



Helping teachers grow & develop



Erasmus+

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"If you change the way you look at things, the things will change." Dr. Wayne W. Dyer

"Prolant-cap offers personal growth and competitive edge through a quality Professional development pathway to benefit customers, trainers and managers alike".

The PROLANT-CAP mission



The "Learn & Lead" Career Path of a Trainer was in our mind when, back in April 2015, we were working on the application form for this project at the Slovak Association of Language Schools.

This path gives a clear course management structure and a level division (that of a trainer as well as that of a language training programme) that perfectly suits the PROLANT-CAP training scheme. The complete "Learn & Lead" School Management Model was developed over the six years (2010-2016) and brought a new look at dealing with the issue of quality assurance and professional career growth of trainers within an organisation.

Our ambition in this project is to stop the decrease of price by strengthening the positions of the trainers and their professional orientation. As the result of this, the schools become more professional and put in place the highly needed atmosphere of development and growth.

We are convinced that the pool of trainers must be divided according to the trainer's maturity continuum and as the result of the trainer's maturity; the services they deliver bring inevitably the added value to the customer. Language schools can thus become professionally oriented language training academies implementing the PROLANT-CAP scheme into their organisation.

On top of that the PROLANT-CAP model promotes the development of skills and competencies of teachers and trainers, with a particular focus on work-based teaching, partnerships between school teachers and in-company trainers, and training of in-company trainers.

Implementing the key skills into the PROLANT-CAP training scheme for trainers ranked from level 1 to level 3 will put into practice the student-centred (in our case student = trainer) pedagogical approach within a language school. This will mainly address and influence the senior trainers who will get involved in the supervising of their colleagues within the language school (level 2) as well as managing their schools (level 3), growing both personally and professionally. Their training services will become more authentic, based on their personal business experience that they will gain once out of the classroom setting. Their training course will be much closer and real-business based.

Good luck to us all! Jana Chynoradska

On the 3rd and 4th of June, 2016 the third partners'



meeting took place in Rende (CS), a town in Calabria, southern Italy. Calabria is at the toe of the boot, the extreme south of Italy - lapped by the splendid crystal blue Ionian and Tyrrhenian Seas and separated from Sicily by the Strait of Messina.

Euroform RFS was the hosting organization and welcomed FL teachers and project managers from the 5 other partner organizations (Slovakia, Malta, UK, France and Latvia). It was attended by 11 representatives.

The project partners reviewed the activities implemented and the results achieved so far. In addition, this working group dedicated time to planning the future steps and activities within the project.

The main project objective is to enhance the professional development of foreign language teachers and trainers.

The main activities being to:

- Create a vocationally-oriented career path for foreign language teachers and trainers.
- Develop vocationally-oriented sector specific language training programmes both for Tourism and Automotive industries (including methodology, course materials etc.)
- Carry out the training course for trainers
- Carry out local courses for students/employees from the specific industry.

During the transnational meeting in Rende, partners discussed the importance of being a cooperative team for the achievement of the project. After two days of hard work and a lot of brainstorming, finally, they agreed on the synergy between the two leaders of intellectual outputs 3 and 4.

France and Italy will produce a template for the trainer's handbook in the automotive and tourism sectors. Everyone together will cooperate in the development of lesson plans that will allow employers and businesses to become really competitive in the job-market.

The trainers who will develop the specific lesson plans that

will be assembled within the Prolant-Cap handbook, will be properly chosen and validated according to the criteria of within the EAQUALS grid for teaching foreign languages.

During these 2 meeting days, the work required intense dedication and effort but nevertheless the meeting passed at a dynamic pace. All partner organizations were ac-



tively involved in discussions in order to achieve the planned project activities in the best way.

In addition to working time there were also opportunities where everyone enjoyed the beauties of the city— its traditions and the pleasure of life typical of the "Belpaese".

The next meeting will take place in Malta in November, where trainers and teachers will also receive comprehensive training to develop themselves and to be professionals in the relevant industry sector.



After a very exciting meeting in Italy in June and throughout the intensive summer school teaching period in Malta and the UK, we have not lost sight of the development of the vocationally-oriented career path for FL teachers and trainers.

Progress in Italy

Group discussions in Italy helped to forge our ideas for the career path and we also decided together on the criteria for the selection of teachers and trainers.

We also examined a variety of drafts for the Prolant Cap Teacher Development Grid which is being designed to map and develop Prolant Cap trainers' skills and knowledge.

Professional guidance

We have found the following to be of immense value in guiding us.....

Firstly, the EAQUALS egrid tool for assessing teacher and trainer competences and for helping to articulate the growing knowledge and skills needed by trainers and teacher trainers throughout their careers.

This tool can be seen at <http://egrid.epg-project.eu/en/egrid>

together with a user guide.

It is possible for teachers, trainers and managers to assess their own competence level and also use the self-assessment grid as a personal or managerial diagnostic tool to facilitate further training.

Basing our new Prolant-Cap Trainer Development Grid on the above, we have been able

to plot the necessary knowledge and skills required over 3 developmental phases:

- 1: competent replicators;
- 2: aware practitioners and
- 3: expert facilitators.

The excellent "CLIL Teachers' Competences Grid" (<http://lendtrento.eu/convegno/files/mehisto.pdf>)

has added further input in terms of specific CLIL competences.

As mentioned previously, a Prolant-Cap trainer will train primarily according to the subject content (e.g. : tourism; the automotive industry) and the language will be a vehicle for the content, in line with CLIL methodology.

The Four Cs

Another factor to mention is that of intercultural competence, one of the "4 Cs" as this is a key area for CLIL methodology.

In CLIL there is always a lesson focus on the 4 Cs (Content, Communication, Cognition and Culture).

Content : Subject content including authentic material, websites, videos etc

Communication : The language necessary to communicate your message

Cognition : Activating higher and lower order thinking skills to facilitate learning

Culture : Connections between content and culture and the promotion of transnational links and understanding.

Last but not least...partnerships

A further emphasis in the career path will be placed on the theme of "Partnerships in Supporting Learning". This is because the Prolant-Cap trainer will need to liaise closely with all stakeholders and also with fellow trainers in their subject areas plus other language trainers and these partnerships are fundamental to successful Prolant-Cap training.



The grid is currently nearing completion but will be further refined alongside the development of the handbook and lesson plans.

It is believed that the Prolant-Cap career path will help to empower teachers and trainers and enhance their professional opportunities well into the future.

Article by:

Linda Polkowski, **Vice-Principal, ANGLOLANG, UK**

Teacher Training in Malta—November 2016



Located right in the middle of the Mediterranean, the Maltese Islands are some of the richest in the region, promising diverse culture, a dynamic history, welcoming people and lots of attractions.

With an area of just 316sq km, the Maltese Archipelago is one of the smallest in the world. Yet it is also one of the densest, with over 417,000 residents. Only the three largest islands - Malta, Gozo and Comino - are inhabited. Malta is the largest island and the cultural, commercial and administrative centre of Maltese Archipelago.

Here you can discover the astonishing array of things and wherever you go, the scenery and architecture provide a spectacular backdrop. The colours are striking – honey-coloured stone against the deepest of Mediterranean blues. Malta has been described as one big open-air museum. What makes it unique is that so much of the past is visible today. Delve into the island's mysterious pre-history, retrace the footsteps of St. Paul or see where the Knights of St. John fought their most famous battles.

It's one of the most historic places in the world. Malta boasts three UNESCO World Heritage sites – the City of Valletta, the Megalithic Temples of Malta and Hal Saflieni Hypogeum. In fact, UNESCO has dubbed Valletta (Malta's



capital city) as "one of the most concentrated historical areas in the world" thanks to the city's 320 monuments! With near year-round sun, you can indulge in outdoor living at its best. The island offers plenty of specialist holidays for those seeking to brush up their English, learn a new skill, discover history, get fit or simply bustling night life! Some believe that Malta was part of the Lost City of Atlantis. There are a lot of water sports offered on the island and plenty of Diving schools which offer dives for all levels.

And, if this were not enough, there are the other two islands – Gozo and Comino – which can be a pleasant change of scene during a stay on the mainland.

In November 2016 the English Language school,



"am Language Studio", will host participants from Slovakia, Latvia, UK, Italy and France. Two pilot training courses will have been developed for that time and they will be tested and reviewed in Malta: one for the Automotive Industry and one for Tourism Development. These courses are targeted towards in-company trainers from the partners' organisations.

These pilot training courses will be held over 5 days, 6 hours per day, altogether 30 hours. Of the 46 expected trainers who will work in groups, some will train and some will be trained and all will experience the international training scheme using CLIL methodology. An inevitable part of these joint-staff events is the development of the relationships among the trainers from different countries, as well as mutual respect for cultural differences.

We have a common vision, beliefs and commitment which are uniting us on our way to the *Island of Possible!* The Maltese team is looking forward to welcoming everyone soon !



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The PROLANT CAP project will help vocational trainers to not only deliver stimulating language programmes but also drive forward their own careers.