

EAQUALS LAP framework



What?

Why?

Who?

How?

Why?

“What makes a model valuable is not how accurate it is – any model can be accurate simply by making it more powerful – but rather the trade-off between simplicity and power.”

Dylan Williams – Memories are made of this – TES.com

What?

TD FRAM

LAPD FRAM

5

Knowledge

Skills

Planning
teaching and
learning

Teaching and
supporting
learning

The assessment
of learning

Language
Communication
& culture

The teacher as
professional

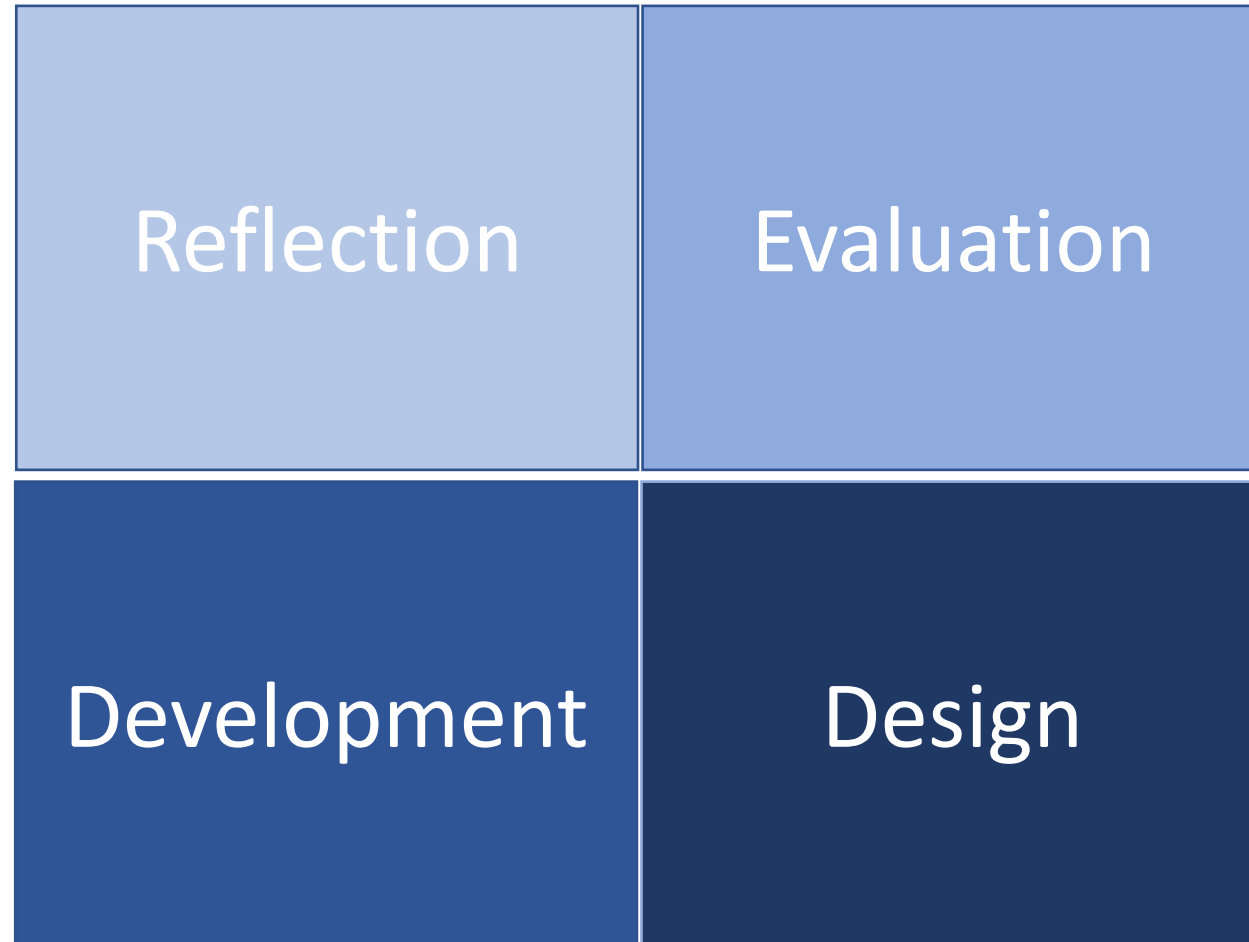
Development phase
1

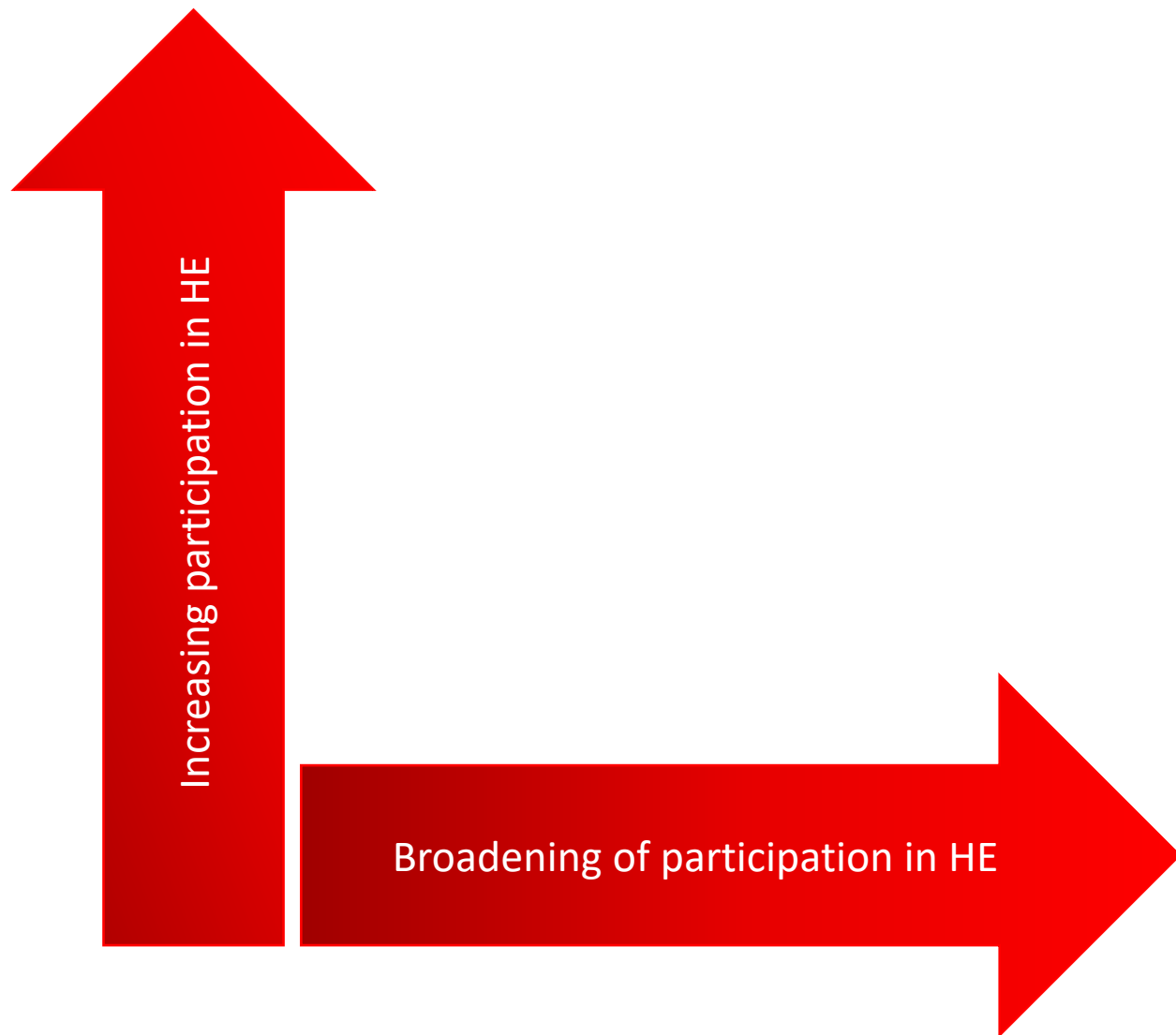
Development phase
2

Development phase
3

Planning teaching and learning

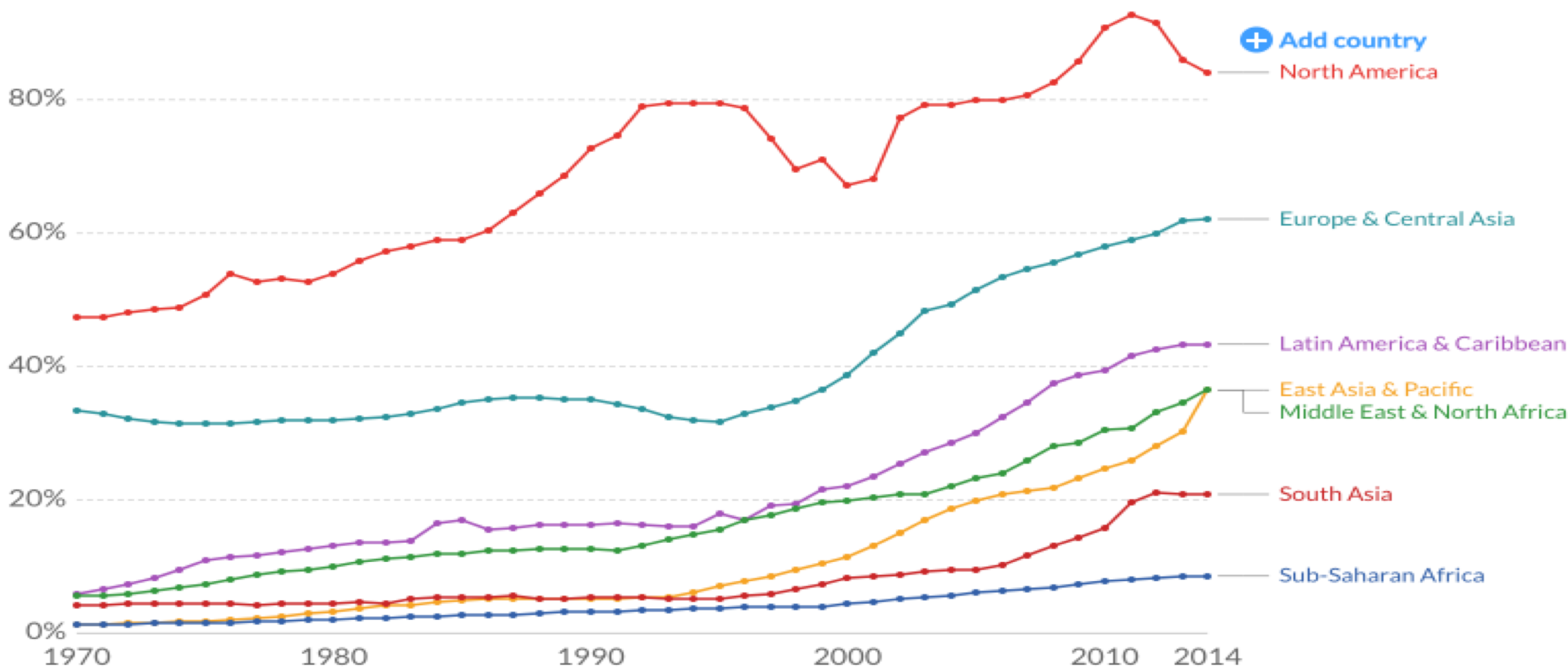
	Development phase 1	Development phase 2	Development phase 3
	<ul style="list-style-type: none"> • The purpose and key components of a needs analysis related to LAP • The main differences between academic cultures in different countries and their potential influence on the development of LAP • The key learning needs relevant to the study of LAP 	<ul style="list-style-type: none"> • The components of a needs analysis suitable for LAP in different subject disciplines • The range of differences between academic cultures in different countries and their influence on teaching and learning • The methods for identifying actual learning needs 	<ul style="list-style-type: none"> • Potential differences in learning and teaching needs related to LAP within an institution • Needs analysis tools suitable for use across different contexts in an institution • ways of helping teachers to develop their awareness of cultural differences and influences in approaches to learning • ways of collaborating on needs analysis to aid less experienced teachers [?]
	<ul style="list-style-type: none"> • identifying learning needs relevant to the development of LAP • adapting the teaching of LAP to take account of the influences of students' previous academic experience • anticipating and responding to learning needs relevant to the development of LAP 	<ul style="list-style-type: none"> • researching actual learning needs for different subject disciplines, and incorporating these into teaching and learning • identifying key differences between students' prior academic experiences and those likely in their intended disciplines, and integrating these new experiences [or differences?] into teaching and learning 	<ul style="list-style-type: none"> • creating tools to be used for analyzing learning needs across an institution • helping less experienced teachers to anticipate and respond to cultural influences that affect students' learning • helping less experienced teachers to design lessons which respond to learners' emerging academic





Gross enrollment ratio in tertiary education

Total enrollment in tertiary education, regardless of age, expressed as a percentage of the total population of the five-year age group following on from secondary school leaving.



Source: World Bank

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▶ 1970 2014

CHART

MAP

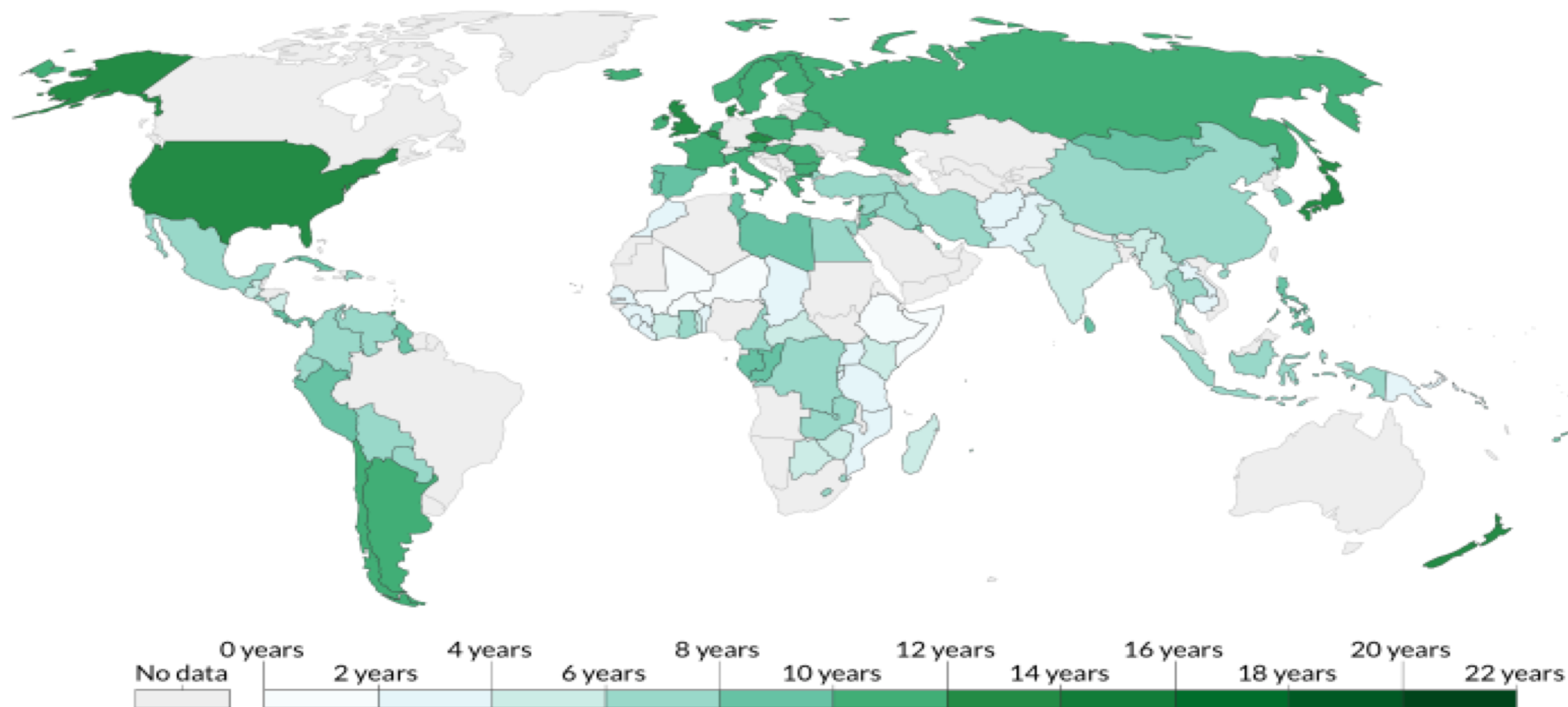
DATA

SOURCES



School life expectancy, from primary to tertiary education, 1970

The school life expectancy is the number of years a person of school entrance age can expect to spend in the education system. Since school life expectancy is an average based on participation in different levels of education, the average may be pulled down by the number of children who never go to school. Those children who are in school may benefit from many more years of education than the average. The data refers to both sexes.



Source: World Bank

CC BY

▶ 1970 2015

CHART

MAP

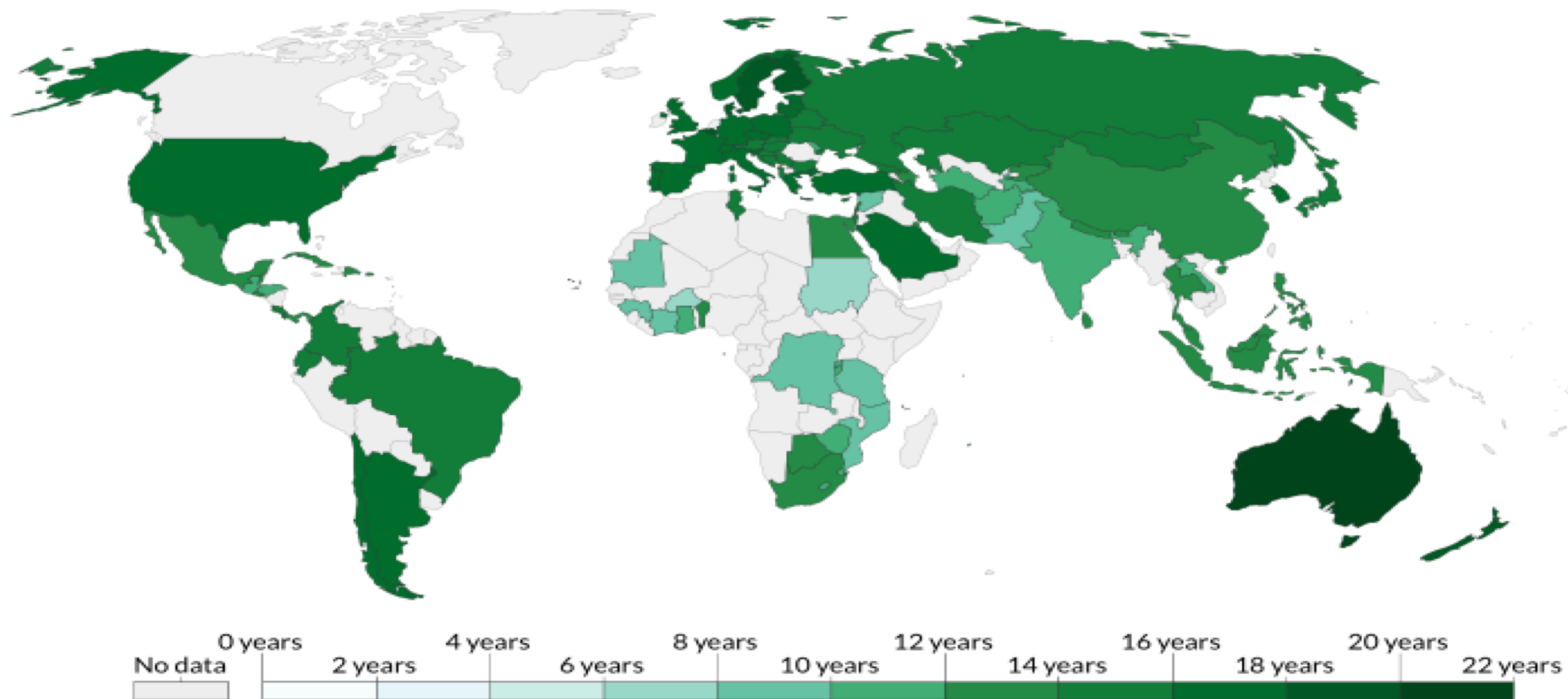
DATA

SOURCES



School life expectancy, from primary to tertiary education, 2015

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Source: World Bank

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▶ 1970 2015

CHART

MAP

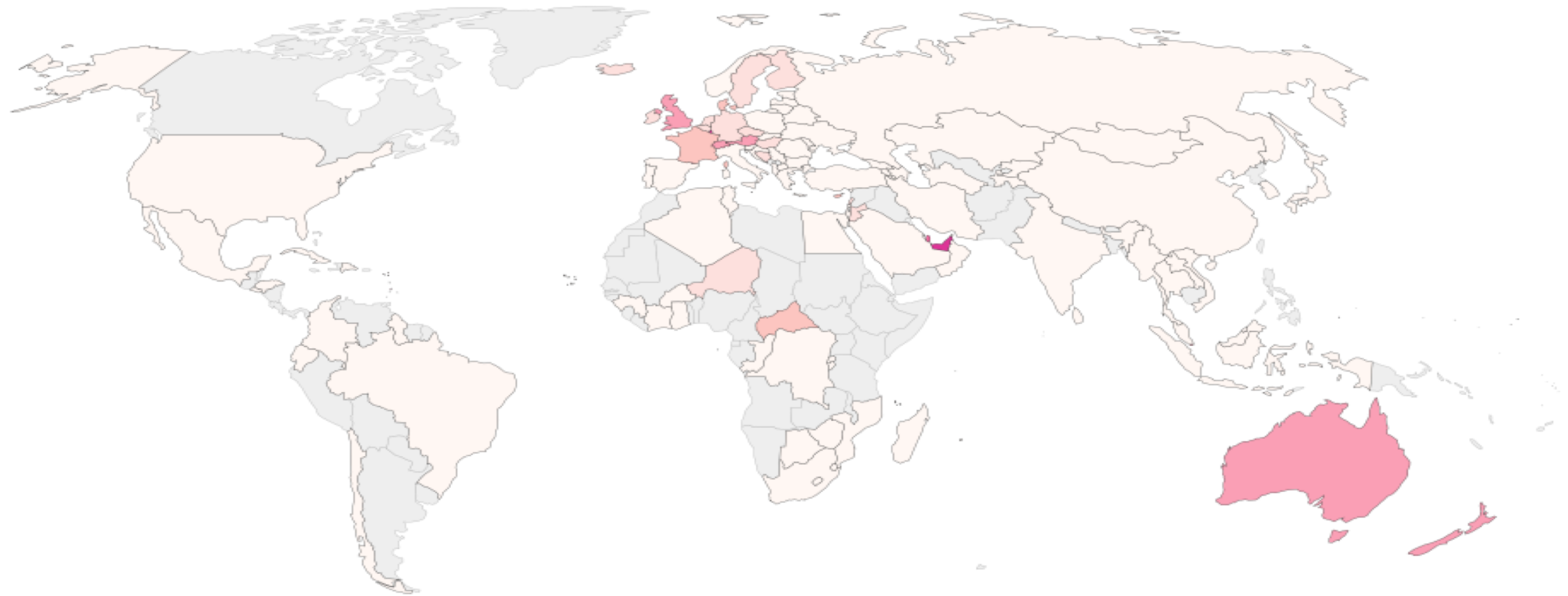
DATA

SOURCES



Share of students from abroad, 2015

Share of students from abroad studying in a given country out of the total tertiary enrollment in that country.



Source: World Bank

OurWorldInData.org/tertiary-education/ • CC BY

▶ 1998 2015

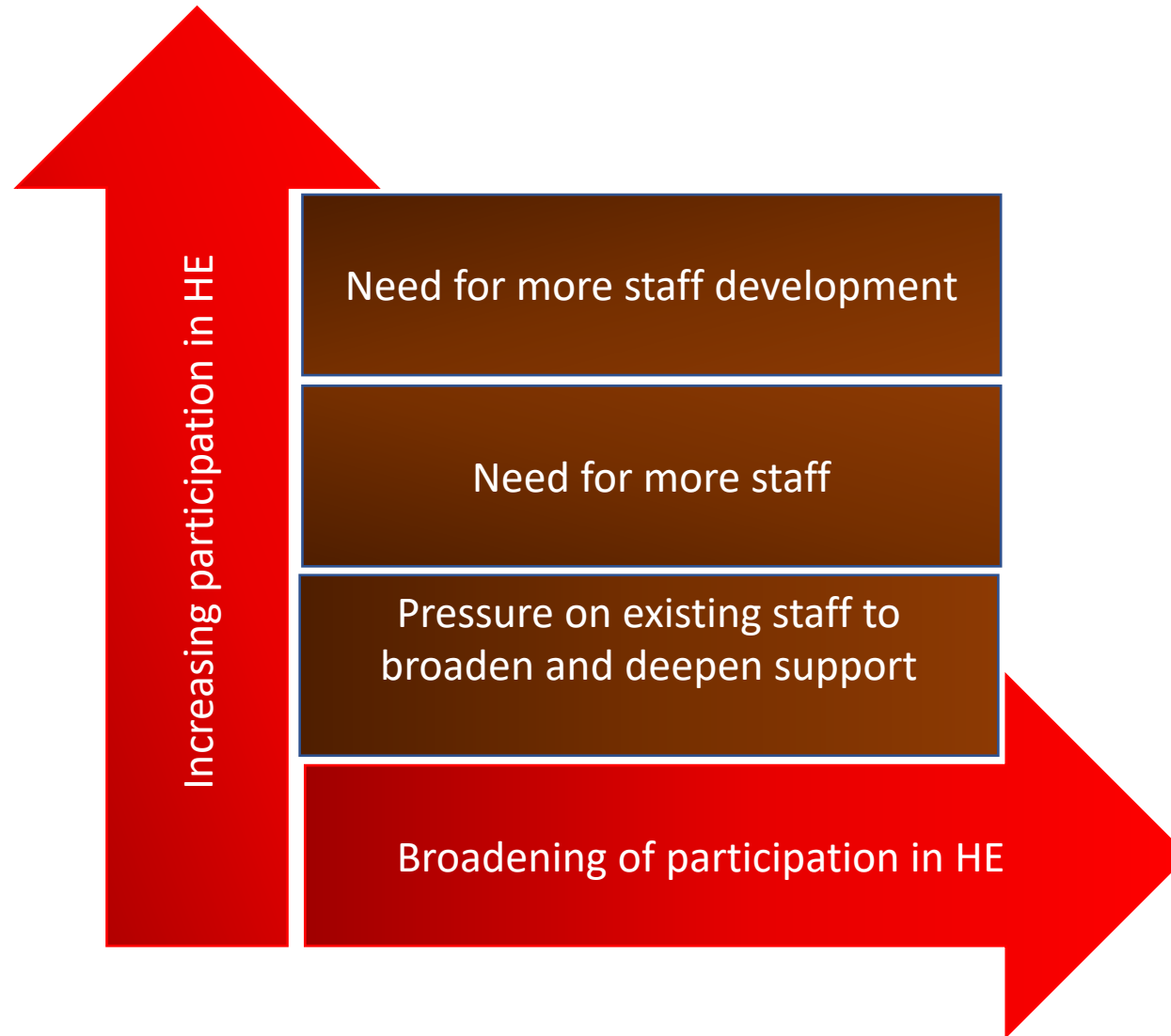
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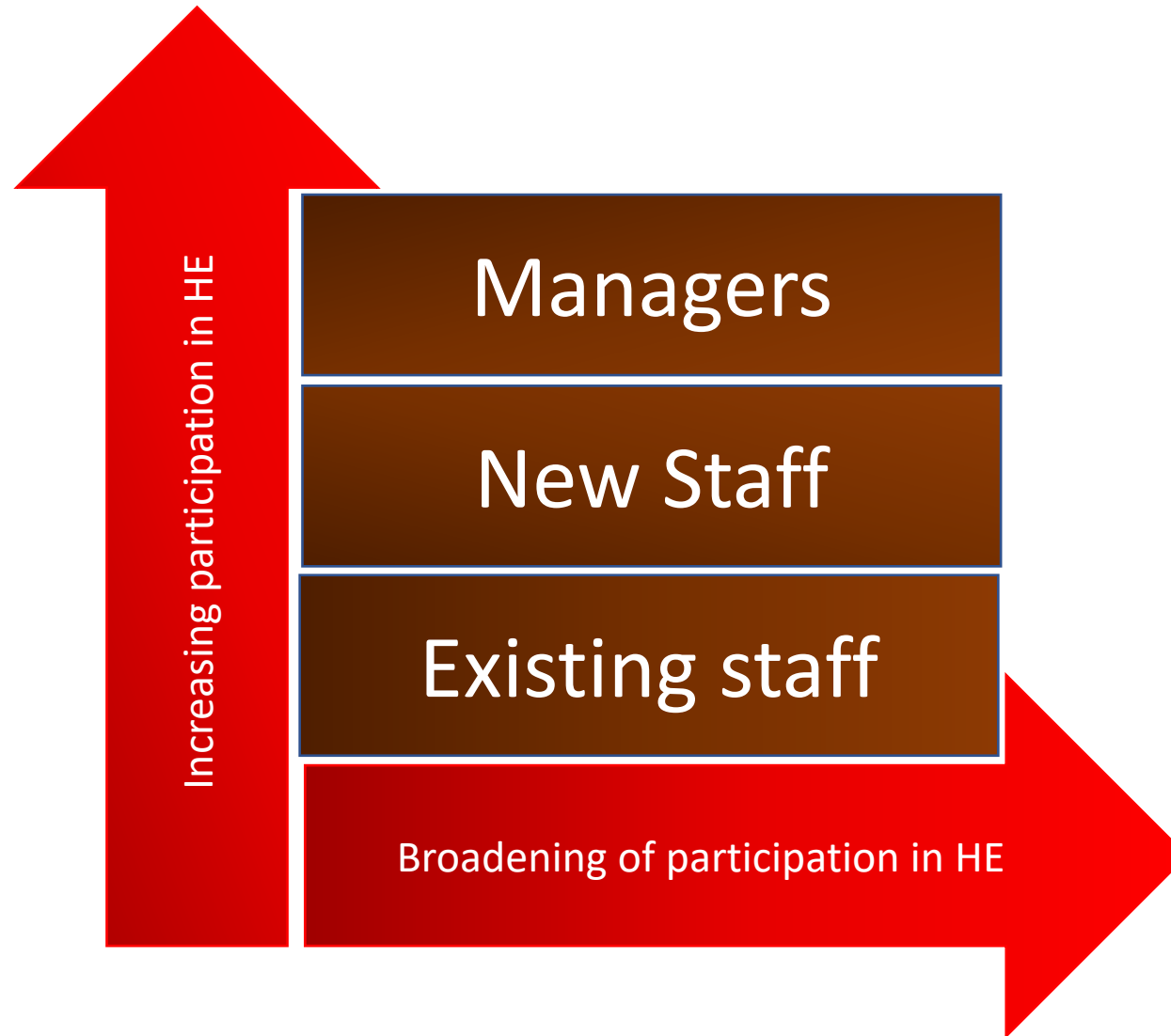
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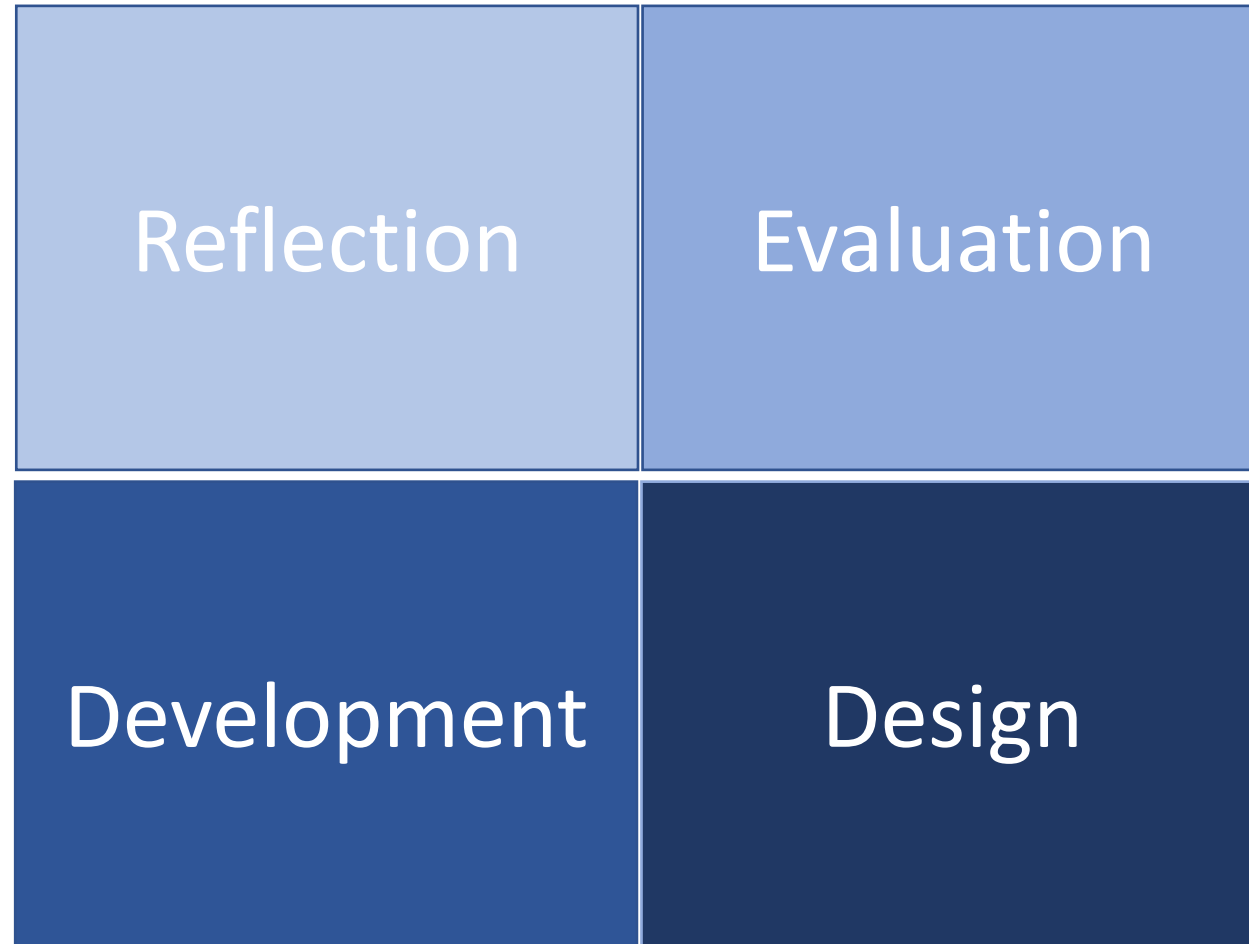
DATA

SOURCES







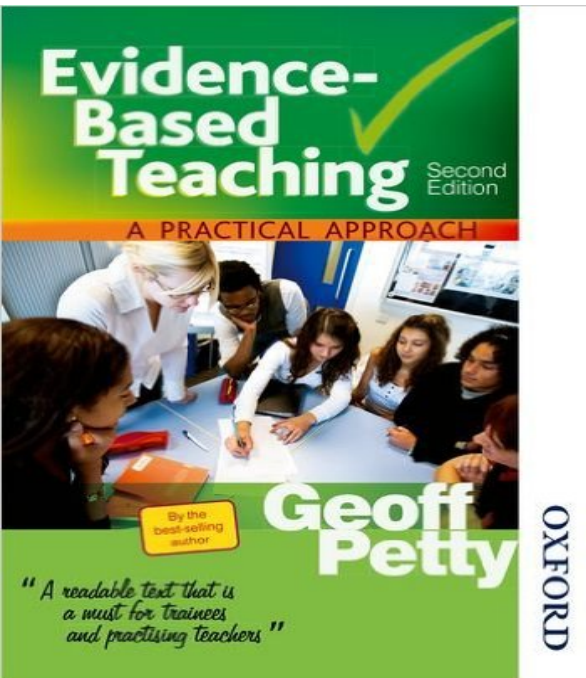


Planning teaching and learning

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Why?

1



Get
feedback

Coach

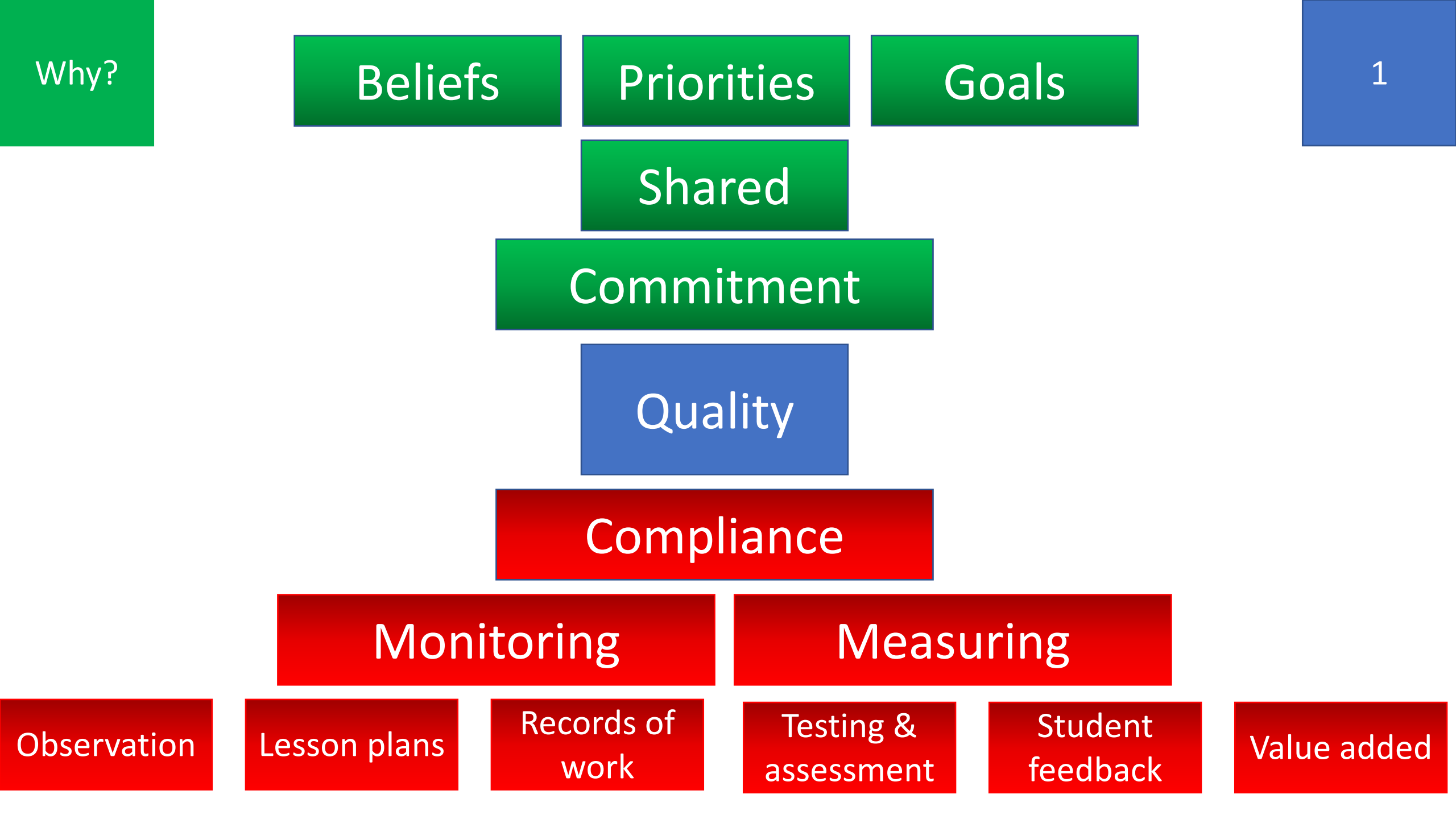
See an
example

Practice

Explain
the theory

Have a
discussion

geoffpetty.com



Why?

1

Beliefs

Priorities

Goals

Shared

Commitment

Quality

Compliance

Monitoring

Measuring

Observation

Lesson plans

Records of work

Testing & assessment

Student feedback

Value added