

Upgrade your
potential with us



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A continuing professional
development career path for
language trainers

PROLANTcap



We offer personal growth and competitive edge
through a quality professional development pathway
to benefit customers, trainers and managers alike.

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Our Prolant Cap partner schools

Slovakia

HARMONY ACADEMY
 PLUS Academia
 EMPIRE jazyková škola
 The BRIDGE – English learning center
 E - KU Inštitút jazykovej a interkultúrnej komunikácie
 jazykový inštitút Your Choice
 Jazyková škola SPEAK

Great Britain

Angolang Academy

France

CNTC

Malta

am Language Studio



Acknowledgements

We are indebted to the following professional organisations and publications that helped us hone our vision for a viable career path for vocational trainers, namely:

EAQUALS egrid tool (<http://egrid.epg-project.eu/>)

and “CLIL Teachers’ Competences Grid”
 (http://clil-castello.wikispaces.com/file/view/CLIL_Competences_Grid.pdf)

Foreword

*"COURAGE is what it takes to stand up and speak,
COURAGE is also what it takes to sit down and
listen".*

Winston Churchill



I feel happy to welcome you to the LEARN&LEAD world where everything is POSSIBLE. No matter how difficult it might seem at the beginning, if it makes sense to you, then, it makes sense as such. Imagine a world where you can be who you really are, where you can do what makes you really happy.

Of course it takes time and you need to overcome lots of obstacles on the way but once you know WHY and connect first within yourself and then with others, you create the HOW and consequently produce the WHAT.

Your journey is this destined to be valuable, enjoyable, and eventually successful.

Good luck to us all!

Jana Chynoradská
(project founder)



So what is our why, how and what?

Why?

The Learn and Lead mission is to create inspiring learning environments by improving the performance of individuals and organisations, notably in the areas of strategic development, organisational management, leadership, and quality of learning provision, internationalisation, equality and inclusion.

How?

Choosing the Prolant Cap Development Framework as your HR policy whether you are a single trainer or a language school.

Not the only one but the no. 1 choice!

When you are a school and want to implement the PDF into your school we also offer the Learn&Lead functional management structure transforms traditional language schools in order to sustain their business for the better and offer more valuable language training services across Europe.

What?

We build a community of learning&leading language schools in Europe. Learn and Lead provides schools with the tools and know-how to enable all their staff – trainers and managers alike – to be the best they can be, to constantly evolve and to embrace transformation.

Key Areas	Development Phase 1 - competent replicators			Development Phase 2 - aware practitioners			Development Phase 3 - expert facilitators					
	1.1	Points	1.2	Points	2.1	Points	2.2	Points	3.1	Points	3.2	Points
11. Digital media	Can search for and download authentic digital material for use in the classroom	1	Can update own ICT skills in order to stay abreast of technological change in the classroom	2	Can support colleagues in using innovative methodology	3	Can help implement changes and challenges in the institution concerning digital media and foster a proactive and welcoming attitude to technology in the institution	4	Can disseminate best digital practice at conferences, training courses etc.	5	Can take part in and /or present at regional, national or international CLL networks and / or conferences on the role of digital technologies in the classroom	6
	Can help students develop digital media literacy		Can Facilitate further learning		Can promote and help students to adapt to innovative learning techniques		Can use ICT with learners to establish interregional and /or international exchanges		Improves and updates digital knowledge			
					Can guide students in using ICT in ways that are new for them and that enhance learning				Can provide CPD opportunities in teaching technology for other trainers			
12. Administration	Can complete class registration accurately and promptly and give out/ collect/ return materials	1	Marks homework, completes reports, administration and tests efficiently and promptly	2	Can help implement changes and challenges in the institution	3	Has a proactive attitude and welcomes feedback on own teaching and CPD	4	Can deputise for senior managers by liaising with companies, clients,parents, finance depts as appropriate	5	Can design, initiate and coordinate courses	6
	Can keep thorough lesson records		Acts on trainer feedback after lesson observation		Deals proactively with student needs and enquiries		Can take responsibility for certain administrative tasks,chair meetings at local level and work with management to design training programmes				Can liaise with companies, clients, finance depts and other stakeholders as appropriate	
			Can deal appropriately with student needs and wishes				Can use ICT with learners: to establish interregional and /or international exchanges				Can review and innovate administrative systems	
	Seeks advice from colleagues, mentors and handbooks	1	Liaises effectively with teachers and managers	2	Can update knowledge by reading new articles, books and websites on CLL and pedagogy	3	Has the desire to evolve in the role of CLL teacher/trainer through: working systematically to apply new techniques and improve teaching;trying out new materials and media ;regular self-assessment of personal professional development needs; taking continuous professional development courses; taking part in regional, national or international CLL networks and / or conferences	4	Acts as mentor to novice teachers and observes trainers	5	Can plan and run teacher development sessions	6
13. Teacher as Professional			Follows institution regulations and guidelines regarding conduct		Welcomes team teaching and peer observation		Tries out new materials and media; regular self-assessment of personal professional development needs; taking continuous professional development courses; taking part in regional, national or international CLL networks and / or conferences		Can take responsibility for certain projects		Can observe and give feedback to colleagues of all levels	

Background to Prolant Cap

Prolant Cap is a natural progression from “The Learn & Lead Discovery”



Learn & Lead was first established in 2010 by Jana Chynoradska, the founder and leading personality of **Harmony Academy** in Slovakia.

Learn & Lead arose concurrently with partner projects in France and England, thanks to financial assistance from the Slovak Academic Association for International Cooperation (SAAIC) – Slovak National Agency of Lifelong Learning Programme (NA LLP), the Grundtvig sub-programme, action Learning Partnerships.

- We design and deliver programs for trainers, teachers and managers, in partnership with the **Slovak Association of Language Schools** and other expert partners from abroad.
- **We look** for talent in the ranks of teachers, trainers, managers and other members of public and develop their potential for improving education in Slovakia and abroad.
- **We are changing** the traditional structure of the modern education system with the belief that healthy dynamic growth and development of any organisation can be achieved only by constant and mutual learning.
- **We carry out** projects for personal and professional development of teachers, trainers and modern managers.
- **We bring** the latest information on developments and emerging trends in (but not only) language learning in order to find the most effective opportunities for personal and professional growth.
- **We offer** workshops, conferences and open forums; individual and group courses; accredited programs in continuing education; and specialised, project related, financial and business consulting.
- **We share** our passion, acquired knowledge, practical experience and results of creative work with our partners, with professionals and the public.

Overview of Learn & Lead projects...

INTRODUCTORY project

Project title: Innovative Plan for Employee Development 2009 – 2010
Project number: 27110230081
Amount: 80 241,00 Euro
Funded by: Ministry of Labour, Social affairs and Family of the Slovak Republic
Project partners: The Language School Company Limited trading as Pilgrims, United Kingdom
Coordinator: HARMONY ACADEMY s.r.o., Slovakia
Project outcomes: 22 trained teachers and trainers, 2 trained managers and other personnel
 A strategy to develop trainers, managers and other personnel established

PROJECT no. 1

Project title: Learn & Lead 2010 – 2012
Project number: 104110496
Amount: 24 000,00 Euro
Funded by: Slovak Academic Association for International Cooperation (SAAIC)
Program: Grundtvig
Project partners: The Language School Company Limited trading as Pilgrims, United Kingdom, Globe Language Solutions, France
Coordinator: HARMONY ACADEMY s.r.o., Slovakia
Project partners: Pilgrims/ UK, GLS/France
Project outcomes: Establishment of three Centres of Innovation for Teachers, Trainers and Managers in the project partners' organisations
 Creation of innovative modules for teachers, trainers and school managers:
 Creativity in Leadership; Student-centred Approach; Multiple Intelligences; Application of CLIL in Foreign Language Teaching and Training; Coping with Change; Linguistic Improvisation Techniques; Teachers as Leaders

PROJECT no. 2

Project title: Learn & Lead for Parents, 2013-2015
Project number: 134110865
Amount: 14 200,00 Euro
Funded by: Slovak Academic Association for International Cooperation (SAAIC) Grundtvig
Program: Grundtvig
Project partners: Centre des Nouvelles Techniques de Communication, Pau, France, Republikové centrum vzdelávání, s.r.o., Prague, Czech Republic
Coordinator: HARMONY ACADEMY s.r.o., Slovakia
Project outcomes: Creation of an innovative European course for parents "Parent as a leader". It comprises of three independent courses which are part of the Learn&Lead programme portfolio: Knowing me, knowing my child; Shaping our lives; Family living

PROJECT no.3

Project title: Be life-long learning (Be III) 2014-2016
Project number: 2014-1-SK01-KA104-000115
Amount: 45 000,00 Euro
Funded by: Slovak Academic Association for International Cooperation (SAAIC)
Program: Erasmus+, KA1
Project partners: The Language School Company Limited trading as Pilgrims, United Kingdom, Anglolang Academy of English, United Kingdom, Regent Oxford, United Kingdom
Coordinator: HARMONY ACADEMY s.r.o., Slovakia
Project outcomes: 16 trained ELT professional trainers and managers, The Learn&Lead Career Path of a Trainer

Project no. 4

Project title: Development of a functional school management structure – 2014 – 2016
Funded by: HARMONY ACADEMY s.r.o.
Amount: 16 720,00 Euro
Project partners: Pilgrims/ UK, Regent Oxford/UK, Anglolang Academy/UK
Coordinator: HARMONY ACADEMY s.r.o., Slovakia
Project outcomes: The Learn&Lead Functional School Management Structure

Key Areas	Development Phase 1 - competent replicators			Development Phase 2 - aware practitioners			Development Phase 3 - expert facilitators		
	1.1	1.2	Points	2.1	2.2	Points	3.1	3.2	Points
4. Course development	Can foster communication with other target language users	Can integrate the language and subject curricula so that subject curricula support language learning and vice versa	1	Can adapt course syllabus so that it includes language, content and learning skills outcomes and a student-centred focus	Can facilitate critical and creative thinking	4	Can monitor the successful integration of subject and language input	Has assessment tools for monitoring and analysing progress, both formative and summative	6
	Can provide feedback to course developers	Can be helped to select learning materials; structuring them or otherwise adapting them as needed	2	Can work alongside content specialists to integrate the subject and language curricula	Can use assessment to improve student learning (learning skills, content and language as well as cognitive development)	3	Encourages shared material resources and oversees these	Can design, improve and innovate with regard to course design and also delegate the above	6
5. Integration of content and language				Can build bank of shared teaching materials	Can help students to link learning from various subjects in the curriculum	4	Has an overview of course planning and achievement of objectives		
				Can adapt course syllabus so that it includes language, content and learning skills outcomes and a student-centred focus	Can prepare classes by scaffolding language, content and learning skills development	3			
6. Learner centred implementation				Can plan for the incorporation of other CLIL core features and driving principles into course outlines	Can advise new trainers on how best to select new materials and prepare classes	4			
5. Integration of content and language	Can help to support language learning in content classes	Can build on knowledge from helping in content and language classes	1	Can liaise with and also team teach with other specialists in the field or in language learning	Can integrate content from several subjects and fields of knowledge and guide others	3	Can drive and foster positive working relationships between trainer, learner, company and institution to ensure all needs, both content and linguistic, are fully integrated	Monitors the integration of course programmes and takes remedial steps where appropriate including the design of CPD sessions	6
				Can help to support content learning in language classes	Can guide students in maintaining a multiple focus on content, language, learning skills and critical thinking	3			
6. Learner centred implementation									
6. Learner centred implementation	Can connect with each student personally	Can support individual and differentiated learning and adapt materials and strategies to students' needs and learning styles	1	Fosters AFL (Assessment for learning) that motivates learners to routinely assess their own progress and learning	Can create opportunities for and support students in researching topics independently and through cooperation with peers	4	Can deliver workshops for trainers that emphasise needs analyses, student-centred syllabi and lesson plans, learner autonomy, and attention to individual learning styles, multiple intelligences, special needs and other factors that impact on learning	Can oversee, delegate and innovate regarding learner-centred teaching programmes	6
	Believes in each student's capacity to learn and avoids labelling students	Can adapt authentic material which speaks to student interests and learning needs	2	Can create cross-curricular themes and related activities	Can foster outcome attainment	3			
6. Learner centred implementation	Is respectful of diversity	Can make content and language accessible by helping students to turn their tacit / passive knowledge into explicit / active knowledge	2	Can support the development of learner autonomy through choice, and planning outcomes	Can adapt course content to language and subject curricula	4			
	Can create a reassuring and enriching learning environment	Can give students a substantial 'voice' in classroom discourse	2	Can provide rich opportunities for linking previous and new knowledge	Can set and negotiate content, language and learning skills outcomes with students	3			
6. Learner centred implementation				Can help students develop meta-cognitive awareness	Can draw out current student knowledge, ways of organising knowledge, ways of thinking, and interests, and help students to learn and use related language	4			
				Can provide rich input and experiences, approaching a topic from differing perspectives	Can identify and make use of learning environments outside class	4			

Key Areas	Development Phase 1 - competent replicators			Development Phase 2 - aware practitioners			Development Phase 3 - expert facilitators					
	1.1	Points	1.2	Points	2.1	Points	2.2	Points	3.1	Points	3.2	Points
1. Knowledge and awareness of the CLIL approach	May not have heard of the CLIL method	1	May have only heard about CLIL, but has not had the opportunity to apply the methodology	2	Can describe how CLIL is related to and differs from other language and content learning approaches and how it complements other teaching methods Has been introduced to basic CLIL concepts and can describe the benefits of CLIL Can describe common misconceptions about CLIL Can draw on the experience of others	3	Can identify the type of CLIL best suited to one's context and can effectively link CLIL theory to practical classroom planning Can link programme parameters and the needs of a particular class of students Can manage expectations with regard to language and content learning targets	4	Can describe how CLIL links to any national or regional curriculum or company needs analysis Can define ways of ensuring programme goals are addressed in a balanced manner Can deliver CLIL according to requirements of companies, educational authorities or other stakeholders Can identify, engage with and advise learners, companies, institutions, inspectors, non-CLIL teachers and all stakeholders	5	Can interpret data from evaluations, and take related measures for programme improvement Can deliver training sessions to other trainers on CLIL methodology Can observe lessons and deliver constructive feedback to other CLIL trainers	6
	1.1	Points	1.2	Points	2.1	Points	2.2	Points	3.1	Points	3.2	Points
	Can express own professional concerns and needs to fellow teachers	1	Can agree on common teacher training goals with fellow teachers	2	Can analyse learner's needs with fellow teachers with reference to CLIL methodology	3	In the case of team- and co-teaching, can develop efficient task-sharing in a CLIL methodology context	4	Has an overview of the needs of all concerned : learner, company, customer, employer, institution and all stakeholders and facilitates positive relationships with them Can conduct meetings and needs analyses where appropriate Can cooperate with stakeholders to support student learning by: guiding them in understanding CLIL methodology and using key terminology and concepts	5	Can proactively seek new partnerships, extend existing ones and innovate, making reference to CLIL methodology	6
2. Partnerships and communication in supporting learning												
	1.1	Points	1.2	Points	2.1	Points	2.2	Points	3.1	Points	3.2	Points
	Can use the language of classroom management Can communicate using contemporary social registers Can use target language to manage the class Can consciously create opportunities for incidental learning of language Can produce adapted resources (e.g. vocabulary, sentence and text types) Can support students in navigating and learning new words, terms, idioms and discourse structures	1	Can use strategies such as echoing, modelling, extension, and repetition to support students in speaking Can use own oral language production as a tool for teaching, e.g. through varying registers of speech, intonation, tone and volume etc. Can use a wide range of language correction strategies with appropriate frequency, ensuring language growth without demotivating students Recognises value of L1 in assisting students	2	Can call on a wide repertoire of strategies for supporting students in oral or written production Can select the language needed to ensure rich language and content input and rich learner language and content output Can use a wide range of strategies for scaffolding language use so as to produce high quality discourse Updates own TL competence through ongoing self-study, courses and CPD Can decide whether production errors are linked to language or content Can adjust social and academic registers of communication according to the demands of a given context Can read subject material and theoretical texts Can use appropriate subject-specific terminology and syntactic structures	3	Can assist novice teachers with TL queries Can integrate use of L1 into CLIL classes to facilitate understanding, to use translation as a tool and to promote value of plurilingualism Can use the target language for a range of functions e.g. explaining, presenting, instructing, clarifying etc. Can identify words, terms, idioms and discourse structures that are new for the students in text, audio or audiovisual materials, and support their comprehension Can identify the language components needed by the learners for oral or written comprehension and produce support material Can assist new teachers in recognising the value of translation as a valid resource in the CLIL classroom	4	Can provide ongoing CPD for CLIL trainers to improve and refresh their language competence and skills in the TL Can promote value of L1 on train the trainer courses Will network on an international basis to facilitate CPD	5	Can manage and monitor CPD programmes Can design and innovate in terms of CPD programmes	6
3. Language competence- Using the target foreign language (TL) effectively with learners and use of L1 (first language)												
	1.1	Points	1.2	Points	2.1	Points	2.2	Points	3.1	Points	3.2	Points
	Can use the language of classroom management Can communicate using contemporary social registers Can use target language to manage the class Can consciously create opportunities for incidental learning of language Can produce adapted resources (e.g. vocabulary, sentence and text types) Can support students in navigating and learning new words, terms, idioms and discourse structures	1	Can use strategies such as echoing, modelling, extension, and repetition to support students in speaking Can use own oral language production as a tool for teaching, e.g. through varying registers of speech, intonation, tone and volume etc. Can use a wide range of language correction strategies with appropriate frequency, ensuring language growth without demotivating students Recognises value of L1 in assisting students	2	Can call on a wide repertoire of strategies for supporting students in oral or written production Can select the language needed to ensure rich language and content input and rich learner language and content output Can use a wide range of strategies for scaffolding language use so as to produce high quality discourse Updates own TL competence through ongoing self-study, courses and CPD Can decide whether production errors are linked to language or content Can adjust social and academic registers of communication according to the demands of a given context Can read subject material and theoretical texts Can use appropriate subject-specific terminology and syntactic structures	3	Can assist novice teachers with TL queries Can integrate use of L1 into CLIL classes to facilitate understanding, to use translation as a tool and to promote value of plurilingualism Can use the target language for a range of functions e.g. explaining, presenting, instructing, clarifying etc. Can identify words, terms, idioms and discourse structures that are new for the students in text, audio or audiovisual materials, and support their comprehension Can identify the language components needed by the learners for oral or written comprehension and produce support material Can assist new teachers in recognising the value of translation as a valid resource in the CLIL classroom	4	Can provide ongoing CPD for CLIL trainers to improve and refresh their language competence and skills in the TL Can promote value of L1 on train the trainer courses Will network on an international basis to facilitate CPD	5	Can manage and monitor CPD programmes Can design and innovate in terms of CPD programmes	6



PROJECT 5 : Prolant Cap

Project title: Learning, training and working for better perspectives and employability

Acronym: PROLANT-CAP

Project period: September 2015 – August 2017

Project number: 2015-1-SK01-KA202-008883

Funded by: Slovak Academic Association for International Cooperation (SAAIC)

Program: Erasmus+, KA2

Project Partners: Angolang Academy, United Kingdom, am Language Studio, Malta, Euroform RFS, Italy, Biedriba Eurofortis, Latvia, Centre des Nouvelles Techniques de Communication, France

Coordinator: The Association of Language Schools in Slovakia, Slovakia

Website: www.prolantcap.eu

Project outcomes: The creation of a structured career path for foreign language trainers who are not working within a traditional educational environment; the development of two sectors – specific language training programs (one for tourism development and one for the automotive industry) using CLIL methodology

The main objective: To enhance the professional development of foreign language teachers and trainers.

Main activities: To create a vocationally-oriented career path for foreign language teachers and trainers, to develop vocationally-oriented sector specific language training programmes both for Tourism Development and Automotive industries (including methodology, course materials etc.), to carry out the training course or trainers, carry out local courses for students/employees from the specific industry

Target groups: Foreign language teachers and in-company trainers within language schools and language school associations, employees in the two industry sectors and associated stakeholders who will benefit from the training programmes

Introducing the Prolant Cap Trainer Development Framework, a vital tool for continuing professional development.

We aim to help trainers possess more professional competences for training adults in various sectors of industry and at helping the participants of these language training courses (focused on car industry and tourism in this project) achieve better results.

We recognised the need for a Prolant Cap Teacher Development Framework to map and develop Prolant Cap trainers' skills and knowledge.

We have based our framework on the EQUALS 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. The 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.**

In terms of specific CLIL competences. We turned to the excellent "CLIL Teachers' Competences Grid" (<http://lendtrento.eu/convegno/files/mehisto.pdf>).

As a result of studying the above tools we have developed and refined the Prolant Cap Trainer Development framework which can be viewed in this brochure.

Empowerment through CLIL

We are excited to offer CLIL (Content and Language Integrated Learning) as a learning vehicle for Prolant Cap. This increasingly popular educational approach combines content and language work and promotes deep learning.

Learners experience greater motivation as they see the lessons as more relevant to their professional lives, whilst improving their second language skills. In the Prolant Cap lesson plans and handbook we will incorporate CLIL principles which engage learners and promote better language learning. Trainers will pass through various phases of development in terms of professional competences and they will acquire a host of hands-on techniques to plan and deliver quality CLIL lessons. This developing expertise is part of the trainers' continuous professional development.

In addition, Prolant Cap trainers will become reflective practitioners who will in their turn train those that follow them. Their efforts will be recognised and rewarded through the Prolant Cap model.

Linda Polkowski, Vice Principal, Anglolang Academy, UK

