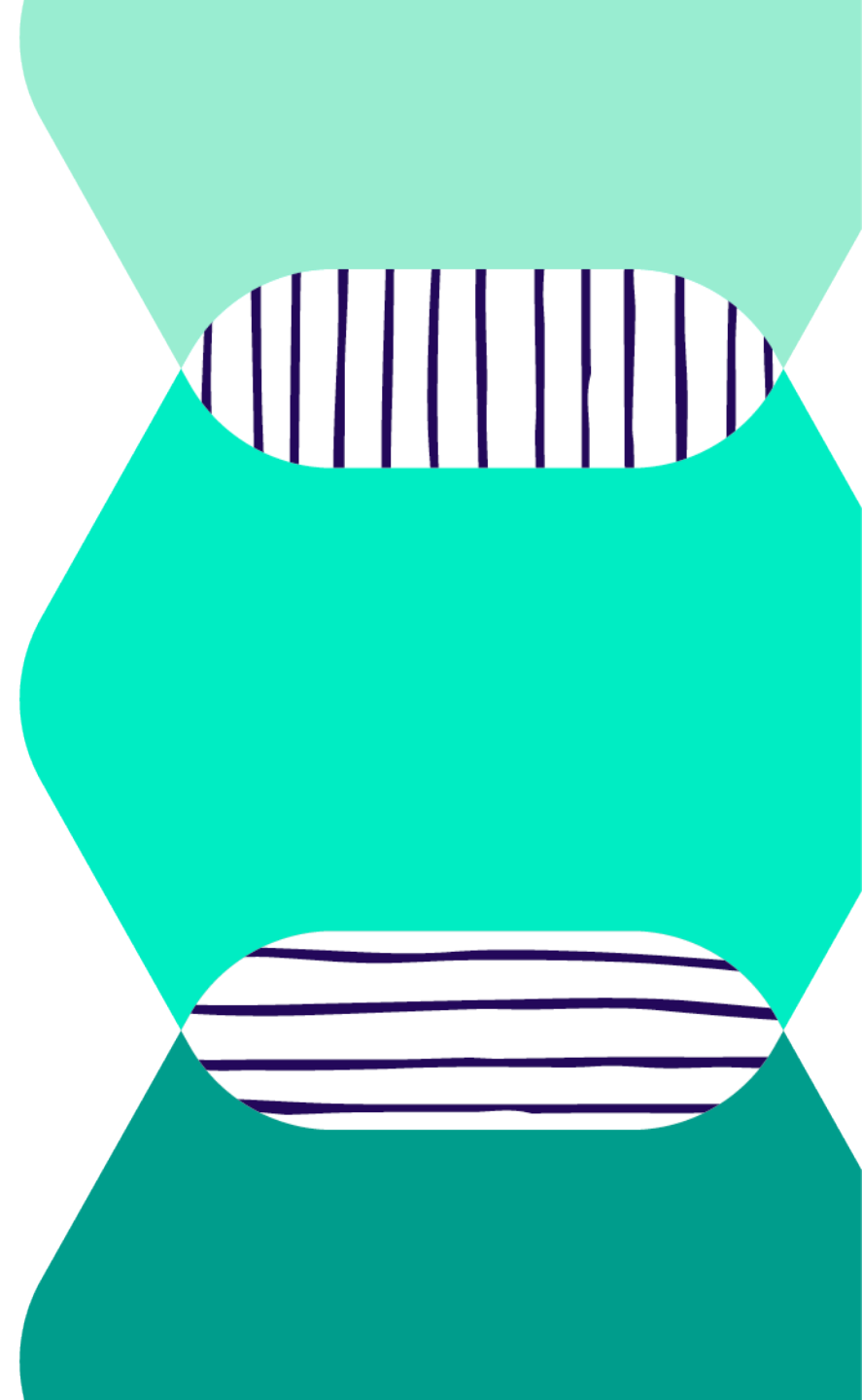


Accelerating English Language Learning in Central Asia

Strand 1

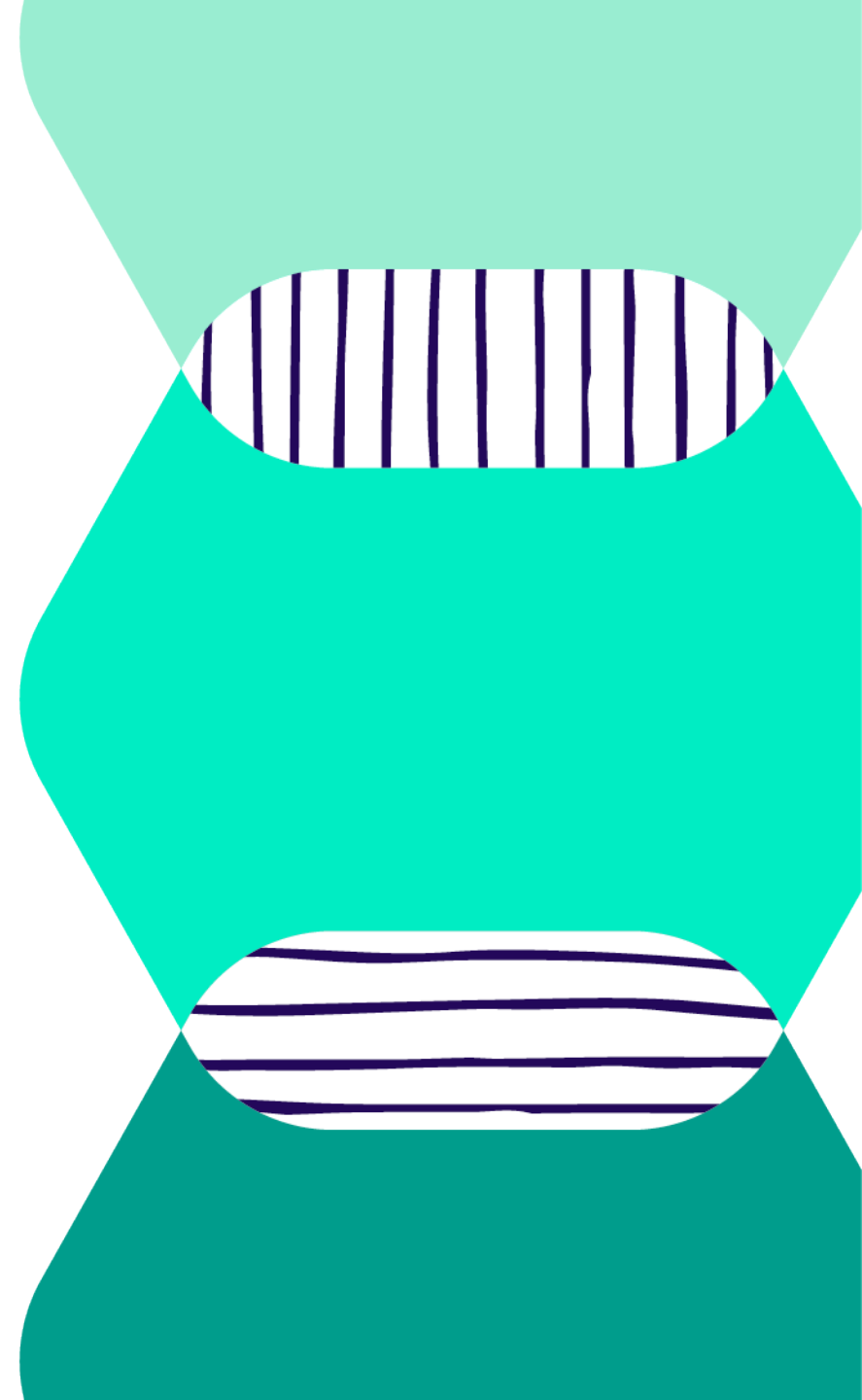
From Learning to Practice: Mini- Project Guide

Introductory Session



By the end of this session, you will:

- understand the purpose of Strand 1 within AELLCA III
- Learn what a Strand 1 mini-project is and what its key principles are
- recognise the support available throughout Strand 1
- prepare to read the Strand 1 Mini-Project Guide and begin identifying a suitable project for their own institutional context



What is Strand 1?

Strand 1 provides an opportunity to:

- apply learning from AELLCA I and II in your own institution
- address a real teaching, assessment, curriculum, or CPD need
- implement a small-scale, practical mini-project
- reflect on and refine your work with support from mentors and peers
- contribute to wider institutional development

[English in Central Asia » From Learning to Impact](#)



Key Features

- **Practical** (addresses a real teaching, assessment, curriculum, or professional development need within your institution)
- **Focused** (has a clear, achievable aim and a manageable scope)
- **Context-sensitive** (is adapted to your local context, priorities, and institutional needs)
- **Reflective** (includes opportunities to evaluate, review, and improve practice throughout the project)
- **Collaborative** (engages colleagues, departments, or other stakeholders where appropriate)
- **Sustainable** (has the potential to continue beyond AELLCA III and contribute to long-term institutional development)

—.. THREE PROJECT PATHWAYS —..

Flexible pathways to support innovation, improvement and institutional development in English language education.



PATHWAY 1

Teaching and Materials Innovation

Focuses on improving teaching practice through the adaptation, redesign and implementation of teaching materials, methodologies and classroom approaches.

Participants may work on:

- ✓ Adapting existing teaching materials
- ✓ Redesigning classroom tasks
- ✓ Trialling new teaching strategies and methods
- ✓ Integrating digital tools and technologies
- ✓ Developing resources for active, student-centred learning

Possible outputs:



- Adapted lesson materials
- Micro-teaching demonstrations
- Reflective teaching portfolios
- Peer observation reports
- Resource banks for sharing



PATHWAY 2

Assessment and Feedback Development

Focuses on strengthening formative and summative assessment practices to improve fairness, transparency and student learning.

Participants may work on:

- ✓ Redesigning assessment tasks
- ✓ Improving feedback practices and literacy
- ✓ Introducing peer- and self-assessment
- ✓ Aligning assessments with learning outcomes
- ✓ Developing assessment criteria or rubrics

Possible outputs:



- Revised assessment tasks
- New rubrics or marking criteria
- Student feedback analysis
- Assessment guidelines for colleagues
- Examples of inclusive assessment



PATHWAY 3

Curriculum and Institutional Development

Designed for those in leadership or senior roles to develop sustainable structures for teaching, curriculum and CPD within their institutions.

Participants may work on:

- ✓ Reviewing and enhancing curriculum elements
- ✓ Embedding inclusive and innovative practices
- ✓ Developing internal CPD units or structures
- ✓ Establishing peer observation or mentoring systems
- ✓ Strengthening collaboration and communities of practice

Possible outputs:



- Curriculum enhancement proposals
- Departmental CPD frameworks
- Peer observation systems
- Mentoring structures
- Institutional T&L guidelines



**EMBEDDING WELLBEING
AND INCLUSIVITY
ACROSS ALL PATHWAYS**

Wellbeing and inclusivity are core principles that should shape every stage of planning, implementation and evaluation.



Student wellbeing



Inclusive participation



Diverse learning needs



Equitable teaching and assessment

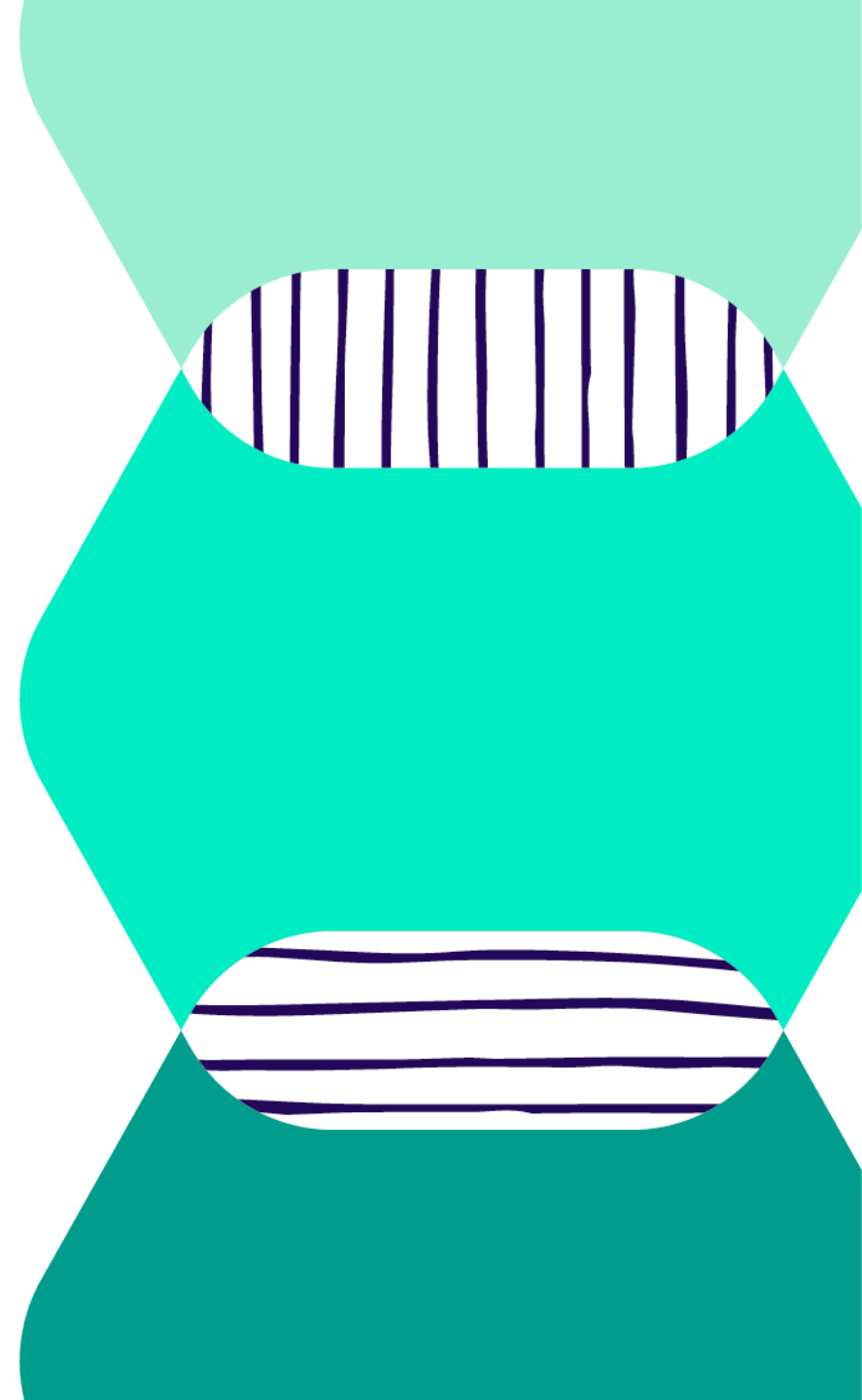


Supportive and reflective cultures

Support Throughout Strand 1

Participants will receive:

- Monthly workshops
- Mentoring
- Peer collaboration
- Opportunities for reflection
- Feedback throughout implementation

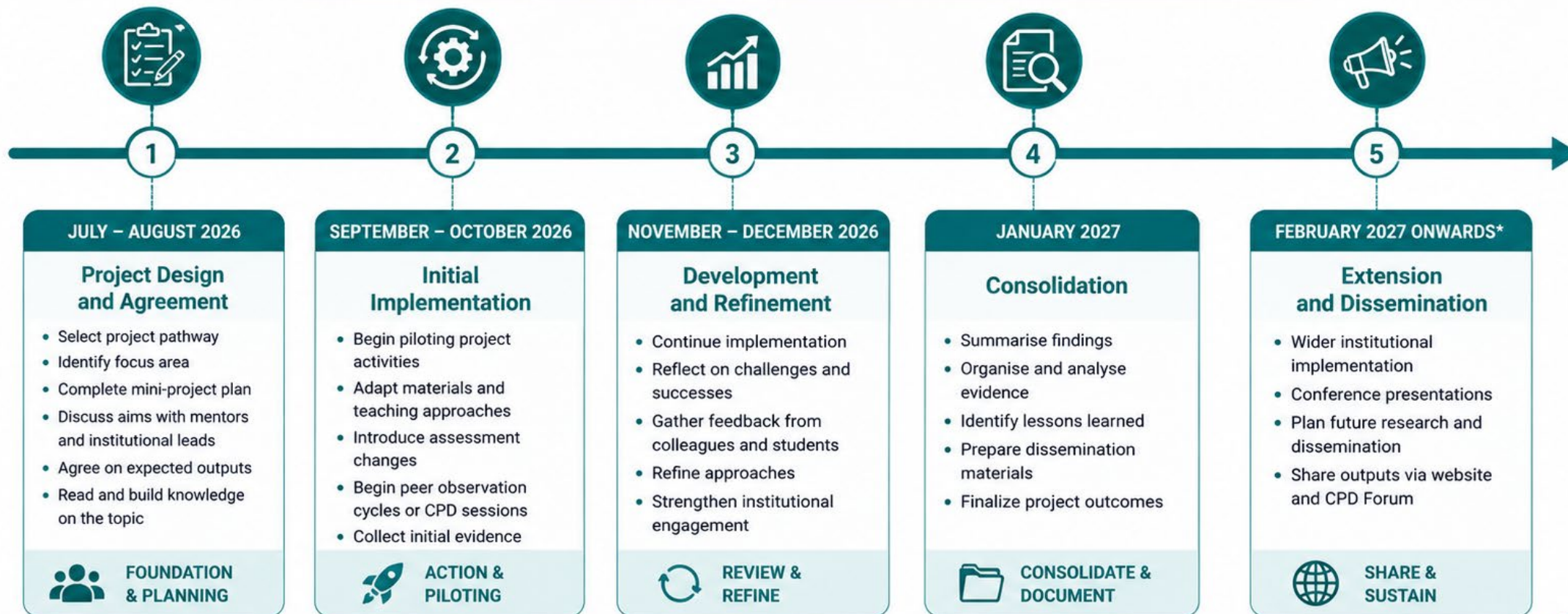


STRAND 1 IMPLEMENTATION TIMELINE

A cycle of planning, implementation, reflection and dissemination



Strand 1 begins on 1 July 2026 and follows a structured cycle to support participants in creating meaningful, sustainable and impactful mini-projects.



*If continuation funding is secured, participants may extend their work beyond February 2027 to deepen impact and broaden dissemination.

Before Our Next Workshop

Please read the **Strand 1 From Learning to Practice: Mini-Project Guide**
[English in Central Asia » Strand 1](#)

The guide explains:

- the purpose of Strand 1
- how to choose a mini-project
- project expectations
- timelines and milestones
- examples of possible projects
- reporting and dissemination

Come prepared with one or two initial ideas for your mini-project.

