

Working Towards Excellence

... in Language Teaching and Learning
using
Version 7.2 of the Eaquals Manual

What we are going to do ... look at and discuss:

The Indicators of Compliance and Excellence in Teaching and Learning

The philosophy of learner engagement and independence

A practical plan of action for teachers to follow whether in a face to face, hybrid, or on-line classroom.

A path towards excellence in learning for your students.

**BUT - what comes before the
Indicators?**

The Standards!

6.1 The pedagogical approach and methods reflect the language centre's stated educational philosophy.

The Standards

6.2 Lessons are planned with reference to the relevant learning objectives, and the learning and motivational needs of individuals and the group.

It helps to be **SMART**:

- **Specific/Simple**
- **Measurable**
- **Accurate**
- **Relevant**
- **Timely**

The Standards

6.3 The quality of teaching consistently provides opportunities for effective language learning.

The Standards

6.4 The opportunities offered for learning are varied, making good use of available resources and technology.

The Standards

6.5 Students have the opportunity to develop study skills and to share responsibility for their own learning.

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What's an 'Indicator'?

If the inspector observes the things described in the list of Indicators - that indicates - suggests - that the criteria are being met.

Unless most of the situations described in the 'Indicators' for each criterion are there to be seen on the ground, it's unlikely that the criterion is being met.

Consider:

**Look at the indicators for
Section 6 Standards and
decide which ones are present
in your LEC.**

Problems!

- **When is a learning objective not a learning objective?**
- **How do you ensure that learning is happening?**
- **How can you offer**
 - **a lesson planned according to the syllabus****AND**
 - **a lesson which meets the needs of each learner in the room?**

Consider:

- What is learner engagement?
- How do we foster independence?

Consider:

**A practical plan of action for
teachers to follow**

Consider:

- How to *demonstrate* that the educational philosophy outlined in the curriculum is present in the teaching?
- How to make sure planning is clear and purposeful without making it too onerous?
- How to *show* that opportunities for learning are present?
- How to make sure that opportunities for learning are varied?
- How to ensure that opportunities for acquiring independent learning skills are *evident* during a class?

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So far so Grade 2

- **But what about Excellence?**
- **Doing all the above - consistently!**

- There are **well-organised systems** and practices for identifying students' needs and wishes, and they are actively involved in reviews of what has been learned and in the planning for future learning, for example over the next week/month.
- Learning is **extended beyond the classroom in creative ways** (e.g. student projects, portfolios, self-study assignments, tasks linked to a school leisure programme), enhancing students' opportunities to produce language and make good progress.
- Observation of teaching provides evidence that the **principles of the CEFR– learner-centred and action-oriented teaching** – are clearly applied, with effective use of the 'can do' statements as learning objectives.
- The student learning experience is optimised through **innovative and engaging teaching approaches** which provide opportunities for students to express their ideas.
- There are examples of **creative and effective use of a variety of teaching aids/resources such** as realia, visual aids, teacher-created materials, online platforms, multi-media and internet-based materials.
- There is evidence of **advice on and practice of learning-to-learn techniques** and study skills to promote student responsibility and self-directed learning during and after the course.
- There are examples of **activities which foster awareness of intercultural communication skills** and competences.

Eaquals Standard 6

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SO

how do we do that???

Ensure consistency of practice

?

Top Ten Tips for Excellence

1. Check your plan for variety of activity and relevance to learning objectives
2. Start each class with a brief review of learning
3. Then present and clarify learning objectives
4. Ban “do you understand?”
5. NEVER ask learners to read aloud in class
6. TTT can be useful ... BUT
7. LISTEN to your students and ATTEND to them
8. Collect “interesting utterances” and use for delayed correction
9. Design delayed correction activities so the students do the work
10. End each class with review and “what have we learnt?”

Questions?

Thank you!

Any further questions

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