

Enriched Foreign language Learning Project (EFLLP)

The Enriched Foreign Language Learning (EFLLP) project, run by the National Education Institute (NEI) in a series of interdependent project phases from 2008 to 2015, was a curriculum development project that systematically enforced communication in foreign languages as a transversal key competence and, consequently, as a cross-curricular teaching and learning goal, using curriculum integration, team teaching and other forms of teacher collaboration to turn these complex curricular concepts into everyday school practice. Foreign teachers, mostly native speakers of target foreign languages, teamed up with Slovene teachers of FLs and non-language subjects to form dynamic intercultural teaching teams, focusing on either intercultural competence or disciplinary literacy development of primary (higher grades) and upper secondary school students. Language enrichment programs were designed and piloted to provide a vast variety of teaching and learning resources (lesson plans, teacher guides, teaching materials) that can now be used by any Slovene school and teacher.

Each school participating in the EFLLP project was assigned a specific status (home school – partner school – satellite school). A school's status determined the level and amount of the above average quality of educational services, i.e. the added value which was achieved by the inclusion and work of a native-speaker teacher into the school curriculum, as well as the school's project responsibilities and tasks. In this way, the project both ensured equity of access to the added-value educational services and widened the range of participation options for schools.

All project participants underwent intensive **continuous professional development** on a regular basis (monthly or bi-monthly), combining

- **direct teacher training:** seminars with lectures and workshops at the NEI;
- **out of school learning:**
 - **peer observation of team teaching** at the so-called **modelling schools** that closely followed the **observation protocol** [pre-observational activities; observational activities (structured and focused observation using observation pro-formas); post-observational activities – reflection on teaching by the observees themselves and by the observers, followed by a guided discussion; follow-up activities – observers transferring ideas from the observed lessons into their school practice and reporting on it in the form of a professional development task];
 - **learning networks**, e.g. **modelling schools network**, i.e. the network of schools with a history of excellent team teaching practice whose teaching teams underwent additional training to model team teaching to be observed in their authentic, real-life school settings and contexts by groups of teachers from other project school;
 - **NEI-school partnerships** based on instructional coaching provided by a NEI expert and involving classroom observations) and
- **on-the-job learning** (critical friendship through reciprocal peer observation supported *in situ* by a NEI expert).

The approach to addressing educational quality in the EFLLP project followed the QA triangle (defining quality, improving quality, measuring quality) and, as monitoring and evaluation convincingly showed, displayed synergy between the three QA functions that was perceived as exemplary and transferred into other projects run by the NEI.



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