

Monthly webinar programme for teacher educators

Series 2: April 2023 to February  
2024



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### April

#### [Teacher development with a focus on self-directed learning](#)

This interactive webinar is the first in our second series for teacher educators and is facilitated by **Annamaria Pinter**, a Reader at the Department of Applied Linguistics at the University of Warwick and **Rama Mathew** ELT consultant and retired Professor of Education from the University of Delhi. During the webinar we define and discuss self-directed learning and autonomy in English language classrooms as relevant for both teachers and learners and discuss how teachers participating in action research projects, i.e. exploring their own practice in collaboration with their learners, has the potential to accelerate their development and facilitate sustainable self-directed learning. The webinar draws on Annamaria and Rama's publication *Children and teachers as co-researchers in Indian primary English classrooms*, and highlights implications for practice relevant for teachers and teacher educators

### May

#### [Artificial intelligence - opportunities and challenges](#)

**Nik Peachey**, Director of Pedagogy at PeacheyPublications, discusses some of the opportunities and issues around the recent controversial developments in artificial intelligence and their potential impact on language learning and teacher education. He draws on his recent research into ChatGPT and its applications within language teaching and suggests practical ways that both teachers and teacher educators can exploit the benefits of this new generation of AI technologies whilst being aware of its potential to disrupt many of the established norms that have been the mainstay of classroom education for centuries

### June

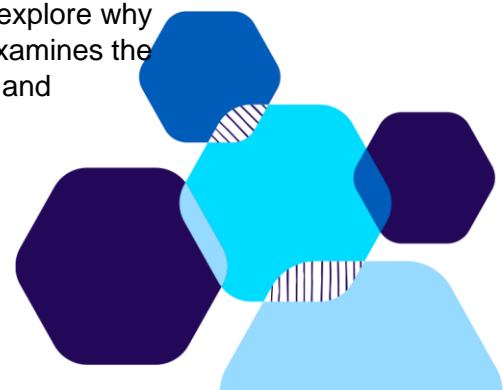
#### [How can we help teachers alternate between languages in the classroom effectively?](#)

**Abbas Rashid** executive director of the Society for the Advancement of Education (SAHE) and **Tony Capstick** Associate Professor of Language and Migration at the University of Reading draw on their research to discuss instances of translanguaging in the classroom and suggests practical ways for teacher educators to help teachers make good pedagogical choices and generate learning benefit from the linguistic competences and diversity present in many (language learning) classrooms throughout the world

### July

#### [Teachers' engagement with published research: what, how and why](#)

**Graham Hall**, Professor of Applied Linguistics/TESOL at Northumbria University, discusses, 'Teacher's engagement with published research: how do teachers who read research navigate the field, what do they read, and why?', the webinar draws on teachers' own perspectives to explore why teachers might engage with research, but also the barriers to doing so. It examines the types of publications that teachers tend to read and/or find both accessible and



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relevant to their professional practice. It also reflects on those areas of professional practice which teachers themselves suggest they would like to read more about within research publications in order to support their development. Consequently, the webinar discusses the role teacher education can play in mediating between research and practice, and highlights the practical implications for teacher educators who are looking to support and facilitate the reading of research amongst teachers they work with.

At the end of the webinar, our audience of teacher educators should have insights into the possible benefits to teachers of engaging with published research, and also ways of overcoming the various challenges teachers and teacher educators who want to read research face. They will also be introduced to more accessible sources of research and research-oriented publications which can be introduced and used on teacher education programmes

## August

### [Developing skills to enhance your career as a teacher educator](#)

In this webinar four experienced teacher educators discuss their different roles, the skills they have developed and the career pathways they have followed to get to where they are today.

Discover the specific skills and understanding required for a range of teacher education initiatives in a variety of settings:

- Leading engagement on our Pathway Builder programme with **Sirin Soyo** from Turkey.
- Facilitating Teacher Activity Groups across different regions with **Radhika Gholkar** from India.
- E-moderating the Assured Certificate in Teacher Education training program with **Ann Armstrong** from Malaysia.
- Facilitating a Community of Practice for teachers involved in project-related collaborative output with **Doina Fleanta** from Romania.

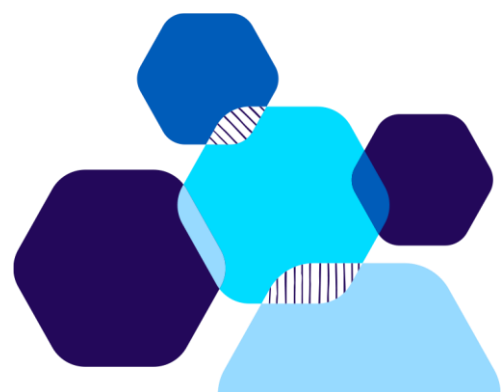
At the end of the webinar, our audience of teacher educators should have gained practical strategies, valuable insights, and actionable steps to enhance their professional and career development.

## September

### [Planning effective Continuing Professional Development programmes for teachers – key principles](#)

It is important for teachers to have opportunities for professional development, but what can we do to make these opportunities as effective as possible? In this webinar, ELT teacher development specialist **Simon Borg**, leading global expert on language teacher education and development, draws on his academic and practical experience to discuss a number of principles that guide the design, delivery and evaluation of effective CPD programmes.

By the end of the webinar, our audience of teacher educators should have gained knowledge and practical advice on how these principles can be applied in their work



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## October

### [Observing teachers to support their professional development](#)

Classroom observation is a useful tool for professional development. However, there are a number of challenges in ensuring that observations are effective for this purpose and not seen as solely a means to evaluate teacher performance. Observation can be done in a variety of ways, including by using technology in some innovative ways. **Amy Lightfoot**, Director Insight and Innovation for English Programmes at the British Council, outlines some approaches to observation recently used in Rwanda and Nepal, challenges that were faced and potential solutions. The webinar will enable reflection on whether similar methods could be used in your context.

By the end of the webinar, our audience of teacher educators will have:

- shared their own experiences of observing / being observed
- explored the different purposes of classroom observation, with a focus on observation for professional development
- reviewed some of the different approaches to classroom observations with pros and cons
- been introduced to the way that technology can be used for observations, considering the challenges and some solutions to these

## November

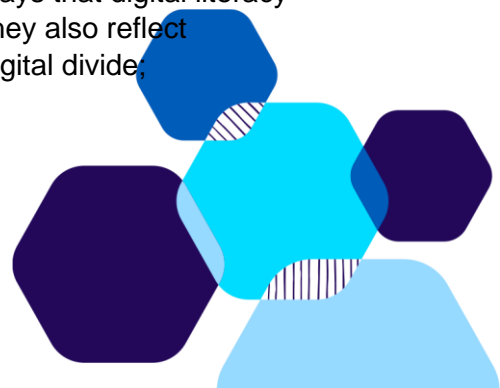
### [Supporting new teachers: Insights from the education system in England](#)

How to prepare student teachers and support them in their first few years in school is a fundamental consideration for education systems around the world. In this webinar we discuss how this is approached in England. **Will Grant**, Programme Lead for the Post Graduate Certificate in Education (Secondary) at the University of West England, provides an overview of the different routes into teaching in the state system and the typical focus, content and aims of preservice education in England. He discusses, through reference to a specific example, how his institution approaches the development of professional exchange, collegiality and well-being amongst teachers-in-training at this critical stage of their careers. Through this overview and case study Will highlights some of the general challenges facing teacher education in England – challenges shared by many countries across the world in their desire to prepare, support and retain teachers effectively

## December

### [Digital literacy: How can we help teachers develop their understanding, approach and skills?](#)

Everyone understands that digital literacy is important for teachers. But what exactly does it mean to be digitally literate and how actually can we help teachers become digitally literate? **Gavin Dudeney**, Director of Technology at Consultants-E Ltd, and **Obaje Chogu Ekele**, experienced educator from Nigeria, discuss ways of defining digital literacy and the kinds of skills and understanding that contribute to our ability to navigate and exploit the digital environment for educational benefit. They provide practical training room examples teacher educators can use and suggest ways that digital literacy development can be incorporated into programmes of CPD for teachers. They also reflect on one of the major challenges to achieving equitable learning gain – the digital divide;



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a division that results from inequitable access as well as from low levels of digital literacy

## January

### [How can teacher educators enhance learning and teaching in English-medium education?](#)

In many educational contexts English is used as a language of learning and teaching for academic subjects. English as a language of learning and teaching can take a number of forms, including English-medium education (EME), also known as English-medium instruction (EMI), and Content and Language Integrated Learning (CLIL). There are many considerations and factors which influence the appropriacy and effectiveness of English as a language of learning and teaching – not least of which is the need for close collaboration between language specialists and academic subject specialists.

How can English language teachers and teacher educators work together with academic subject teachers who use English as a language of learning and teaching to create environments in which learners develop both their English language skills and their subject knowledge? **Ann Veitch**, English in a Multilingual World lead at the British Council, discusses how collaborative approaches in English as a language of learning and teaching contexts can help to improve student learning outcomes.

## February

### [How can teacher educators use the Community of Inquiry framework to support teacher learning](#)

The Community of Inquiry (CoI) framework was developed by Garrison, Anderson, and Archer (2000). The framework represents a process of creating deep and meaningful (collaborative-constructivist) learning experiences through the development of three interdependent elements: social, cognitive and teaching presence. Originally the CoI was designed for online learning environments but it is now widely applied to blended, in-person courses, and teaching development programmes.

To aid in this process, we have derived the following seven principles:

- Design for open communication and trust that will create a learning community
- Design for critical reflection and discourse that will support inquiry
- Establish community and cohesion
- Establish inquiry dynamics (purposeful inquiry)
- Sustain respect and responsibility for collaboration
- Sustain inquiry that moves to resolution and shared metacognitive development
- Ensure assessment is congruent with intended processes and outcomes.

This session, facilitated by **Norman Vaughan**, Ph.D and Professor in the Department of Education at Mount Royal University in Calgary, will provide attendees with concrete examples of how they can apply these principles in their own work in teacher education

