



Helping teachers grow & develop



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«The fundamental task of leaders today is to prime good feeling in those they lead. That occurs when a leader creates resonance – a reservoir of positivity that frees the best in people. At its root, then, the primal job of leadership is emotional. »

Daniel Goleman

Dear friends,

I am one of the trainers, one of the lesson plan authors, who has been developing lesson plans for the Automotive industry in our project. To my surprise and enormous excitement I found out from one of my students, Mr Stephane Castets, the Vice-President of Quality at PSA Groupe (Trnava) (Peugeot Citroen Slovakia) that one of the vital needs within their industry today, which we could work on in this project, is the theme of "Leadership."

We had already prepared three lesson plans and realized how much we both believed in the same "things". Before Stephane and PSA Slovakia agreed to become our technical consultants in this project, I had been giving him individual English lessons. This was supposed to be an "ordinary" one-to-one English language course which we both were enjoying a lot. However, something exceptional was unfolding as time went by – a kind of synergy of opinions and common beliefs. So our English lessons started to be more of a "sharing experience" of two managers/leaders who cared about their companies & people and who were ready to use their power to influence the environment in which they operate.

I knew back then in August 2016 that the breakthrough moment in my career was

about to occur. I needed to tell Stephane that in order to meet me again in his English lessons, he needed to admit that my position had changed and the "service" I was willing to provide had an added value for which they, the customer, needed to open up a new space in their understanding of what ELT can offer today and which, as a result can led to an increased amount of money that they are willing to pay for the service. And they did... not only did they open up the possibility of cooperating with us on the development of this great project but moreover they are ready to pilot a whole 20-lesson course on "Language and Leadership" for the B1-2 level from January to March 2017 in their company. The beliefs we (me and Stephane) base the programme upon are as follows:

We both believe that leadership must be lived, not just spoken about.

We both believe that leadership starts within a person and needs to be fostered by/in the organisation.

We both believe that leadership is a choice people make.

We both believe in cooperation in order to grow and sustain our businesses.

We both believe in people and their freedom of choice.

I feel very thankful to Stephane Castets and his team/colleagues at PSA Peugeot Citroen Slovakia for their acceptance of us – the experienced learning trainers – who are ready to work hard on their career and help them become more competitive in the market place.

Today I feel confident to say I HAVE A FUTURE. WE HAVE A FUTURE. THE ELT HAS A FUTURE. Let's keep on going and enjoy the days, weeks, months and years to come!

Kindly yours,
Jana Chynoradska





Friday 21 October, I was welcomed by 26 canSpeak centres to the canSpeak Annual Convention 2016 held this year in Angers, France, to share with them the PROLANT CAP project. Following on from an immense interest in teacher training since the previous canSpeak convention in 2015, the morning had been set aside for discussion on how to improve a teacher's teaching and the actual role of a teacher within a training centre.

I introduced the 6 partners in the project and gave an overview of the main objectives to an audience who already knew a little on the background as they had received copies of previous newsletters. Some centres and their staff had also been a part of the Needs Analysis at the beginning of the year.

A look at the career path proved to be of particular interest, especially concerning the use of the European E-grid to help assess the needs of teachers. It was suggested that this type of tool would be very useful in the annual indi-

vidual interviews that we have to conduct with all our employees.

The CLIL methodology aroused interest particularly in its relevancy to content-based learning. A lot of centres at the moment are developing programmes that are specialised according to the activity of the company that is seeking language training. CLIL in itself is little known through the canSpeak network but everyone is looking for something to differentiate himself from the masses, so why not?

The need to bring teachers together, to relieve the feeling of isolation and give them a sense of belonging was a conclusion that suggested that the PROLANT CAP is offering real solutions to very current needs.

Nicki
Abadie,
**Co-owner & director of CNTC/
Alpha Langues**



is an alliance of the best independent language training centres in France.

Each centre has achieved distinction in its own region before joining canSpeak; and each centre respects canSpeak's procedures to make sure it fits efficiently into overall national or international projects entrusted to canSpeak.

The third and fourth outputs of the Prolant-Cap project are the development and delivery of lesson plans for the two Training Programmes relating to the Automotive sector and the Tourism Industry.

More specifically, these training programmes will consist of the course syllabus and a teacher's handbook with 150 individual lesson plans, organised into sections. Each lesson plan will follow a defined structure to ensure that the design is consistent with CLIL methodology. There will be a warm-up time and then various activities focusing on both content and communication also well as culture and cognitive skills—the four pillars of CLIL.

The reason for choosing CLIL as a methodology is to create an authentic and practical training course that is able to respond to the needs of the marketplace and at the same time to develop and enhance trainers' skill sets. The structure of the lesson plans has been developed jointly between the French and Italian teams who are the lead partners for Tourism and Automotive respectively.

The two partners have been supported by the professionalism and experience of the English partner, "Anglolang", who currently provide

teacher training in various aspects, especially in the CLIL methodology.

The 150 lesson plans have been structured into five overall themes and then sub-divided into 10 topics within each. Each topic will be designed and developed for three different language levels (A1+, B1+ and C1+ relating to CEF levels). These plans are being developed over a 6 month period until early 2017 by experienced trainers in all the 6 partner teams. A number of these lessons were piloted at the teacher training sessions held in Malta from 21–26 November.

The Prolant-Cap training programmes with associated teacher's handbook and lessons will be the result of a rigorous and productive cooperation amongst the partners.



Vicki Plant



Federica Orlando

Project co-ordinators

French partner

Italian partner

Vocational Education & Training (VET) institutions in Europe are using different quality management (QM) systems and methods. The most commonly used are ISO standards and the TQM (Total Quality Management) approach, as well as the EFQM Excellence model or the CAF model. ISO helps to bring processes in line and to concentrate on various issues in detail, while TQM models give a generic overview of all organisational areas. The EFQM model is a base, while the CAF model is being applied particularly in state institutions and has been simplified.

Biedriba Eurofortis's experience in the quality management field helps others to «start their way» and to «keep on track» with QM. To understand where an organization is at in their development stage, and where they would like to move to in the future, the most appropriate way is to use one of the TQM approaches. In Europe, TQM is represented by the EFQM Excellence model which helps an organization to become excellent—to offer its customers and society more.

One of the fundamental pillars of the EFQM approach is to carry out a regular self-assessment. This can be based on 9 EFQM Excellence Model criteria (Leadership, Strategy, People, Partnerships & Resources, Processes, Products & Services, People results, Customer results, Society results, Business results. Self-assessment itself shouldn't last longer than 2 months, because as the organisation development is a never-ending process, changes can take place during the

self-assessment process.

The basis for the EFQM Excellence model approach, is PDCA cycle (Plan-Do-Check-Act). First, PLAN what to do, then DO it, afterwards CHECK how successful and finally ACT to change their approach and plan if needed.

This system is suitable for all organisations and specific projects, it doesn't matter if the organisation is small or large. We also use the PDCA cycle for quality management in our project, to measure satisfaction indicators and follow progress and development needs.

To gather all the needed information for an organisation/project development, it's not enough to just organise the internal self-assessment but also to receive feedback and opinions from various stakeholders - employees and customers etc.

Using this experience, we believe that a project partnership is just a different type of 'organisation' and therefore the Quality plan and the internal/external evaluation questionnaires of the PROLANT CAP project are based on the EFQM framework and its methodology.

In this way we can improve the managerial potential of the project and create not just a high-quality product but develop a sustainable and strong partnership built on excellence principles.

Vanda Novoksonova,
**Member of the board of
Biedriba Eurofortis,
EFQM Certified Trainer**



Euroform RFS: vocational guidance and training

Euroform RFS is one of the six partners who fully embraced the cause proposed in Prolant-Cap project. Involved in different kinds of projects at European level, it supports innovation and the exchange of *good practices* among different countries. Euroform enumerates several collaborations in developing, sharing and transferring best practices and innovative approaches in the fields of education, training and youth to enable to improve provision for learners.

RFS is an Italian VET and adult training organization, accredited by the government of the Italian Republic, whose primary objectives are the promotion and valorisation of accreditation as a tool for quality assurance, with particular regard to the evaluation of effectiveness and efficiency of training services in terms of employability and learning outcomes. Its mission is to give attention to ICT- based training, innovative training methods, transparency in validating and assessing the learning outcomes acquired. In regional training, the accreditation system has been conceived as a quality assurance mechanism *ex ante* (minimal requirements are assessed beforehand), *in itinere* (requirements have to be maintained during the performance), and *ex post* (expected results have to be achieved and measured). Implementing since 1998, Mobility, Pilot, Training and Researches and studies projects under the EU funded programs in order to build and develop innovative training, in 2015 Euroform RFS obtained the Erasmus+ *VET Mobility Charter*.

Involvement of the company in co-founded projects aims to increase the positive impact of European activities at all levels to ensure benefits for the individuals, organisations and countries involved in projects.

During those years, the organization has constituted experienced team which includes project managers, researchers, trainers, VET experts, IT and e-learning specialists. Euroform RFS's activities and projects are planned and implemented thanks to the active participation of an international network of




EUROFORM RFS' STAFF

The key to Euroform RFS' success lies in the quality and professionalism of its Staff. Our activities are carried out by a qualified management team of experts with extensive experience in European project design, training and guidance activities, human resources management, project management, and IT and business management. Our administrative staff are a dynamic and motivated young team, with exceptional organizational and customer service skills. Our staff's winning attitude stems from a commitment to the vision and principles of the Organization and from understanding and actively participating in everyday quality improvement activities.

Giampiero Costantini

With more than 20 years' experience in innovative development of EU co-funded projects, has a significant experience in International projects' design, management and monitoring. Since 1996 is general Director of Euroform and is involved in training course and curriculum design, delivery methodologies and design of e-learning content. He has long term experience as business consultant and project manager in the IT and automotive sectors, working with international groups like Fiat, Reply, CNH, Alenia Spazio as well as several public institutions.



Sandra Sitnikaite

Graduated in EU law, since 2005 works in Euroform and is responsible for International Relations department, has experience working as a trainer, participated in different national and European project in relation with mentoring and coaching as well as VET researcher, has experience working with EU co-funded projects. Has taken part in different research projects based on ECVET and other tools regarding transparency and validation as well as recognition of learning outcomes achieved during mobility activities.



Federica Orlando

Holding a Master degree in foreign languages, is a trainer and in charge for linguistic preparation of participants for transnational mobility activities and teaches Italian language for foreigners. Working in the International Relations department, she is involved in research for projects share, develop and transfer



Olga Molyakova

Holding a Master degree in Linguistic, Management and Business administration she participates in linguistic preparation of participants for transnational mobility activities. Working in the International Relations department, she is involved in research for projects funded under innovative practices in education, training and youth provision. Key Action 2.





The Association of language schools in Slovakia is represented by Jana Chynoradská, Daniel Bacík and Silvia Holéczyová. It was established in Bratislava in 2011. It is a multi-organizational non-governmental organization that aims to facilitate the continuous development of schools and teachers, enterprises and society, supporting development of different competencies, as well as personal and professional skills.

ANGLOLANG

Angolang Academy is a private language school which was established in 1986. It is accredited by the British Council and is also a member of Quality English. It is located in the scenic resort of Scarborough on the unspoilt North East coast of England. Anglolang is a medium-sized school and covers a range of English language courses primarily general, academic and executive courses, with a special emphasis on Erasmus+ teacher training



am Language Studio

in Malta is renowned for offering quality English Language courses and retaining high customer satisfaction. It was established in 1987, and its main course philosophy is to be simple and effective by combining the latest innovative teaching techniques within a friendly and professional environment. It offers a personalised and holistic experience for individual learners or groups.



Euroform RFS is an Italian VET institution established in 1996 which operates in the vocational training and orientation sector. It organizes tailor-made training courses in different sectors and has developed on-the-job training, e-learning, and blended training, with innovative IT solutions. It aims to link training to the labour market, organizing work placements and has implemented numerous mobility projects in Italy.



Biedrība Eurofortis is a multi-cultural organization, established in Riga in 2011. It aims to facilitate continuous education in schools, enterprises and society, supporting the development of personal and professional skills. Taking an active part in European educational projects it ensures the availability of educational materials, tools and methods, as well as seminars, mobilities and other different training.



CNTC was launched in 1987 and pioneered teaching language by telephone in SW France. Alpha Langues is the main branch of CNTC, and offers courses in 12 different languages across all sectors of the professional and non-professional market, both adult & junior.

In addition translation and interpreting services are provided, as well as more recently e-learning and blended training solutions.