

Towards an Action Plan for ELP Implementation

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Why is this topic in the program?

- Implementing the ELP needs a kind of a masterplan in which all the ins and outs of an implementing process are covered
- This part of the workshops deals with this challenge
- The input:
 - general ideas about an action plan or action plans
 - Case studies
- The outcome:
 - First drafts of action plans related to own situation

ELP in use

- **Questions to be addressed (during workshop)**
 - In several countries the ELP is in use in others it is still at a starting point, but main question is/will be ... how can we increase the use of ELP?
 - If not yet in use .. how can be profited from the experience from others?
 - Who is to be convinced (learner, teacher, end user, authorities (incl. headmaster)?
 - Implementation.... bottom up or top down?
 - What is role of publishers?

Towards an Action Plan for ELP Implementation

- What should be reached when? Target? Quantitative? Qualitative? Satisfaction?
- What could be a critical moment?
- Which stakeholders are/ could be the most important partners in an ELP implementation process ?
- Does the product (the ELP) have enough arguments from itself to convince?
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Towards an Action Plan for ELP Implementation

- The stakeholders
- Learners
- Teachers (school)
 - headmasters
- End users
 - Employers
 - ‘receiving’ schools
- Parents

- National/regional authorities
 - society
- Publishing houses
 - Publishers
 - Textbooks designers

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Stakeholders in relation to each other or where to make interventions

Intervention logic

Bulgaria

Towards an Action Plan for ELP Implementation

- Levels of implementation
 - Supra (Council of Europe - CEFR)
 - Macro level (educational policy)
 - ELP in educational system
 - ELP in (national/regional) curriculum
 - Meso level (school)
 - ELP in school curriculum
 - Micro level (classroom) –Teacher training
 - ELP in classroom
 - Instructional design
 - Pedagogical and didactical design
 - Nano level (individual)

Levels of Implementation

- **MACRO**
 - National or regional educational authorities
 - **Implementation**
 - ELP in educational system
 - ELP in national curriculum
 - Legislation (?)
 - National policy (CEFR and national curriculum)
 - **Assessment**
 - Role in assessment
 - System of evaluation

Possible Strategic Objectives

- Macro level: Development of tools to involve national or regional policymakers in ELP-project (if necessary)
- Macro level (Outside school): Development of informative materials for employers and parents.
- Meso level: Development of curriculum statements including examples of good practise. Development of activities for school managers

ECML workshop project IMPEL (C5)

Implementation activities

- Develop a strong marketing and/or information structure : an action plan
- [Points of attention](#)
- On national level (macro): relate national curriculum to CEFR
- School level (meso): teachers are key persons
 - Good practices
 - Experience themselves
 - Headmasters: what is the influence in schools or classrooms and what are the benefits?

Benefits for headmasters

- They get clear educational (language) standards
- They get more possibilities to cope with diversity
- They might get the language teachers 'on the move'
- They get more coherence between languages learned at school
- They can set up goals for shorter periods
- They can see (and show) the ongoing language learning in their schools.

'Outside school' activities

- **Some examples for end users (macro level):**
 - Distribute newsletters (electronic or traditional) for teachers in the project and others who are interested
 - Build information platform to share positive feelings and exchange solutions (all)
 - Write informative articles in press (national and local) (parents/employers)
 - Show good practises (parents/employers)
 - Let parents gain experiences with ELP
 - Send information to platforms of employers (flyers)
 - Let employers gain experiences
 - Show international transparency (employers)
 - Organize conferences with as much as possible impact.
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Risks

- Information should be very practical
- Information should fit into their world
- Examples of good practice should not be too specific ('in my situation impossible')
- What kind of problem will be solved by using the ELP?

Aspects of an Action Plan

- Timeframe: in what year will the activity take place?
- What kind of events will be / have been organized? Why this activity? Recommendable to others?
- Which group(s) of stakeholders is/are/was/were involved?
- Objectives, goals, aims? Successful?
- Other information which can be useful to others or shared with others (e.g. budgets, number of persons involved?)

Workshop activity

(after presentation of case study)

- Working in pairs to identify elements of relevance to your own practice (15 minutes)
- Exchange information on implementation activities in a larger group (excluding teacher training activities) and identify the potentially most effective ones (30 minutes)
- Coffee break (15.30)
- First draft of an action plan related to own project (30 minutes)
- Collect activities related to stakeholders and questions to the panel put them on posters (30 minutes)