A quality approach to CEFR implementation: from reflection to practice and backwards

Workshop ALTE Conference Istanbul 2020
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Plan of the workshop

• Introduction to the QualiMatrix
• Breakout rooms: sharing and discussing results of the self-evaluation
• Report in the plenary session
• Questions/polls
• Final discussion
A quality assurance matrix for CEFR use

**CEFR QualiMatrix**

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ECML programme 2016-2019
The QualiMatrix Project

• promote quality in language education
• support language education professionals in CEFR-informed curriculum renewal
• facilitate the CEFR action-oriented approach which integrates planning, teaching and assessment
• facilitate stakeholders’ agency in policy, curriculum development, teaching and assessment.
The QualiMatrix Project cont’d

• Identifying existing initiatives and resources
• Identifying appropriate principles and indicators for CEFR implementation
• Creating a new user-friendly adaptable tool
• Mapping promising practices
Stages in the Quality Cycle

- Act
- Plan
- Study
- Do

Diagram showing the cycle of these stages.
Stages in the QualiMatrix

Planning

Reflection

Implementation

Evaluation
Stages

Planning

1. Situation analysis
2. Programme
3. Involvement
Stages

**Implementation**

1. Engaging teachers and learners
2. Teaching and learning
3. Monitoring & learner development
Stages

**Evaluation**

1. Assessment (teacher, learner)
2. Tests
3. Drawing conclusions
Stages

Reflection

1. Reflect on results
2. Identify issues
3. Explore possible actions
Reflection
1. Reflect on results
2. Identify issues
3. Explore possible action

Evaluation
1. Assessment
2. Tests
3. Drawing conclusions

Planning
1. Situation analysis
2. Programme
3. Involvement

Implementation
1. Engaging
2. Teaching & learning
3. Monitoring & learner dev.
Principles

• Relevance
• Transparency
• Coherence
• Inclusiveness
• Validity
• Sustainability
Principles

• **Relevance:** to the needs, objectives and purposes of the users and the social, cultural and educational characteristics of the context; appropriate and fit for purpose.

• **Validity:** approach(es) to language education are visibly aligned to and consistent with the CEFR and take account of state of the art knowledge and the context; practical implementation developed cyclically on basis of evidence.

• **Transparency:** public availability of key information.

• **Coherence:** joined-up thinking and internal consistency.

• **Inclusiveness:** opportunities to get involved, acquire perspective, make choices and to share responsibility.

• **Sustainability:** results are transferable, transformative, and long-lasting.
Previous ECML projects and resources

To support educators and stakeholders in coping with the CEFR complexity

To guide educators and stakeholders implementing Quality Assurance in education

Encouraging the culture of evaluation among professionals (ECEP)

A Training Guide for Quality Assurance in Language Education (QualiTraining)
What is the CEFR QualiMatrix and for whom is it?

• A tool to support curriculum reform informed by the CEFR
• A resource to inspire reflective educational innovation
• For all education stakeholders
CEFR-QualiMatrix:
A quality assurance matrix for CEFR use

The resource website facilitates CEFR implementation at classroom, school and policy-making levels.

Introduction

The Quality Assurance Matrix for CEFR use (CEFR-QualiMatrix) project aims to promote effective language learning by supporting teachers and other language education professionals in engaging in curriculum renewal supported by the CEFR vision of teaching and learning. The action-oriented approach fosters by the CEFR integrates planning, teaching and
The CEFR QualiMatrix website (and its related resources)

This website will help you to...
- ... evaluate the quality of your programme and teaching
- ... find out more on how to use the CEFR
- ... see how others deal with curriculum innovation
- ... explore useful resources
- ... check relevant terminology
- ... learn about Quality and the Matrix by watching tutorials
- ... know more about the rationale of this project

This resource contains
- An interactive matrix for self-evaluation and online tutorials
- A database with examples of promising practices
- CEFR-related quality principles in language education
- A collection of resources for planning, teaching and assessment
The QualiMatrix: for whom and why?

CEFR-QualiMatrix:
A quality assurance matrix for CEFR use

The CEFR Quality Matrix

Using the quality assurance matrix may help you to:
- become familiar with quality assurance procedures and tools that can facilitate and support effective pedagogical practices;
- conduct practical diagnosis of strengths and weaknesses of any CEFR implementation;
- promote transparency in CEFR-informed curricular and pedagogical development within communities of practices.

Before going to the Matrix, think about how far you and your institution use the CEFR to foster innovation in language education and to provide coherence between planning, teaching and assessment.

These questions may help you in this process:

- TEACHERS/TEACHER EDUCATORS
- MANAGERS / ADMINISTRATORS
- CURRICULUM DEVELOPERS
How can it be used?

CEFR QualiMatrix

If you have more than one role, assume your most significant one, you can start the process later assuming another role.

Please choose your role:

- Teacher / teacher educator
- Manager / administrator
- Curriculum developer
Please start from "Planning" and follow the order of the cycle.

- Structure: The Qualimatrix is organised around 4 stages, which form a continuous quality cycle. At the Planning, Implementation and Evaluation stages you respond to the self-evaluation indicator/statements. The responses are on a scale from 1 to 5. At the Reflection stage you will be guided in interpreting the results and in formulating an action plan. You can follow the entire cycle or just focus on the stage most relevant to you. However, if you do the entire cycle, start with ‘Planning’.
- Before you start: Download the questions here as a Word or PDF so that you can ask colleagues to collaborate or use the questions as a working document.
- Results: You can check your results after each stage and again at the end, where you will see your overall results. The results can be downloaded, saved and printed in Word or PDF.
- Tutorials: For more information please watch the tutorials.

**Planning**
- 0 (out of 32)
- Situation and needs analysis, Programme, Involvement

**Implementation**
- 0 (out of 28)
- Engaging the teachers and learners, Teaching & learning, Monitoring & learner development

**Evaluation**
- 0 (out of 28)
- Assessment, Tests, Drawing conclusions from assessment results

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Planning - Situation and needs analysis

Please respond to the following

Needs analysis: The CEFR descriptive scheme and descriptors are used to analyse learner needs, develop a curriculum related to real world needs, which focuses on learners as language users. (P1-1)

1 2 3 4 5

Add a note to this indicator

A comprehensive overview of the philosophy of the CEFR, describing its general and communicative language competences, communicative language activities and strategies.

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Click on the options below to display the radar chart for an individual stage.

Planning  Implementation  Evaluation  All

Relevance: Meeting both learner and organisational needs
Validity: Tasks from real life situations, well-defined criteria for evaluation
Transparency: Goals and progress are clear
Coherence: Consistency and joined-up thinking
Inclusiveness: Involvement, collaboration
Sustainability: Results are transferable, transformative, and long-lasting
Your quality principles

Planning
Your scores for the following principles may indicate some room for development:
Relevance (57 %)

Evaluation
Your scores for the following principles may indicate some room for development:
Relevance (68 %)
Transparency (64 %)
Coherence (68 %)
Inclusiveness (68 %)
Sustainability (67 %)
Promising practices

The promising practices below comprise examples of implementing the CEFR in different educational contexts which may help you in implementing your own project. The practices respond to the following questions: What are the most important aspects to bear in mind in the innovation process? What has been found to work well? How can more interest be generated in the CEFR? What are the common pitfalls to be avoided?

Item count: 8

National curriculum language proficiency scale

New national curriculum with integrated skills (moving beyond the old ‘four skills’): interaction skills, interpretation skills, text production skills.

View details

Theme(s): Curriculum

Principle(s): Relevance, Validity, Coherence, Sustainability

Objectives and scenario-based task/projects

CEFR-based curriculum implementation and assessment for an intensive language learning stay.

View details
Series of Promising practices (left)

Selection filters (right)
Why is the CEFR QualiMatrix needed?

• CEFR key message ‘integrate planning, teaching, assessment’ largely missed
• Curriculum reform often top-down with little guidance or tools
• No collection of CEFR promising practices
• No clear guidance in the maze of terminology
Added-value brought by the CEFR QualiMatrix

• Guidance for aligning planning, teaching, assessment
• Step-by-step evaluation/reflection
• Profiles to foster discussion/reflection with colleagues
• Range of 35 promising practices
• Extensive glossary
• Other CEFR related resources
www.ecml.at/CEFRqualimatrix
Breakout rooms

- Open your word or pdf file (or the printed document) showing the results of your self-evaluation with the Qualimatrix
- On the basis of your results, discuss with your colleagues in the breakout rooms the following aspects of the matrix:
  - The self-evaluation statements to which you had to react
  - The graphic representation of your results (bar charts)
  - The cross-referencing with principles of quality (radar charts)
  - The promising practices
- Take notes about some key challenges and opportunities of these aspects to be shared in the common room
Back in the common room

• Report about one challenge and one opportunity discussed in your breakout room

• Did this activity make you aware of aspects you do not normally pay attention to? Did it inspire you any future actions?

• Did you find any promising practice which could help you?
REFLECT AND REPORT (via online survey)

- Go to www.menti.com on any device and enter the code 5119399
- Answer the questions in the survey
- Anonymous answers will be displayed in a word cloud on the screen during the plenary discussion. Questions you will write will also be anonymous
- The questions in the survey relate to the following:
  1. The main strengths of your current assessment practices
  2. The main challenges of aligning assessments with the CEFR
  3. Questions/doubts to be addressed during the plenary discussion
www.ecml.at/CEFRqualimatrix

Thank you!