



Eaquals Training for Excellence

**22-23 November
2019**

Dear Eaquals member,

I am delighted to welcome you to our ***Eaquals Training for Excellence*** event which is taking place in Krakow this year. As always, we are continuing to focus on specific training needs, working to offer you the opportunity to receive specialised input from sector experts and from within our own network of expert practitioners.

Eaquals Training for Excellence 2019 focuses on the following four strands:

- Inclusion & SEN | Are we all included and equal?
- CEFR Application | The CEFR Companion Volume Mediation scales operationalised: Towards English for Professional Purposes in action
- Leadership | Transformational Leadership & Change
- Marketing

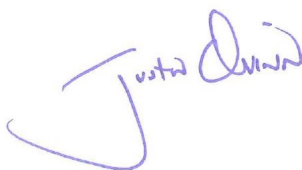
Eaquals is extremely proud to hold this event in Krakow, home to Eaquals Accredited Member, Centrum Jezykowe Uniwersytetu Jagiellonskiego – Collegium Medicum, Gama College of English, Jagiellonian Language Center of the Jagiellonian University, Language Centre at Lodz University of Technology and Language Centre of Krakow University of Economics in Poland.

As always, we are also looking forward to showing you what Krakow has to offer as well as meeting with you during our social dinner events each evening affording further opportunities for shared experiences among the #eaqualsfamily.

I hope that you have a stimulating, thought-provoking and rewarding time,

Thank you for attending Eaquals Training for Excellence 2019,

Best wishes,



Justin Quinn
Eaquals Chair

Eaquals *Training for Excellence* Programme

2019

ParkInn Hotel, Kraków

Thursday 21st November

19.30	Dinner GRANDE MAMMA Restaurant Rynek Główny 26, 31-008 Kraków, Poland (pre-booking is essential)
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Day 1 | Friday 22nd November

9.30-9.35	Event Opening & Welcome <i>Justin Quinn, Eaquals Chair</i> Room:Alfa 1			
9.35-9.45	Conference Opening <i>Professor Maria Próchnicka</i> <i>Secretary General, Polish Accreditation Committee</i> <i>Vice Dean for Faculty Development, Jagiellonian University in Krakow</i> Room:Alfa 1			
9.45-9.50	Eaquals Updates <i>Lou McLaughlin, Executive Director</i> Room:Alfa 1			
9.50-9.55	Eaquals Accreditation Scheme Updates <i>Ludka Kotarska, Director of Accreditation</i> Room:Alfa 1			
10.00-10.55	Opening Plenary <i>Liam Brown, Learning & Development Consultant</i> Customer Focused Working – ways of paying attention to what matters Room:Alfa 1			
11.00-11.30	Break			
Room	Alpha 1 – Stand 1	Beta 1 – Strand 2	Beta 2 – Strand 3	Gamma – Strand 4
11.30-13.00	Inclusion & SEN <i>Varinder Unlu</i>	Application of CEFR <i>Thom Kiddle & Peter</i>	Leadership <i>Alec Pearson</i>	Marketing <i>Philippe Taza</i>
13.00-13.45	Lunch			
13.45-15.15	Inclusion & SEN <i>Varinder Unlu</i>	Application of CEFR <i>Thom Kiddle & Peter</i>	Leadership <i>Alec Pearson</i>	Marketing <i>Philippe Taza</i>
15.15-15.45	Break			
15.45-17.15	Inclusion & SEN <i>Varinder Unlu</i>	Application of CEFR <i>Thom Kiddle & Peter</i>	Leadership <i>Alec Pearson</i>	Marketing <i>Philippe Taza</i>
19.30	Dinner Wierzynek Restaurant Rynek Główny 16, 33-332 Kraków, Poland (pre-booking is essential)			

Eaquals *Training for Excellence* Programme 2019 ParkInn Hotel, Kraków

Day 2 | Saturday 23rd November

Participants change to second training strand				
<i>Room</i>	<i>Alpha 1 – Strand 1</i>	<i>Beta 1 – Strand 2</i>	<i>Beta 2 – Strand 3</i>	<i>Gamma – Strand 4</i>
9.30-11.00	Inclusion & SEN Varinder Unlu	Application of CEFR Thom Kiddle & Peter Brown	Leadership Alec Pearson	Marketing Philippe Taza
11.00-11.30	Break			
11.30-13.00	Inclusion & SEN Varinder Unlu	Application of CEFR Thom Kiddle & Peter Brown	Leadership Alec Pearson	Marketing Philippe Taza
13.00-14.00	Lunch			
14.00-15.30	Inclusion & SEN Varinder Unlu	Application of CEFR Thom Kiddle & Peter Brown	Leadership Alec Pearson	Marketing Philippe Taza
15.30-16.00	Break			
16.05-17.00	Closing Plenary Peter Brown <i>Copernicus of Kraków - New Eyes, New Worlds, New Words</i>			
17.00-17.15	Event Closing, Eaquals Chair & Trustees			
19.30-	Dinner Wierzynek Restaurant Rynek Główny 16, 33-332 Kraków, Poland (pre-booking is essential)			

Opening Plenary



Liam is an experienced teacher, manager, trainer, writer and consultant focusing on communication, collaborative learning, management and decision making.

He worked in Asia, the Middle East and UK for the British Council as Learning and Development Manager for the worldwide English and Exams Strategic Business Unit. He was responsible for designing and delivering business-wide learning initiatives and interventions for managers, teachers, examinations administrators, specialist and support staff.

Based in Addis Ababa, Ethiopia, he now works independently as **Liam Brown Training** with ELT and education institutions around the world. He specialises in designing and delivering intensive soft skills learning programmes and management and staff “Awaydays” to help people spend more time ‘on the business’ rather than ‘in the business’.

Customer Focused Working – ways of paying attention to what matters

“The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change; until we notice how failing to notice shapes our thoughts and deeds.” (R.D. Laing)

We know that our people, the contexts for teaching and learning, and the set environment are all crucial components to setting, measuring and understanding quality standards and levels in our English Language Teaching Institutions.

Indeed, there are now, more than ever before, a range of approaches we can take to validate and market our achievements in these areas. EAQUALS itself, of course, has accreditation as one of its three key aims. Other aspects of quality - communications and customer service – are no less crucial, but seem less conspicuous in the attention we give them in terms of integrated strategy, coherent management and oversight, resourcing and measurement. Where we do attend to these we tend to see them as separate, even alien ... ‘customer’?

This paper asks why this might be and describes two viewpoints of customer service in ELTI’s: *customer focused working* and *service focused customers* which may serve to better align our focus on quality as we move from merely meeting customer needs to something more necessary and remarkable.

We will see why these viewpoints serve us better than “customer service” because they cover the ground many regard as integral to quality (expected or perceived) such as professionalism and skill, attitude and behaviour, accessibility and flexibility, reliability and trustworthiness and getting it right.

Finally, I will ask how well this mantra sits with us: “*We are in the relationship-building and experience-selling business*” and finish with takeaway examples of what it means in practice to our schools and institutions.

Strand 1 | Inclusion & SEN



Varinder Unlu has worked in ELT for 26 years in all contexts from private language schools to FE and HE, teaching students of all ages. She has been a DOS/Academic Manager since 2002. She works as a Principal at Speak Up London. She is also a teacher trainer for both Cambridge CELTA and Trinity TESOL, a materials writer and an experienced conference speaker and was the co-founder and coordinator of the Inclusive Practices and SENs IATEFL SIG and is now coordinator of IATEFL's Global Issues SIG.

Are we all included and equal?

Inclusive education is a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, and of reducing exclusion from education. It involves changes and modifications in content, approaches, structures, policies and strategies. Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal theme on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.

Policies alone are not enough to build an inclusive workplace, and inclusion should not be a box-ticking exercise. At its most basic level, it is about ensuring that no one is discriminated against because of their age, disability, race, religion or belief, gender, sexual orientation or other factors such as social background. Ultimately an inclusive learning and working environment allows people to be themselves. Equality and diversity can bring with them many challenges, so to promote inclusion, you need to consider how staff and students will work together on a daily basis.

In these sessions we will be looking at:

- Looking at what inclusion means and how it can help not just learners, but everyone involved from teachers and managers to administration staff and school owners.
- What diversity, inclusion and equality look like in the workplace.
- How we include not only students with learning differences but also raise awareness of LGBTQ and racial and cultural differences.
- Points to consider when embedding equality.
- The benefits of inclusion, diversity and equality in the classroom and the workplace.
- How to identify and support learners with learning differences such as dyslexia, autism, visual and hearing impairments.

These workshops will help participants learn from each other's experiences of, and ideas for, planning, implementing and reviewing inclusive education work within their context. Its aim is to help participants think about/develop their own plans for further action on inclusive education. The workshop is designed so that, in the process of conveying information about inclusive education, it will also demonstrate participatory processes that participants can use in their work and demonstrate some of the teaching and learning approaches that often characterise an inclusive classroom.

Strand 2 | Application of CEFR



Thom Kiddle is Director of Norwich Institute for Language Education (NILE) responsible for strategic and organisational management, and training and consultancy in a range of areas including testing and assessment, learning technologies, materials development and language teaching methodology. He has a Master's degree in Language Testing from Lancaster University and the Cambridge Delta. Thom is also treasurer and founding director of AQUEDUTO – the Association for Quality Education and Training Online; webmaster for the Testing, Evaluation and Assessment Special Interest Group of IATEFL; and Vice Chair of the Eaquals Board of Trustees.



Peter Brown considers himself primarily to be a teacher. He is the Founder Chair of EAQUALS and has been on its Board since its inception in Trieste in 1991. He is also the Founder Chair of AISLi (l'Associazione Italiana di Scuole di Lingua) the Italian quality association of language schools, which he co-founded in 1979. With Frank Heyworth he wrote the Council of Europe's Guide to Quality in Language Education. Apart from being a frequent speaker at conferences on a wide range of humanistic and scientific topics, he is also an educational and scientific consultant to international inter-governmental organisations.

The CEFR Companion Volume Mediation scales operationalised: Towards English for Professional Purposes in action

While the original CEFR descriptors for production and reception focus on language competence, and the Interaction scales focus on the combination of these language competences for communicative purposes, the new Mediation scales in the Companion Volume (2018) take things a stage further, and more clearly focus on action-oriented, situation-based language usage. With the tri-partite coverage of Mediating Concepts, Mediating Texts and Mediating Communication, we have an opportunity to look at language activities through the lens of real-world needs and meaningful outcomes for anyone working with language development situated in professional contexts.

In this workshop, we look at what the new scales mean for development of student-focused, client-driven needs analysis and self-assessment, opportunities for teacher assessment, classroom activities, and development of syllabi which target competences with a communicative purpose, taking integrated use of skills and meaningful content as a pre-requisite for language course development.

We will look at how illustrative descriptors across the mediation scales at different levels can be operationalised into coherent lesson and course outcomes, and how the achievement of these outcomes may be measured.

In the world of Foreign Languages for Professional Purposes – not just English but **all** languages, this will necessarily include such areas as customer services, meetings, briefings, 'soft skills', and inter-cultural communication.

We will consider what this means in terms of measuring and certificating linguistic performance in both workplace 'soft' skills and the underlying, enabling competences such as grammar and lexis, to provide tangible outcomes for learners. This entails including the quality dimension of the CEFR – no longer simply 'how much' a learner can do, but 'how well' they can do it, across a spectrum of levels.

We will also explore the idea of creating a new Eaquals project to produce scenario-based, mediation-focused activity plans, developed by Eaquals members, for Eaquals members, and the wider language teaching community.

No prior knowledge of the CEFR or the concept of Mediation is necessary, though we will draw on the experience and wisdom of session participants to work towards co-constructed, useful and useable products from the workshop.

Strand 3 | Leadership



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.

Transformational Leadership & Change

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 and change management to operate effectively within this environment.

Following on from the Transformational Leadership session held in Edinburgh last November, the session will be structured as follows:

Session 1 – A recap of transformational leadership and change management, together with a review of the latest research on these topics areas relating to teaching environments.

Sessions 2 & 3 – Action Learning Sets: based on the outputs of your needs analysis, sessions 2 and 3 will specifically look at the issues and complexities of transformational leadership and change management within your environment. Participants will work together, in groups, to develop action plans on how to resolve the issues and complexities, understanding how best practice can be achieved.

By the end of the session, participants will understand suitable transformational leadership and change management approaches that can be implemented within their specific environment.

Did you know...?

Eaquals runs **FREE** monthly webinars which are available to all #eaqualswebinars

Recorded webinars are available in the [members' area](#) of the Eaquals website


2019 Webinar Series



Month	Date	Time (UK)	Presenter	Topic
October	Thurs 31 st	15.00	Tony Prince	Big Wins from Small Changes
November	Thurs 28 th	tbc	Jill Coleman	Making Outstanding the Norm
December	Thurs 12 th	14.00	Graham Burton	ELT grammar: what is it and where does it come from?

Details of how to register will be announced shortly before each webinar and emailed to members.

Keep an eye on Eaquals social media to be one of the first to find out when registration opens:



Strand 4 | Marketing



As the founder of Higher Education Marketing, Philippe provides customized solutions for language schools all over the world.

A certified digital analyst with 15 years of experience in the education sector, his company provides a range of specialized services, including SEO and paid advertising, inbound marketing, CRM solutions, dedicated follow-up services, and analytics management.

Digital Marketing Essentials for Language Schools

In today's language education sector, a working knowledge of digital marketing principles and practices is a must for schools. With more inquiries and applications originating online than ever before, institutions need to be able to reach prospects all over the world through a diverse range of channels, including search, social media, and digital advertising.

To accomplish this, it is essential that language education professionals develop the skills and knowledge to increase their online visibility, manage their web presence, engage with their school community, and accurately measure the results of their efforts.

Led by Higher Education Marketing CEO Philippe Taza, this session will use real industry examples, demonstrations, and practical exercises to help participants develop their understanding of basic digital marketing principles.

Did you know...?

**Eaquals runs an annual
Teacher Award Scheme
for teachers in member schools.
Look out for details early January!**

*In line with Eaquals Environmental Policy,
please remember to return lanyards and
name badges to the registration table at the end of
the training event*



www.eaquals.org

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