

IMPEL ELP Implementation Support	Project Group	Meeting 1 / 2005 25-26 February ECML Graz
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Third meeting of the project group „impel“

Present

Gisella Langé, Dick Maijer, Rolf Schärer, Gabriele Tänzer, Sally Rehorick, Hans Ulrich Bosshard (chair)

Excused

John Thorogood

Objectives of the meeting

- Present and discuss the information given by the participants
- Present and discuss the draft tools prepared by the group members
- Discuss further needs (e.g. integration of europass)
- Discuss spread of information
- Discuss the extension of the group for the enlarged meeting 2/2005
- If needed: Discuss and test the collaborative working space (follow-up)

Main Topics

- Progress reports
- Tools: from drafts to published documents
- Spread of information

Time	Minutes Item No.	Activity
Friday 25 February		
0900	1	Introduction , organisation, i.e. installation of the different connections for laptops, internet, beamer; thanks to the ECML-crew for the technical support during the 2 days.
0930	2 2.1	<p>Progress reports (1)</p> <p>Gisella Langé I Implementing ELP in Italy An ELP working group has been organized by the <i>Ministry of Education and Research - Education Department - International Relations General Directorate International Relations General Directorate</i> and started operating in July 2004.</p> <ul style="list-style-type: none"> - Composition: 4 Inspectors, 2 headmasters, 1 teacher, 1 officer from the <i>International Relations General Directorate</i>. Coordinator: Gisella Langé. - Goals: <ul style="list-style-type: none"> -To promote the ELP in Italian schools -To spread information -To involve policy/decision makers and stakeholders -To collect datas and examples of good practice -To suggest models for training teachers -To help teachers working with the ELP - Activities: <ul style="list-style-type: none"> -Developing informative materials for stakeholders and schools -Collecting datas and examples of good practice -Organizing conferences and seminars for policy/decision makers; inspectors and school managers. - Outcomes: <ul style="list-style-type: none"> -Involvement of the target groups -A brochure (<i>see on impel website: materials – restricted</i>)

	<p>2.2</p>	<ul style="list-style-type: none"> - A website: http://www.istruzione.it/argomenti/portfollio/index.shtml - A questionnaire distributed to all Italian schools (see on impel website) - A publication on the results of the questionnaire (Aug. 2005) - Targets: policy makers, decision makers, school managers, teachers - Steps: <ul style="list-style-type: none"> - Involving Authorities, policy and decision makers - National Conference in Bari, Oct. 2004. General Directors from central and regional offices of the Ministry of Education + Administrative Regional and Town responsables - Regional Conference in Gorizia in Dec. 2004 - National Conference in Rome, Feb 8 – 9, 2005 - Seminar for Regional Responsibles for European Dimension in Rome, march 16, 2005 - Gathering Information from schools <ul style="list-style-type: none"> - ELP Questionnaire distributed to all schools through Regional Offices - Analysis of the questionnaires (beginning of June 05) <p>Dick Meijer NL: Concerning the website</p> <ul style="list-style-type: none"> - Website since 1 September 2004 online: everybody can use this website for own ELP: http://www.europeestaalportfolio.nl - Implementation projects: 3. The most difficult one is the project in the primary schools - Interest of Higher Vocational Education is growing - Interventions in several areas by organizing a national conference: School management, 'middle' management - Involvement of management (facilitates teachers e.g. primary schools) - ELP in intensive language courses seems to become a trend - Developed videos as trailer on web and videos to illustrate can do's - Website has more than 3000 accounts - Interest not only of vocational school but also of the secondary schools <p>Changes made in the website on the basis of comments of the users:</p> <ul style="list-style-type: none"> - +/- scores are in the percentage score - instruction language is more user friendly but still not enough - the teachers got the possibility to look into the learners portfolio (the learner has to give the teacher access) <p>Where do we still work on</p> <ul style="list-style-type: none"> - an English version of the ELP - a flexible construction of the passport - the change of the users profile (going to another school) - developing more learning activities <p>What did we learn so far:</p> <ul style="list-style-type: none"> - working with the teachers takes more time than expected because of lack of information on CEF - necessary changes in didactics - role of ELP in (school)curriculum <p>More activities related to CEF and ELP</p> <ul style="list-style-type: none"> - Relate national curriculum to CEF (to be finished this year) - more examples of learner productions - study: ELP Dutch as mother tongue (to be finished in 2005) - Involvement of higher education towards a ELP for students in higher
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	2.3	<p>education</p> <ul style="list-style-type: none"> - Using the 'Language Profiles' as an instrument to illustrate levels <p>Plans for the next months:</p> <ul style="list-style-type: none"> - schoolprojects till the summer holidays (maybe continued) - national ELP-conference in June - trying to involve inspectors, publishers, parents and so on - developing more learning materials - relating the curriculum to CEF - a tryout of the teacher language portfolio - <p>Hans Ulrich Bosshard CH Implementing ELP in Switzerland</p> <p>Activities of the National Steering Group</p> <ul style="list-style-type: none"> - Teacher's guide(s) for ELP I-III with common parts - Concept for the ELP-implementation according to the strategy for the coordination of language teaching in compulsory schools of March 2004 (Swiss Conference of the Cantonal Ministers of Education - CCME) - Information concept ELP - ELP for migrants: coaching of a project of the Swiss Conference of Migration - ELP and standards: coordination with project „HarmoS“ (Swiss CCME) - ELP and assessment: coordination with project IEF – Instruments for the evaluation of competences in foreign languages (CCME German part of CH) - ELP and the coordination of language teaching on the secondary II degree <p>Production / implementation of ELPs</p> <ul style="list-style-type: none"> - ELP I (7-11years) December 2005: Concept draft Module 1: „Portfolino“ (>7); brochure 20 p A4; additional material Module 2: ESP I (7-11); folder (3 parts); additional Material; development and piloting of elements 2006 pilot version, 2007 validation and introduction - ELP II (11-15 years) March 2005: end piloting (200 classes); May Validation; 1st Training of Trainers (German part CH); Summer 1st edition; Beginning implementation (use recommended). 2007 evaluation? - ELP III (15+) Total sold 60'000 expl; stock 32'000 expl Beginning revision: <ul style="list-style-type: none"> - 5th linguistic version (rhaeto-romanic) - User's Guide (Brochure) - Corrected descriptors (writing) - Integration Europass
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		- 2006 production 2 nd edition, 2007 implementation
1145	3	<p>Progress report (2): News from the CoE - Rolf Schärer</p> <p>The ELP project of the CoE is about to enter a new phase (2005-2007). The mandate of the old ELP Validation Committee ended at the 31 Dec 04. A new mandate and the composition of the Validation Committee will be finalised in March 2005.</p> <p>In the meantime the planning for the next international ELP meeting in Moscow in autumn 2005 is going ahead.</p> <p>The topics earmarked for the programme are:</p> <ul style="list-style-type: none"> a) generic ELPs and the development of generic ELP components b) the place and use of L1 in educational systems and the consequences for the ELP c) moving to a new assessment culture <p>The Russian hosts announced that they would like to make a specific contribution focusing on intercultural competence.</p> <p>There are certainly a number of issues which will have to be dealt with: e.g. the development of electronic ELPs.</p> <p>In this context it has to be noted that the development of a standard CV by the EU with a specific appendix on language competence based on the CFR and the ELP will most likely excise a strong influence on further activities.</p> <p>As link person from our project to the Language Policy Division in Strasbourg I had to write a short report at the beginning of February.</p> <p>My conclusions reported were:</p> <p>Our project has started well. The wealth of information and the complexity of the issues to be dealt with make it difficult to clearly asses the progress made so far. However, I think there is a good chance that a much clearer answer can be given after our present meeting.</p> <p>As the development of "Whole school policies" will most likely be a decisive factor in gaining a broader implementation of the ELP I took up contact with a number of project contact persons to find out what structured information might be available as basis to provide answers to the questions: Does the ELP make a difference, a difference to whom, a difference in relation to what?</p> <p>I intend to also use our meeting to get a clearer understanding of what is available and to see how it could be made available to other implementers.</p>
1230		Lunch

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1415	4	<p>Progress report (3): Gabriele Tänzer Thuringia What' new since the last meeting? Not so much money to work on further developing and implementing our portfolios because the country has to consolidate the budget. So we had to find new ways and/ or partners (sponsors) for the next two or three years. Main topics in our work are:</p> <ul style="list-style-type: none"> - the evaluation of the ELP modules 1-3 and the final report (for the COE) - the revision of the ELP modules 1-3 to get a more useful ELP (more useful for students, for teachers, for parents) - to come to an end with the developing of the ELP module "Vocational training" and of the ELP module for adults. - the preparation of validation and implementation of all modules - to start the development of an online ELP for all learners with elements of teachers training - to start the development of an online TT platform <p>Main problems are:</p> <ul style="list-style-type: none"> - only a small budget to work with - TT has to be more intensive and more useful
1445	5	<p>Guest's report: Sally Rehorick on the Canadian project Sally Rehorick reviewed the background to her participation in IMPEL: The Canadian government established a goal to double the proportion of high school graduates who have a functional knowledge of their second official language by the year 2013. She pointed out her study, commissioned by the Canadian government, <i>Plan 2013: Strategies for a National Approach to Second Language Education</i> which contained 54 recommendations. (note: This report is available on the website of the Second Language Education Centre at http://www.unb.ca/slec.)</p> <p>Among these was a proposal to learn more about the European Language Portfolio and its possible application to the Canadian situation. Sally noted that she is still a "learner" in the ELP and that she appreciated being able to participate in IMPEL.</p> <p>Since the IMPEL meeting in September 2004, Sally has met with several groups and individuals across Canada to determine if there is an interest in pursuing the idea of learning more about the ELP and how to implement a similar project or projects within Canada. These groups have included:</p> <ul style="list-style-type: none"> - Department of Canadian Heritage (national) - this is the department which is responsible for liaising with the provincial ministries in education regarding official languages. They also commissioned Sally's study and named her to IMPEL. They are very interested in the ELP as a way of developing some national strategies. - Ministries of Education in Alberta, Saskatchewan and Manitoba - these 3 provinces form the Western Canadian Protocol. - Deputy Minister for education in New Brunswick - Canadian Association of Second Language Teachers - all 10 provinces sent representatives to a national meeting where Sally made a presentation on the ELP. - Canada School for Public Service - the federal government's language school for civil servants is located here. <p>In addition to the presentations made to the above groups, Sally has also spoken</p>

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		<p>informally to numerous colleagues involved in second language education, as well as students training to be teachers and found all to be enthusiastic.</p> <p>The conclusion she has reached is that there is high interest to pursue a possible project and thus the next step will be to organize a national workshop in October 2005 entitled: Applicability of the European Language Portfolio to the Establishment of a Pan-Canadian Language Portfolio. The workshop would group Canadian educators and experts from Europe to examine the various aspects of ELP implementation with relation to Canadian parameters.</p> <p>Sally Rehorick asked for input from the IMPEL group regarding the following: If you were starting your project again</p> <p>What would you do differently? What would you do the same? What would you include in a workshop? Who would you include in the workshop?</p> <p>A lively discussion followed during which a number of topics were covered:</p> <ul style="list-style-type: none"> - budgeting for initial development vs budget needed for sustainability; - the relevance and development of the CEF; - the development of stable descriptors to serve as anchors; - different models of successful implementation such as the global strategy of the Swiss, which tries to combine ELP training across other curricular areas (i.e. "ELP is part of the package"); - the need to do "reality checks" often, particularly concerning the classroom environment; - a possible structure for development by creating a consortium of teacher education institutions; - the need for constant political will especially with regards to financing; - the idea of "starting small" with trials and pilots (i.e. don't "big project" as this could be somewhat daunting). <p>Sally Rehorick concluded by stating that she would continue to disseminate information to Canadian educators about the ELP. The website of the Second Language Education Centre at the University of New Brunswick (see URL above) already has a link to ELP sites</p>
1630	6	<p>Introduction of Europass: consequences for ELP implementation</p> <p>Discussion on the EUROPASS CV and the language part in it, focus on consequences for the implementation of the ELP</p> <p>Remarks:</p> <ul style="list-style-type: none"> - the compact form of the presentation of language skills in the CV has not been discussed in the ELP committee; - there is no direct link from the CV to the ELP-website of the CoE (as it is in the language passport) - if a user does not have an ELP how can he evaluate himself (by just using the 'grid'?) - It is not clear what the role of both National Points are - The National Centres should have a link on their websites to the ELP website of their country or/and of the CoE - The LEONARDO-centres should be better informed about the ELP <p>We discussed what kind of reaction would be suitable. Rolf suggested to inform Strasbourg about our remarks.</p>

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1730	7	<p>Extension of the group for the enlarged meeting 2-2005 / Date The group discusses a new date (meanwhile confirmed by the ECML): 9 – 10 of September 2005 (instead of 23-24 of September) Additional countries to be invited: Greece, Slovenia, Spain, Sweden. Alternatives, if one of them cannot attend: Denmark, Finland.</p>
1830		End of first day
Saturday 25 February		
0900	7	<p>Discussion of tools (1):</p> <p>7.1 Glossary (Gisella) The glossary should be part of the tool-kit. Implementation should be one of the titles of the 6 areas. <i>The new version will be on the internal impel site by end of april 2005</i></p> <p>7.2 Action Plan (Dick) Dick has combined his action plan with the different grids. Concerning the role of the parents: see examples of "success stories" on the website of the Canadian Parents for French http://www.cpf.ca/english/Parents/Success%20Stories.htm <i>The new version will be on the internal impel site by end of May 2005</i></p> <p>7.3 "Stakeholder's grid" (Rolf) / "Snake diagram" (Maria / Rolf) Lively discussion. Rolf will propose guidelines for using the stakeholder grid and a draft of a project cycle with case studies. <i>The new version will be on the internal impel site by end of May 2005</i></p>
1230		Lunch
1400	7	<p>Discussion of tools (2):</p> <p>7.4 "Coherence-Cycle" (Hans Ulrich) The different positions of the grid can be enriched by questions to be asked by different stakeholders in the different phases of implementation: Conception phase / Piloting phase / Validation phase / Full implementation phase / Operational phase Questions generated as examples of what a national ministry or authority might ask themselves: <ol style="list-style-type: none"> 1. Where does our national system stand now with relation to the assumptions about the potential value of the ELP? 2. How feasible is it for us to move forward or continue with implementation of ELP? 3. What would be our specific motives/goals for ELP implementation? 4. How much? 5. Where can we borrow stuff? 6. What options do we have for developing our own strategy/ies for ELP implementation? 7. How long will it take to implement ELP? 8. How can interest be made sustainable? <i>The new version will be on the internal impel site by end of May 2005</i></p> <p>Questionnaire templates</p>

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	7.5	<u>Rolf will bring examples to the next meeting</u>																																	
1545	8	<p>Spread of information Some documents should be placed on the public space of the project site till summer:</p> <ul style="list-style-type: none"> - Glossary - 1-2 tools (grids, lists with questions) - Agenda with important dates <p>The ELP-documentation of the ECML should be completed. It would be useful to have a person in the ECML who could give informations about ELP and implementation.</p> <p>Final document CD-Rom and/or website: <u>Gabriele will propose a sitemap till end of May 2005</u></p>																																	
1630	9.1	<p>Co-operation The group members will work by the mean of the internal working space / internal forum as soon as the different documents are ready.</p>																																	
	9.2	<p>Allocation of tasks: Summary</p> <table border="1"> <tr> <td>Mid of March</td> <td>All</td> <td>Minutes (postponed until end of April)</td> </tr> <tr> <td></td> <td>Hans Ulrich</td> <td>Report (postponed until end of April)</td> </tr> <tr> <td colspan="3"><i>Please send your documents to Elke in order to place them on the internal impel site: elke.gresch@ecml.at</i></td> </tr> <tr> <td>End of April</td> <td>Gisella</td> <td>Glossary</td> </tr> <tr> <td>End of May</td> <td>Dick</td> <td>Action plan</td> </tr> <tr> <td></td> <td>Rolf</td> <td>Grids</td> </tr> <tr> <td></td> <td>Hans Ulrich</td> <td>Questions</td> </tr> <tr> <td></td> <td>Gabriele</td> <td>Site map</td> </tr> <tr> <td>End of June</td> <td>Hans Ulrich</td> <td>Documents on public project site</td> </tr> <tr> <td>Mid of August</td> <td>Hans Ulrich</td> <td>Initiation / Program next meeting</td> </tr> <tr> <td>9-10 September</td> <td>Rolf</td> <td>Questionnaires</td> </tr> </table>	Mid of March	All	Minutes (postponed until end of April)		Hans Ulrich	Report (postponed until end of April)	<i>Please send your documents to Elke in order to place them on the internal impel site: elke.gresch@ecml.at</i>			End of April	Gisella	Glossary	End of May	Dick	Action plan		Rolf	Grids		Hans Ulrich	Questions		Gabriele	Site map	End of June	Hans Ulrich	Documents on public project site	Mid of August	Hans Ulrich	Initiation / Program next meeting	9-10 September	Rolf	Questionnaires
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	9.3	<p>Programme of next meeting</p> <ul style="list-style-type: none"> - reports of the invited experts, structured according to the new tools - discussion of the tools - FAQ for „ELP-Beginners“ - Short reports of the core group - spread of information and final document 																																	
1730		End of the meeting																																	

29.4.2005 H.U.Bosshard