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Participant's report to the National Nominating Authority and the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report¹ in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat (Erika.komon@ecml.at)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting	
Name of the workshop participant	Armin Berger
Institution	University of Vienna
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Title of ECML project	A quality assurance matrix for CEFR use
ECML project website	http://www.ecml.at/ECML-Programme/Programme2016-2019/QualityassuranceandimplementationoftheCEFR/tabid/1870/language/en-BG/Default.aspx
Date of the event	15-16 November 2016
Brief summary of the content of the workshop	<p>The workshop focused on examples of CEFR implementation in different educational contexts. On the first day, the background to the project, the project members, aims and intended outcomes were introduced. Then in groups according to their primary field of specialisation (curriculum development, teaching, teacher education, assessment), the participants discussed the following questions in relation to the primary, secondary, tertiary, and vocational/adult sectors in their respective countries: What are examples of promising practice? What are specific challenges? What still needs to be done? The focus of the second day was on quality assurance. After some input on quality control, quality assurance and quality management in general and in relation to the implementation of the CEFR in particular, the conception of the quality assurance matrix for CEFR use was introduced. The participants related specific quality principles to stages of the quality cycles and discussed the matrix. Finally, the participants shared and discussed CEFR-related promising practices.</p>
What did you find particularly useful?	<ul style="list-style-type: none"> • The positioning of the project in the larger context of quality management • The exchange of information on the implementation of the CEFR in different countries and a range of contexts • The reflection on principles and factors that influence innovation in educational contexts • The mix of plenary, group and individual work
How will you use what you learnt / developed in the event in your professional context?	<ul style="list-style-type: none"> • As a basis for reflecting on the quality assurance practices in my own context • As a stimulus to increase the linkage between our language programme and the CEFR • As a stimulus to foster innovation in my own context • To discuss the usefulness of a quality assurance matrix for CEFR use with my colleagues
How will you further contribute to the project?	<ul style="list-style-type: none"> • By collecting further examples of CEFR implementation • By participating in future expert meetings (if desired)

	<ul style="list-style-type: none"> • By reporting on the project in my professional context
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<ul style="list-style-type: none"> • Introduce the project and report on the expert meeting in one of our general staff meetings • Introduce the project in the level coordination meetings at our department • Provide the link to the project on our departmental website • Post a summary of the project and expert meeting on the Facebook site of our language programme

1. Public information

Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).

Während der *Gemeinsame Europäische Referenzrahmen für Sprachen* (GERS) Motor einiger Reformen im österreichischen Bildungswesen war, ist seine Umsetzung mancherorts nach wie vor unzulänglich. Das Projekt „A quality assurance matrix for CEFR use“ des Europäischen Fremdsprachenzentrums (EFSZ) zielt darauf ab, LehrerInnen und EntscheidungsträgerInnen bei der Anwendung des GERS und der Ausschöpfung seines Potenzials zu unterstützen.

Das vom EFSZ organisierte Treffen des Projektteams mit 42 ExpertInnen aus 32 Ländern am 15. und 16. November 2016 in Graz diente dazu, Maßnahmen zur GERS-Implementierung in verschiedenen Kontexten zu reflektieren und davon Strategien und Prinzipien erfolgreicher Praxis abzuleiten. Im Bereich Sprachtesten in Österreich wurden beispielsweise die Standardüberprüfung Englisch 8. Schulstufe (<https://www.bifie.at/standardueberpruefung>), die Standardisierte Reife- und Diplomprüfung (<https://www.bifie.at/srdp>) und auf universitärer Ebene die *English Language Testing and Teaching Initiative* (<http://www.uni-klu.ac.at/ltc/inhalt/430.htm>) diskutiert.

Darauf aufbauend wird ein Instrument zur Qualitätssicherung entwickelt, das die Umsetzung der Ziele des GERS erleichtern und die Innovation des je eigenen Kontexts fördern soll. Auf interaktive Weise sollen pilotierte Qualitätssicherungsmaßnahmen zugänglich gemacht sowie die Profilierung der Stärken und Schwächen der eigenen GERS-Implementierung ermöglicht werden. Das Instrument soll zum einen Verantwortlichen auf institutioneller Ebene dienlich sein. Zum anderen soll es LehrerInnen bei der Reflexion und Verbesserung ihrer täglichen Unterrichtspraxis dienen, um so einen Beitrag zur positiven Veränderung des österreichischen Bildungswesens zu leisten.