

Monthly webinar programme for teacher educators

**Series 3: April 2024 to February
2025**



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April 2024

[Teacher education and practitioner research – how can one support the other?](#)

A way of encouraging teachers to develop increased agency is through supporting them in researching their own practice and their own classrooms. Professor Richard Smith (Dept. of Applied Linguistics at the University of Warwick) discusses how teacher educators can support and mentor teachers to further develop their understanding, approaches and skills in relation to practitioner enquiry.

What do we mean by terms such as teacher-research, practitioner enquiry, Exploratory Action Research? How can we work with teachers-in-training and at the in-service level to influence positively teacher perceptions of research? What practical research skills do teachers need and how do teacher educators help teachers acquire them? What are some of the more innovative and accessible ways of disseminating teacher-research insight?

May 2024

[Becoming a teacher: beyond training](#)

In a recent discussion, a teacher made this comment, 'Now that I've finished my teacher training, I know how to teach. But I still don't know how to be a teacher.' This webinar is in part a response to that comment, which goes to the heart of teacher education.

Alan Maley, involved in language education for over 60 years, discusses the results of an informal, unpublished inquiry where experienced teachers were asked to recall a teacher from their past who they had particularly admired, liked and respected. They were asked to list the factors which led them to this conclusion. Overwhelmingly, it was personal qualities which dominated – of the five main characteristics only one referred to professional expertise.

Alan suggests that acquisition or developing these human characteristics is not susceptible to formal training and suggests a number of possible ways teacher educators can help teachers to acquire indirectly some of what seem to be desirable qualities – activities teachers can do alone and activities they can do with the support of others.



June 2024

[The role of leadership and teacher professional development programmes in creating inclusive schooling](#)

Zanele Mukwedeya a Programme Manager based in Zimbabwe and Rishikesh Shanker Professor and Associate Director at the School of Education, Azim Premji University explore strategies for empowering school leaders and embedding inclusive education techniques into teacher education programmes, focusing on advocacy, mindset change, and equitable education practices.

July 2024

[Language and inclusion in a refugee setting](#)

The role of language in ensuring inclusion in a complex language setting; Rod Hicks, Regional Education Lead Advisor for Sub Saharan Africa for the Education Development Trust and Lucy Maina, Program Director for coastal region projects at the International Research & Exchanges Board, discuss strategies that are offered to teachers in Uganda schools impacted by refugees to ensure language is used in a way that allows all to learn and achieve their potential.

August 2024

[Supporting teacher development through the effective use of social media groups](#)

Social media is a source of and a space for teacher and teacher educator learning and exchange. How do teachers and teacher educators view the value of social media? How as teacher educators can we encourage sustained and meaningful engagement with virtual networks and communities of practice for teacher professional development purposes?

Nicky Hockly, Director of Pedagogy at Consultants-E and Gary Motteram, Honorary Senior Research Fellow at the Institute of Education, University of Manchester will be discussing insight into these questions, talking through expectations and providing some practical suggestions for the effective use of social media groups.



September 2024

Artificial intelligence in teacher education: Lessons and practices from a Community of Practice for teacher educators

Elena Ončevska Ager, Diana Morbedadze, Janet Ayoub, Silvia Rettaroli, Sirin Soyoz and Zhakhanova Zarina share some fascinating insight and outputs from their teacher educator community of practice on AI. They discuss (i) how to set up and maintain a dynamic CoP – process, learning points, motivation and good practice; and (ii) the collection of collaborative outputs from the CoP - practical guidance, resources and considerations for harnessing the power of AI in teacher education.

October 2024

The place of English

How can teacher educators help teachers to think through and make sense of questions about the place of (varieties of) English in relation to other languages? Questions of correctness and variety choices and ownership of English; questions around native speaker/anglonormative teacher language proficiency; questions around the 'English only classroom', multilingual approaches and linguistic diversity; questions about the value, benefit and practice of English as the language of teaching and learning.

Harry Kuchah Kuchah, Associate Professor of Language, Social Justice and Education at the University of Birmingham, and Tony Capstick, Associate Professor of Language and Migration at the University of Reading, give their thoughts on this broad, multifaceted and contentious theme and provide some approaches to helping teachers reflect on the many associated questions.

November 2024

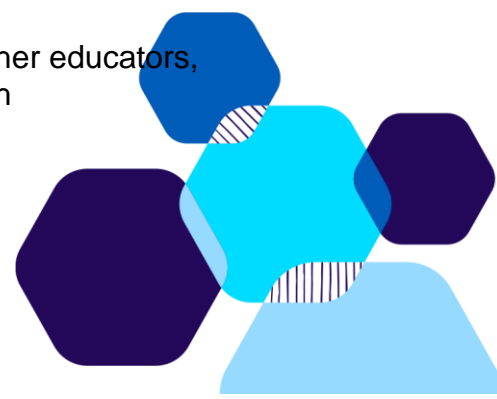
Supporting teacher well-being: Connecting, learning and contributing

Cristiana Osan, a highly experienced teacher educator in the area of supporting teacher well-being, takes a practical look at how connecting with others, learning new skills and contributing to the development of others, amongst many other steps, can make a real difference to our own well-being and the well-being of the teachers we work with. Cristiana explores in particular, critical questions that help us reflect on our personal and professional health and referring to a psychological model that can contribute to an evaluation of current levels of well-being and to further develop resilience.

December 2024

English as a school subject: learning effective practices from primary-sector English language teachers in the global south.

Drawing on their collaborative research project with academics, teacher educators, teachers and children in Malawi, Mexico, Uzbekistan and Bangladesh



Dr Fiona Copland, Head of the School of Education, Learning and Communication Sciences, University of Warwick and Sue Garton, Professor of Applied Linguistics (TESOL) at Aston University, discuss barriers and solutions to learning English in the four contexts.

Referencing video content and teacher education materials created from real classroom situations they examine strategies for repositioning students and teachers as emergent bilinguals rather than weak language learners and highlight associated approaches to and practices in teaching English more effectively in the primary school sector.

January 2025

[Decolonising English language teaching: what does it mean and how can it be approached?](#)

Ursula Lanvers, Programme Leader for the PhD Programme in Applied Linguistics at the University of York and Tetyana Lunyova, Researchers at Risk Fellow at the University of York, discuss the meaning of and approaches to decolonising ELT. With reference to their 2024 British Council English Language Teaching Research Awards (ELTRA), they talk through how considerations of decolonisation impact on pedagogy, the relative positions of different languages and teacher identity and wellbeing, with a particular focus on insight gathered from the secondary school context in Ukraine.

February 2025

[Teaching teachers: What we know from 20 years of research](#)

Wei Liao, associate professor at the Center for Teacher Education Research at the Faculty of Education, Beijing Normal University, and co-authors Xiaoyan Li (Beijing Normal University), Qiujin Dong (Xinjiang Normal University), Zhaoxuan Wang (University of Macau) share insight from their seminal systematic review of non-university-based teacher educators' professional learning. They discuss what we know globally about career structures and learning pathways for teacher educators, the aims and content of professional development provision for teacher educators and how practically teacher educators working in school-based settings in their various training, facilitating and mentoring roles can best be supported.

