practical issues, such as rolling enrolment and different student needs, can complicate matters.

The selection of suitable learning materials – usually drawn from a course book – can be both part of the solution and the problem: it is easy for the course book to dominate and to become the syllabus, rather than serving as a tool to deliver your educational vision and course design.

This session will explore the importance of learning outcomes at each stage of the planning and design process - from vision to lesson plan. What exactly are intended learning outcomes, and how can they be written and used effectively to ensure that every lesson reflects the overall course design.

Sue Sheerin is an Equals inspector and member of the Accreditation Panel. She has been involved with Equals since its inception and regularly conducts inspections in German, French and English. Sue was formerly Academic Manager of the Bell School, Cambridge and Director of the Language Institute of the University of Sussex, and currently undertakes freelance work as an educational consultant.

Content marketing – why your blog matters!

Walter Denz

This session will make the case for writing and publishing quality content in our industry. We will see why blogging regularly is so important for your centre’s search rankings and how a good blog can boost your website’s position in these rankings. We will also look at the various distribution channels for your blog (social, influencers, brand ambassadors etc.) and analyse typical blogging kpis.

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, and now also runs centres in Moscow and Riga. Walter is a former board member and chair of the international language school association IALC, is currently vice-chair Equals and chairs the board of the Deutsche Schule St. Petersburg, which is attached to the German Consulate in St. Petersburg.

The role of the teacher in the modern classroom

Chris Farrell

This workshop will look at the challenges facing the traditional role of the teacher in the modern classroom and will focus on a number of emerging areas of interest:

1. The changing ‘student type’ being encountered in modern classrooms, their digital proficiency and their language expectations.
2. How institutions, individuals, and accreditation bodies can seek to best equip teachers to cater for the learning needs of learners over the next 5 to 10 years.



3. A questioning of the actual benefits of some of the 'Sacred Cows' of the modern language teaching organisation, especially regarding classroom practice and current trends in learning technology.

This session will involve group work and brainstorming and is very much intended as a forum to continue a meaningful dialogue on our expectations for the future role of the teacher

Chris Farrell: Having worked in the ELT industry since 2006, I was appointed Head of Teacher Development with the CES group in January 2015 following the completion of my Delta. I'm primarily responsible for developing and coordinating CPD events across our seven institutes in the UK and Ireland.

1530 – 1700: Parallel workshops 2

What are '3rd age' learners and how should we teach them?

Jo Watson

Many Equals members offer special programmes for older learners – the so-called '3rd age' group – but while we are used to adapting teaching methods to young learners, do we have a good understanding of the particular learning needs of our 3rd age students?

Starting with a brief overview of current theory and research in this area, this session will consider how we can best serve the specific needs of our 3rd age learners. Please come ready to discuss and share your experiences.

Jo Watson has worked as a part time teacher, a senior teacher, a Director of Studies, a centre manager, an Academic Manager, a teacher trainer (CELTA and DELTA OC). She is also an IH Visitor, an Equals inspector, an Equals board member and is also involved in inspector training.

How can a language syllabus be relevant and stay relevant?

Tim Goodier

The pursuit of innovation in language teaching is alive and well – from exploiting the latest technologies and media to fostering creativity and personalisation in and out of the classroom. But the flipside of innovation is obsolescence, stalking the dusty shelves and hard drives of staffrooms worldwide, and in the case of published materials, planned obsolescence. It seems the more carefully designed and resourced a syllabus is, the more vulnerable it is to curling up at the edges and eventually becoming politely (or impolitely) ignored. Moreover, as the pace of innovation cranks up, so does the pace of obsolescence, with dead hyperlinks and discontinued apps increasingly taking the choice out of teachers' and learners' hands. In this workshop I will explore questions of generality and specificity in course design, and discuss principles of developing frameworks and feedback systems that are intended to be both generative and re-generative.

Tim Goodier is Head of Academic Development at Eurocentres, and has worked in ELT for over 16 years as a teacher, project-manager, examiner, course-developer, writer, school inspector, and teacher-trainer. In his current role he has senior oversight of quality and innovation at Eurocentres, and has worked on numerous new developments such the launch of the 'my.Eurocentres' online learning platform in the UK and France, and specialised teacher training programmes for in-service teachers. Tim is also a member of the Equals board of trustees and contributes to projects related to the continued development of the CEFR, as a feature of Eurocentres' consultancy to the Council of Europe.

Project management techniques for implementing change

David Coarsey, Ian Powney

Ideas are easy--putting them into practice is hard. Whether it's a small project or a major institutional initiative, change can be very hard to do. GEL has helped implement large-scale projects with groups such as Eurocentres and EC English. In this session we will explore and practice some of the techniques which can help you to manage new projects, from simple task lists to major changes. We'll discuss a framework for thinking about projects, and explore methods of setting clear objectives, estimating time frames and cost, setting expectations, and getting people involved in a positive way.

Ian Powney will add a perspective of the business sponsor for a number of projects in the language teaching sector and other industries, complementing David Coarsey's as the supplier and implementer.

David Coarsey is CEO and founder of Guided e-Learning (GEL), industry leader in the provision of online EFL learning. Because GEL works with quality English language institutes throughout the world, David has a unique and privileged view of the trends in online learning in schools.

Ian Powney is Equals Treasurer. Qualified as a Chartered Accountant with KPMG, Ian has been Director responsible for Finance and IT in a number of sectors including language teaching, regulation, professional institution, train operating and vending. He has considerable experience as the sponsor of projects including business systems, buying and selling businesses and property buy/rent/lease/refurbishment.



Mid-term self-assessment revisited - making the most of the Eaquals quality cycle

Ludka Kotarska

Self-assessment is not an end in itself but a goal-oriented process and a vehicle for improvement. It entails comparing your language center's actual performance with the educational aims set out in your mission statement and course design systems and your learners' expectations and goals. An effective self-assessment is time-consuming and requires an investment of time that has to be taken away from other activities.

This session will present the revised version of the mid-term self –assessment and show how it can be used to address current concerns and future challenges. We will show how you can use the process to identify your own developmental priorities and highlight areas for improvement. We will look at ways to make self-assessment a shared forum for reflection, collaboration, and the exchange of ideas.

Ludka Kotarska has been involved in English language teaching and training for over 30 years as a teacher, academic manager and school director. For 11 years she was a lecturer at the British Council Studium at University of Gdańsk. From 1995 till 2014 she was the Managing Director of ELS-Bell schools in Poland. She has been active in Eaquals for 20 years in various roles: Chair of Inspections Sub-committee, a special and Eaquals Chair and now Director of Accreditation, Training and Consultancy. She has conducted training sessions for Eaquals inspectors, has participated as a speaker in professional conferences and has been engaged in projects related to the development of quality assurance schemes.

Saturday, 19 November

0900 – 1200: Parallel Workshop 3

The material writer's toolkit for success

Kirsten Holt

No matter how much experience you have as a materials writer; no matter whether you're writing for print or for digital; no matter if you are writing for your own classes, the school or even institute; there are certain core skills and tools that every writer should have in their toolkit. These tend to fall into the following categories:

- **Materials creation**

Can you write an effective multiple choice question? Can you write audio and video scripts that sound authentic? Can you incorporate 3rd party assets, like text, photos and video into your material effectively, making the most of them whilst being mindful of best practice?

- **Exploiting your materials further**

Can your materials work beyond the context of your classroom? Can you adapt material for ESP or for other languages? Can you share material with other teachers, and track who's used what where?

- **Creating material for digital versus print**

Can you adapt print material into digital content? Can you create print and digital material to work seamlessly together? Can you take different teaching models into account to ensure class time is optimised?

If you have trouble answering the questions or you want to know more, then this session is for you! We will cover these questions and more in a series of mini-workshops throughout the morning where participants will have a chance to learn, to ask questions, and to share expertise.

Kirsten Holt is Publisher of Teacher Professional Development at Macmillan Education, having worked in publishing for ten years. Before joining publishing, she worked in education for a similar length of time; first as a teacher/materials writer, then as a teacher trainer, before becoming a Director of Studies and trainer of teacher trainers. Kirsten is passionate about supporting teachers, authors and editors alike in their professional development as well as investigating ways to respond to the evolving world of ELT.

Assessing oral proficiency Eaquals members

Thom Kiddle, Emma Heyderman, Belinda Steinhuber, Tim Goodier, Claudia Pop, Anthea Wilson

This workshop, organised by Eaquals-member assessment specialists and enthusiasts, will encompass sharing of practices and discussion, with practical relevance for all members who are interested in approaches to assessing oral proficiency. We will consider speaking test formats and task types (exemplified with video samples), discuss their relative merits and consider the implications for practicality and authenticity. Next, we will focus on the construction and validation of criteria and explain how the examples from members were developed. Finally, we will look at standardisation and monitoring practices focusing on different approaches and challenges, and finish



with a discussion on best practice in reliability measurements and expectations.

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

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.

Belinda Steinhuber is a teacher of English and French at an upper secondary vocational college. As a member of CEBS in charge of the promotion of plurilingualism and intercultural competence in vocational language teaching; involved in a number of long-term projects such as the development and implementation of educational standards, curriculum design, exam design, teacher training and development. Co-author of the Austrian language portfolio ESP15+.

Tim Goodier is Head of Academic Development at Eurocentres, and has worked in ELT for over 16 years as a teacher, project-manager, examiner, course-developer, writer, school inspector, and teacher-trainer. In his current role he has senior oversight of quality and innovation at Eurocentres. Tim contributes to projects related to the continued development of the CEFR, as part of Eurocentres' consultancy to the Council of Europe.

Claudia Pop is test development officer at the TestDaF Institute since 2012. She is responsible for the speaking section of the TestDaF as well as for rater training and monitoring. She also coordinates the inspections of test centres. Claudia holds a B.A. in Philosophy and Educational Science and an M.A. in Second Language Acquisition.

Anthea Wilson is Head of Test Production at Trinity College London. Anthea's background is in teaching and assessment, and her research interests include assessing speaking and the development of rating scales.

Managing conflict

Andy Hockley

A recent survey of international businesses found that supervisors spend more than 25% of their time dealing with conflicts. It is clear that managing conflict is something we all have to deal with. However, conflict is not necessarily a bad thing.

In this half-day workshop, we will discuss strategies and ideas for managing conflict, with input and focus on giving fair and necessary feedback; on active listening and conflict management; while at the same time sharing suggestions, anecdotes and learning from each others' experiences. The workshop will use a mixture of case studies, reflections on experience, input, discussion, and practical skills training.

Andy Hockley is a freelance educational management consultant and teacher trainer based in deepest Transylvania. He has been training (both teachers and managers) for over 15 years and has been coordinating and training on the IDLTM (International Diploma in Language Teaching Management) since its inception in 2001. He is co-author of 'From Teacher to Manager' (CUP, 2008), 'Managing Education in the Digital Age' (The Round, 2014) and author of 'Educational Management' (Polirom, 2007). He is also the co-ordinator of IATEFL's Leadership and Management Special Interest Group (LAMSIG).

1215 – 1300: Closing plenary

Shakespeare and the Italian Renaissance

Peter Brown

Much has been made of the fact that a third of all Shakespeare's plays have an Italian theme, locale, characters, and sometimes even use Italian itself in the scripts.

Naturally many also reflect the predominant geopolitics, views, fears, and prejudices of late Elizabethan England. Yet Shakespeare's dramatic themes changed quite suddenly with the accession of James I – as the Chamberlain's Men morphed into the King's Men, and Shakespeare finally became a full-time playwright. So was it just local politics driving the drama? If so, why the radical change in focus and subject matter with the change of monarch? So what had he stolen – 'plagiarised' many would say – borrowed from current Italian literature? What had he adapted? What was the attraction of the Renaissance for an Elizabethan dramatist? Our brief journey will attempt to make clear what he adapted and what radical innovations he introduced. Nothing borrowed. And how his view of the world had become so different to Dante's.

And on our way we'll stop at the Ponte Vecchio in Florence to see London Bridge as it was, and Juliet's balcony in Verona as it never was.

Peter Brown: Peter Brown is the Founder Chair of Eaquals, and AISLi the Italian quality association of language schools. He is a frequent speaker at conferences, an educational and scientific consultant to Governments and Ministries of Education, the Council of Europe and the EU Commission. He considers himself primarily to be a teacher.

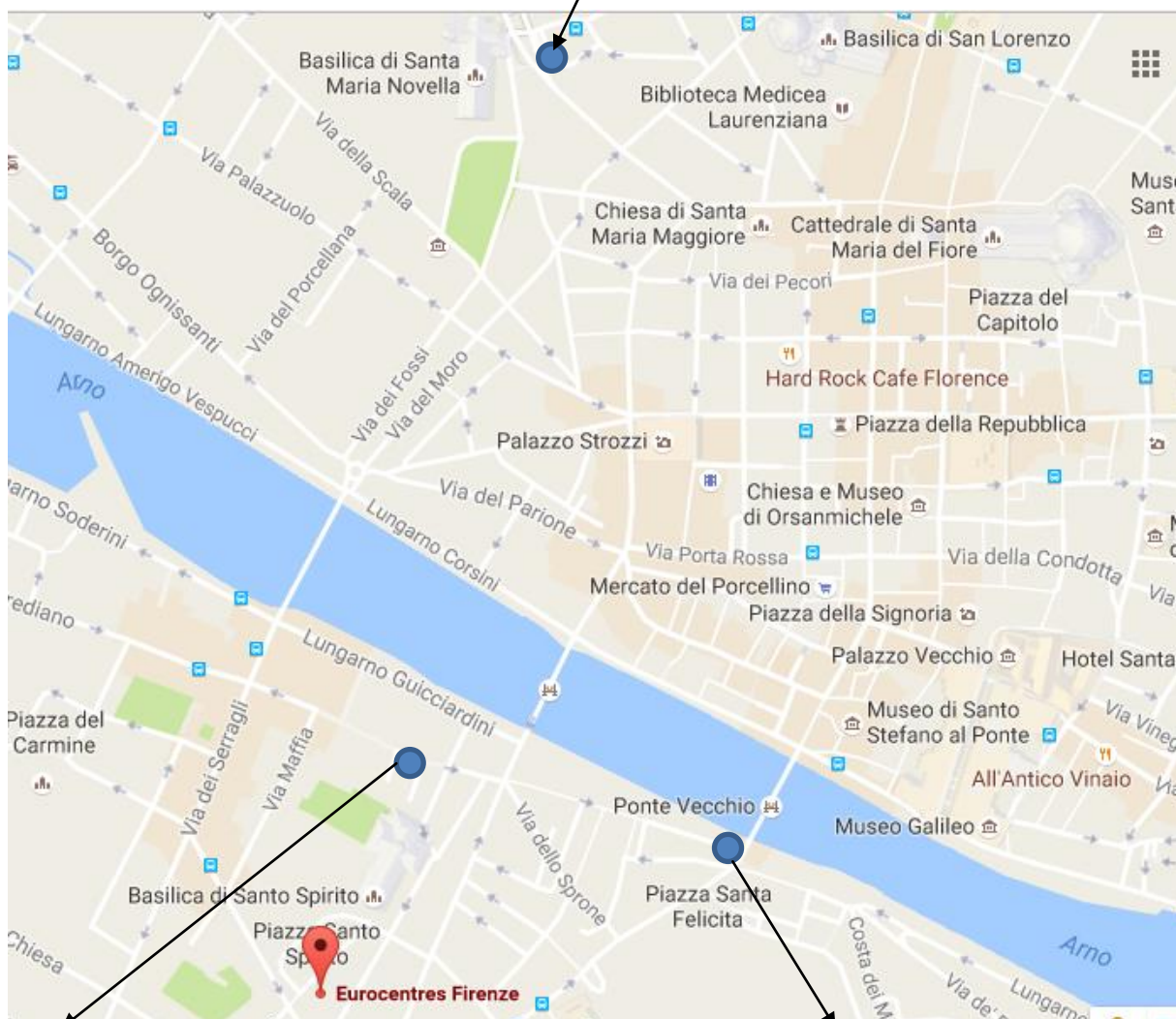


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Piazza S. Spirito, 9, Florence, 50125 Italy

Terrazza Brunelleschi,
Piazza dell'Unità Italiana 6 – 50123 Firenze



Ristorante IL Cantinone,
Via di Santo Spirito 6 - 50125 – Firenze

Hotel Pitti Palace al Ponte Vecchio
Borgo San Jacopo, 3 50125 Firenze



Future Eaquals Events

Eaquals International Conference

27 – 29 April 2017

Riga, Latvia



Eaquals Members' meeting

16 – 18 November 2017

Balluta Bay, St Julians, Malta

