



International Congress

"Training for Excellence Tools for Teachers
and International Certification"

28 – 30 October 2010, Veracruz, MX

Teacher Training – Accreditation and Certification – a EUROPEAN Training Model

EUROLTA INTERNATIONAL

*Christel Schneider, Dipl.-Päd.
ICC International Language Network, Germany*

ICC Accreditation and Certification Schemes

- ICC Quality Assurance Scheme
- Lancelot Live Online Trainer Qualification
- EUROLTA Certification
- Eurovolt Certification

Quality of Teaching is KEY

- ☑ A key element in the delivery of quality language teaching is the qualification of teachers.

The ICC maintains a competence-based framework for language teaching, which allows teachers to plan and track their professional development in an international context.

The EUROLTA SCHEME

- The **EUROLTA** scheme encompasses:
- The **EUROLTA** framework
- The **EUROLTA** international procedures:
Common standards regarding roles and responsibilities of all actors at international and individual course levels

The Framework

- ☑ The framework enables participating institutions to qualify and certify their teachers' proficiency using a common frame of reference, which cuts across educational sectors and national boundaries.

The Scheme...

- ☑ addresses three levels of implementation:
 - At an international level: **principles and procedures**
 - At a national or institutional level: **working rules and modes of delivery**
 - At an individual trainer level: **continuous professional development and benchmark opportunities** through national and international networks

Overall Aims...

- ☑ The overall aim of a training programme is to help trainees to become aware of the issues and processes involved in teaching a foreign language in an adult education context and to gain confidence in their ability to contribute positively to these processes

Methodological Principles

- ☑ Learning by doing approach
- ☑ Cooperative Learning style
- ☑ Practical exercises with lesson observation and analysis
- ☑ Self evaluation, assessment by peers – evaluation of training programme

Core Components of Training

- ☑ Drawing up lesson plans
- ☑ Preparing teaching activities/ sequences
- ☑ Reflection and analysis on specific teaching techniques and activities
- ☑ guided observation of a teaching sequence with subsequent evaluation

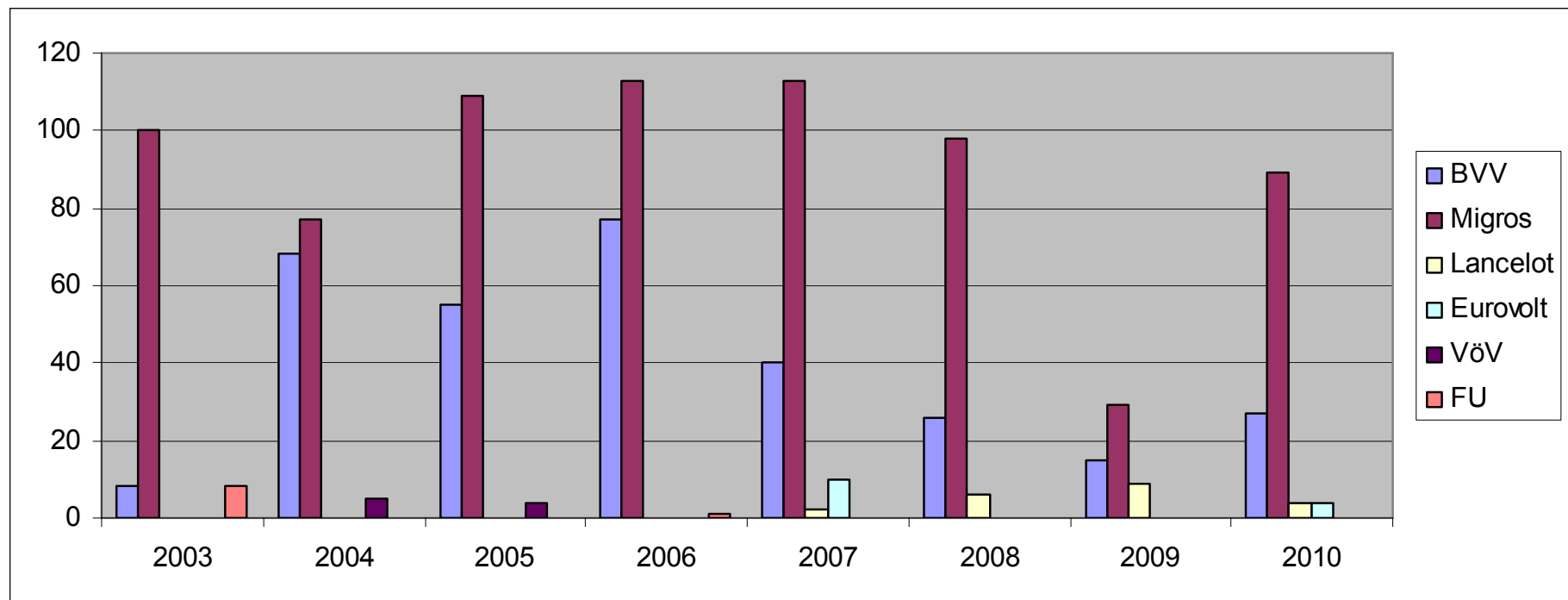
Core Components of Training

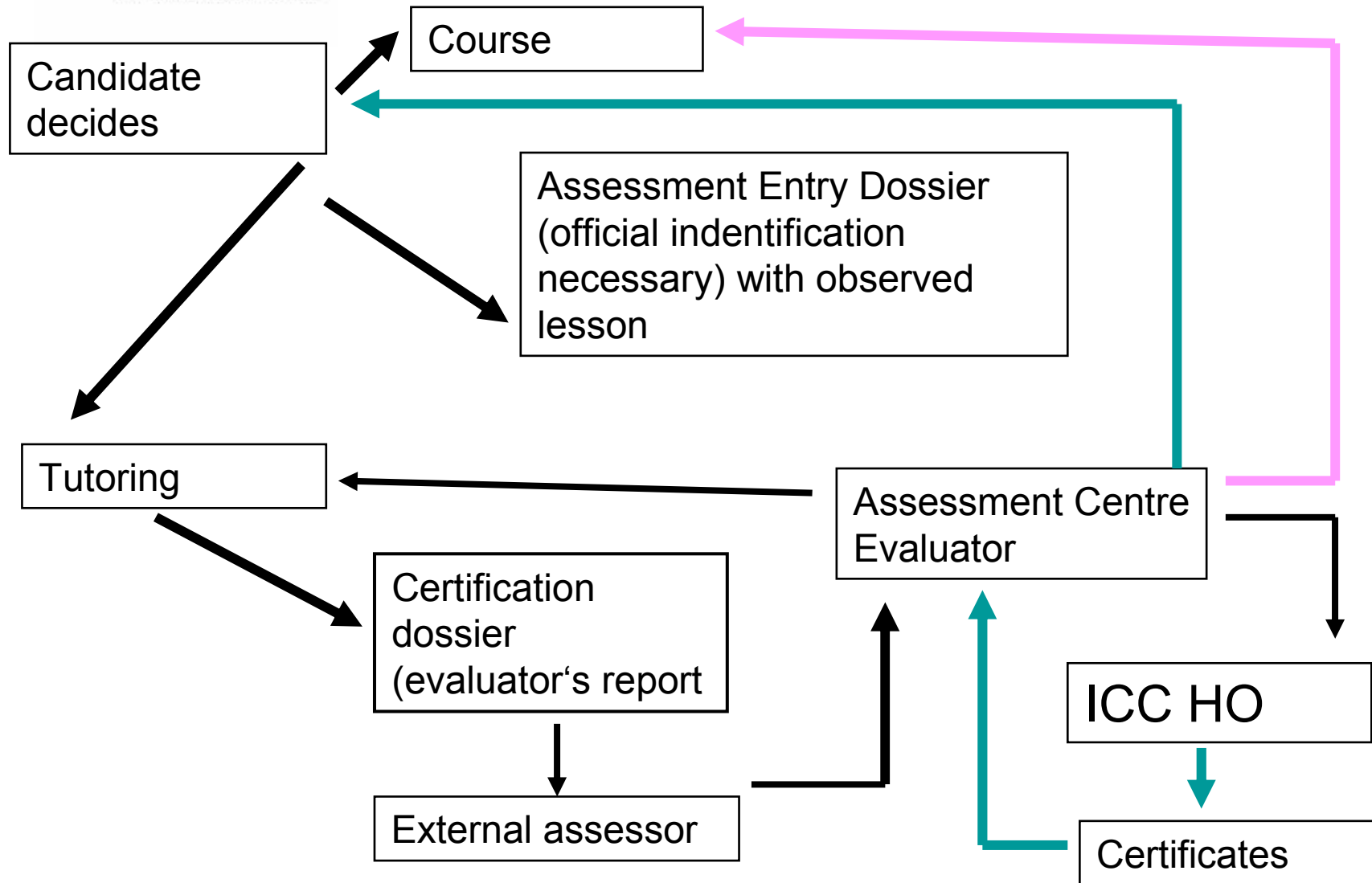
- ☑ Focused class-observation (live or video)
- ☑ Observation and analysis of individual learning strategies and styles
- ☑ Observation and analysis of a adult learner group
- ☑ Analysis of teaching/ learning material

Content Areas

- ☑ Language awareness
- ☑ Language and culture
- ☑ Language learning processes
- ☑ Language teaching
- ☑ Planning and evaluation
- ☑ Self assessment

Statistic Certificates





Developments in 2010

- Revision of the Framework
- Revision of Procedures
- Start of the **ELTACS** Project for the dissemination of **EUROLTA**
www.eltacs.eu
- **NEEDS Analysis** on **EUROLTA** in UK, BG, CZ, GR, RO, LT, DE

The **ELTACS** project (European Language Teachers Assessment and Certification Scheme) is a dissemination project funded by the European Commission as a part of the Education and Culture DG Lifelong Learning Programme.

Aims of the Project:

- To update and disseminate the existing European Certificate in Language Teaching to Adults: [EUROLTA](#)
- To carry out needs analyses and surveys of current language teacher training
- To initiate an innovative teacher training scheme which complements the existing training model as [EUROLTA](#) certification for teacher trainers.

<http://www.eltacs.eu/>

Needs Analysis

- What qualification(s) do teachers require to teach languages within the organisation?**

- Could the organisation benefit from the EUROLTA course framework and certificate? If so, how?**

- What would be the added benefits to the qualifications the teachers already have?**

Needs Analysis

- Would you consider employing a native speaker with a EUROLTA qualification to teach languages?**

- Would the EUROLTA qualification have validity in any other organisation you know?**

- How could this extra qualification be funded?**

EUROLTA Qualification needed

- ☑ There are a number of national contexts where there is a severe lack of teachers of languages.
- ☑ In one country, for example, pupils now begin a foreign language earlier in primary school, whilst a second foreign language has been introduced as standard at secondary level, creating a shortage of teachers able to teach a foreign language in these contexts.
- ☑ EUROLTA might be promoted as a route to qualification more strongly where such shortages are identified.

EUROLTA as additional Qualification

- ☑ The revised framework might facilitate modular addition to existing generic teaching qualifications where local flexibility allows this, or where the advantages of the EUROLTA framework become so evident that national authorities are prepared to accept it into their own structures.

Discussion Points

- What qualification(s) do teachers require to teach languages in Mexico in your institution?**
- How could you as a teacher/ language provider benefit from the EUROLTA course framework and certificate?**
- What would be the added benefits to the qualifications the teachers already have?**

Further Discussion Points

- How important is it in your country to employ native speakers?**
- Would the EUROLTA qualification have validity in any other organisation you know?**

**Thank you...
for your attention**

Danke sehr



Muchas Gracias

Any Questions?

