



Teaching for Success self-study booklets: a guide for teacher associations

Teaching**English**

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Teaching for Success self-study booklets: a guide for teacher associations

This guide explains the purpose of the Teaching for Success self-study booklets and looks at ways teacher associations and groups of teachers can use the guides for effective professional development.

Teaching for Success self-study guides: Who are they for?

The guides, which are based on the Continuing Professional Development (CPD) Framework for teachers, can easily be used by teachers working on their own or together in pairs and groups, as well as by teacher educators responsible for supporting teachers in their professional development.

The complete set of guides can be found here: <https://www.teachingenglish.org.uk/article/teaching-success-self-study-guides>






Managing the lesson

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1	Explaining learning aims and content appropriately
2	Setting up classroom activities that include a variety of interaction patterns
3	Checking understanding
4	Establishing and maintaining classroom discipline
5	Making appropriate decisions about which languages are used by the teacher and learners
6	Controlling the pace and timing of activities

What is the Continuing Professional Development Framework for teachers?

The framework identifies the 12 key areas of professional practice, focusing on teaching skills and knowledge (Figure 1). CPD is an ongoing process; at different stages of our teaching careers we will have different priorities and face new challenges. There are four different stages of development for each area, and teachers will be at different stages for the various practices (Figure 2).

Figure 1

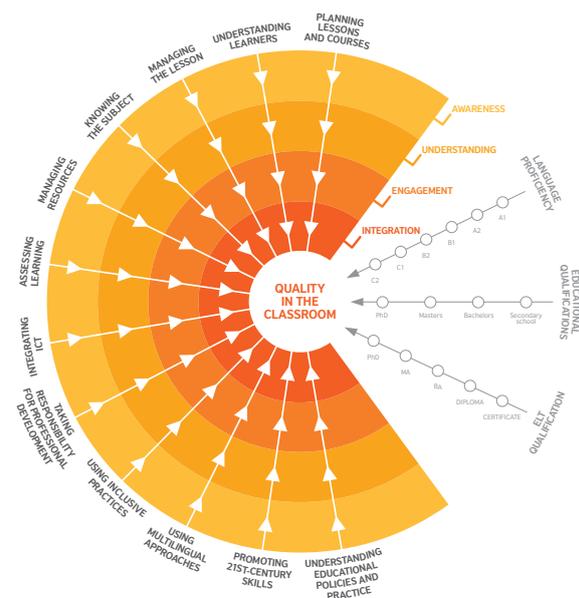


Figure 2

Stages of development



Find out more at: <https://www.teachingenglish.org.uk/professional-development/teachers>

What professional development activities do the 12 self-study guides provide?

Each booklet helps teachers develop their skills and knowledge from the framework in different ways. Every self-study guide introduces the professional practice (e.g. managing the lesson) at the basic or awareness level, outlining the elements that most teachers ask for help with. There is a self-evaluation survey to complete, so teachers can discover their own strengths and learning needs. See Figure 3 for an example.

All booklets include six focus areas and four sections: Analyse, Think, Try, and Work together.

Figure 3

Element	Rating	Pages
1. Understanding my professional interests and learning preferences in order to identify areas for development	☆☆☆☆☆	4-7
2. Reflective practice and teacher research and other forms of classroom inquiry	☆☆☆☆☆	8-11
3. Collaborating with colleagues and other professionals	☆☆☆☆☆	12-15
4. Observing other teachers and being observed	☆☆☆☆☆	16-19
5. Participating in training	☆☆☆☆☆	20-23
6. Reading and joining teachers' associations	☆☆☆☆☆	24-27

6A Analyse: Can you advise these teachers?

Read what these teachers are saying and thinking. What is/isn't different for you/your learners/your school? How?

Oskar



I'm not sure I really know what languages my learners know ... I've never asked!

This is a difficult subject to talk about, in fact. But in our country, you can often tell from someone's name what caste or ethnic minority they come from. Language is about power, and those groups who are 'on top' in many ways speak different home languages. Nowadays, parents may give their children different names to try and hide their ethnic minority, but using a home language? Well, language reveals a learner's identity. Traditionally, in a way, that is why using English as the official language helps us to avoid prejudice against different home languages and cultures within our own country.

Miri



Mo



My learners insist on translating every single word in the texts or using automatic online translators. Is this a good idea?

I think this is an example of a multilingual approach in the classroom, but ...? I'm not sure whether my learners realise why I'm encouraging them to use their own languages. Sometimes I think they're confused why I'm not insisting that they speak in English all the time.

Ling



Teeni



I'm trying to be more systematic in the way I use other languages in the classroom, but I wonder whether it all still seems a bit random.

Reflection

- Which languages have you and your learners been using in your English classes?
- What advice can you give these teachers?
- How did or will you change the way languages are encouraged and used in your classrooms after working with the ideas and strategies in *Using multilingual approaches*?

Now read the *Answers and commentary* section on page 39.

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A Analyse: Can you advise these teachers?

Ideas in this section help provide an initial basis for discussion and reflection by teacher association groups.

Teachers read about classroom situations, difficulties with the professional practice and teaching ideas.

Reflection tasks and further reading invite teachers to consider their own classroom practice.

Looking at real-life scenarios can help teachers understand the professional practice objectively, before thinking about the implications and considerations in their local contexts.

How can teacher educators use the resource?

If you are a teacher educator responsible for developing other teachers, you can get an idea of your teachers' strengths and weaknesses using the self-evaluation surveys. You can also use other needs analyses, such as observations of classes and informal chats about CPD.

Use these ideas to create a professional development plan with your teachers, choosing three to five of the most useful elements over a school year. Ask teachers for input into the plan, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the Work together ideas in Section D. You will also find more suggestions for working with groups of teachers in this guide. However, if you are working with individual teachers, you might like to work through sections of the booklets yourself first, with your own classes, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

Each self-study guide has suggestions for further reading, which can also serve as a basis for research and discussion.

5B Think: What do you know?

Teachers need to develop assessment and feedback skills and strategies to help all learners feel they are making progress in their language learning. You will read and evaluate teacher, learner and peer assessment strategies, and choose one to try with a class in 5C.

Activity

Look at assessment strategies 1–4 and match them with their purpose (A–D).

- 3-2-1 countdown. Learners respond to these or other statements as they choose: *Think of three things (or language 'chunks') you didn't know before this lesson; two things that surprised you (or language 'chunks' you have seen or heard before) and one thing (or language 'chunk') you want to use now and in future learning.*
 - Traffic lights. Learners (individuals, pairs or groups) each have a set of red, orange and green cards. When you want to assess understanding (e.g. instructions or new language), ask learners to hold up a card. A green card means: *I/we know what to do and how or I/we know what ... means and can use it in a sentence.* An orange card means: *I/we think we know what to do or I/we think we know what ... means but aren't sure we can use it in a sentence.* A red card means: *I/we don't know what to do or I/we don't know what this means.*
 - Show what you know in just a minute! Learners time each other and explain a topic to each other in one minute, or use target language to demonstrate their learning. They choose if they want to speak, draw or write.
 - Quizme! Learners work in groups to create review questions for each other. Each group of learners produces 5–10 questions (e.g. T/F, multiple choice, or grammar 'mistakes' to correct) for another group/the class to correct. They can ask the questions orally, or write them on slips of paper, or the board, or use an online quiz tool.
- A.** This helps you to understand more about learners' language problems, and common areas for troubleshooting – and encourages them to research and ask for your help as they need it. Learners often make tests surprisingly difficult for each other. Learners are more motivated by challenging each other.
- B.** This assessment strategy shows when teaching has been effective or not, and quickly helps you to explain or teach something again, maybe in a different way. This helps direct your support and attention as you walk around and monitor.
- C.** This learner-centred assessment strategy allows learners to choose the ways they would like to demonstrate and give evidence of what they have or haven't yet learned.
- D.** This helps learners to assess and reflect on their own learning in a lesson to demonstrate what they have or haven't been able to understand (e.g. target language or skills). Learners' responses are helpful evidence of learning or of where more work or support is needed.

Reflection

- Which ideas can be used for teacher, self- or peer assessment? What learner feedback is there to help assess learning or the lack of it?
- Which of these or other assessment strategies do you use?
- What ideas would you like to implement in your teaching? Why/why not?

Now read the *Answers and commentary* section on page 33.

B Think: What do you know?

Teachers do an interactive activity which helps them to check what they understand about the professional practice.

The activity provides content and guided study tasks based on examples of teaching strategies and practices, to build on existing professional knowledge.

These sections provide valuable input and are always followed up with reflection questions which can be discussed with fellow teachers.

5C Try: How does it work?

Resources: Recording devices (e.g. mobiles and tape recorders) and slips of paper for learners to give answers on. Other resources will vary depending on the activity you choose.

Time: One assessment task in a lesson with one class (or the same one repeated in other classes)

Rationale

In 5B you evaluated different teacher, peer or self-assessment strategies. In this activity, you will choose one task to try out and think about how the information you get helps your teaching and learning in lessons. AFL helps you decide if you need to review or reteach in a different way on the spot, or in future lessons. When you have clear evidence that learning is or isn't happening, you can consider and talk to learners about how to adjust your teaching to reach them. This is a good learning opportunity for your professional development.

Instructions

- Choose a class to work with – one that you enjoy teaching and you have a good relationship with.
- Look at your syllabus, coursebook or materials and decide on the learning outcomes you want to achieve in the next lessons, over a week for example.
- Choose one area to assess your learners' progress, e.g. using past tenses accurately, describing daily routines, etc.
- Choose a new assessment strategy (from 1–4 in 5B) to assess this learning outcome.
- Observe and make notes (or record part of the lesson by video or take photographs). When you see something you would like to know more about, write a question (in their own language) on a sticky note or piece of paper to give to individuals, pairs or groups of learners.
- Ask learners to answer your questions as they wish and/or discuss their thoughts about how the strategy helped or didn't.
- Collect any written responses to questions, or record learner answers to reflect on and discuss later.

Reflection

- Reflect on the lesson and on what your learners said. How successful was the assessment strategy you chose? Why? What reason(s) can you think of?
- What would you do differently another time? Did the same strategy work with all learners? What evidence do you have for this?
- What other strategy from 5B will you try? You will share your thinking with colleagues in 5D.

5D Work together: What will help your teaching?

- 1 Share your experiences of the assessment strategy you chose. How similarly or differently did they work with different classes/groups or ages of learners?
- 2 What lessons have you learned about assessment tasks?
- 3 Research other assessment tasks and create a shared list that you can add to in the future.

Using inclusive practices 23

C Try: How does it work?

To help with preparation, teachers are told what resources they need for an in-class activity they will try out and assess.

Teachers explore ideas from Section B and understand how they apply in practical ways to their own teaching and learning situations.

Teachers plan future lessons and use new strategies and activities. They collect data (notes, photos, learner feedback, records of work done) for evidence of success.

Reflection tasks help prepare teachers to come together for professional conversations based on real evidence gathered from their own learners and classrooms.

D Work together: What will help your teaching?

Teachers are guided in their professional development together, on future collaborations or projects with teaching and learning activity groups.

This section gives focused group work extension and discussion tasks and ideas to prepare for and plan future actions within the teachers' own teaching contexts.

This webinar recording explains each section in detail, with examples of tasks for different professional practices and some teachers' responses to these: <https://www.teachingenglish.org.uk/article/teaching-success-establishing-a-culture-cpd>

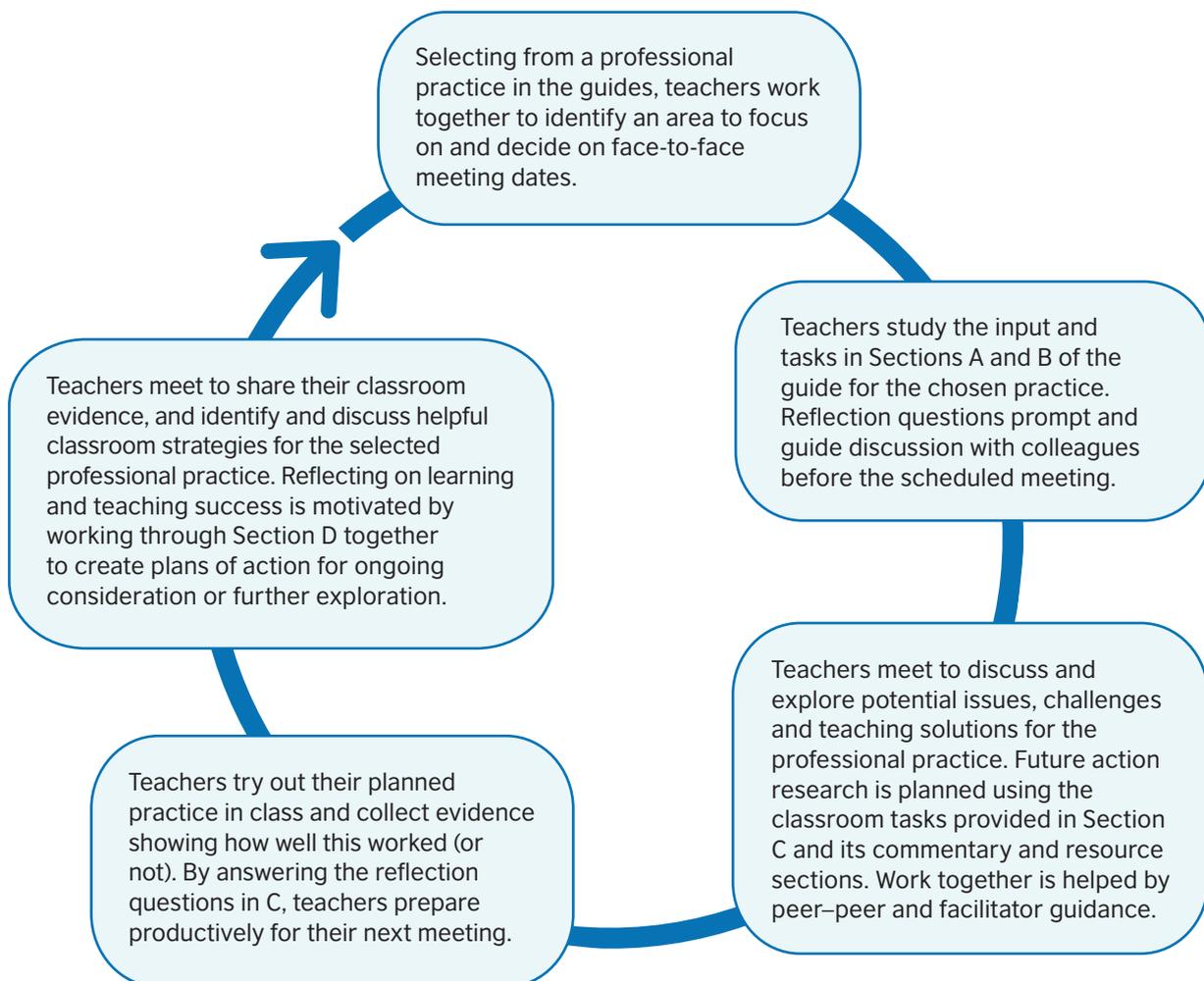
How can the self-study guides support CPD in learning networks and teacher groups?

Professional development is even more powerful when we learn and teach together, guided by a facilitator, mentor or teacher trainer. Teacher development groups learn how to teach better by sharing stories, experiences and interacting over time, in a community of practice.

It is possible to create a tailored programme using the content and tasks in the booklets in different ways. In contrast to 'training sessions', teachers themselves choose which areas of development they want to focus on, based on their needs in their local contexts. A teacher association facilitator can guide the discussion and encourage everyone to

contribute and share their ideas. Meetings can take place periodically (monthly, for example), which gives teachers time to take control of their professional development, experiment in class and reflect on teaching ideas they have discussed. Teachers can draw up their own action plan and report what they have tried in subsequent meetings.

The process of exploring each professional practice is guided by the content and tasks in the relevant booklet, together with evidence from classroom research and reflection. This is illustrated as a cyclical process, which will be repeated every time a new priority area for exploration is chosen.



How can teachers work together productively throughout this process?

Once a teacher group selects an area of professional practice to work on together, everyone should be clear about their personal responsibilities in the group. Before a meeting this includes reading, watching videos and engaging with different resources given in the section of the guide for the focus area. Teachers will report back on websites they consulted or resources they discovered, sharing what they find. This means completing tasks in time for the agreed meeting schedule wherever possible, but also understanding that this might not *always* be possible.

Teachers must feel free to contribute, so it can be helpful to agree on simple rules such as working languages, time limits and seating formats that aid discussion, e.g. smaller groups in circles, before one person from each reports to the whole group. Small standing discussions, for example around a board, flipchart or paper, can make everyone feel more active and involved.

When it comes to trying out classroom practices with learners, a group should decide how to preserve the anonymity of learners included in the classroom action research (Section C) and privacy of schools. Devising a contract for this, to sign and display, helps to understand shared values. Gathering evidence of classroom work (e.g. recordings on mobiles) should not include the names or faces of learners, and nor should discussions.

How can the self-study guides help teachers work together in meetings?

The content of meetings is included in the guides; teachers will reflect and complete practical tasks to prepare before meetings. In this way, participating in discussions during face-to-face meetings is time well spent. Classroom research enables teachers to discuss their teaching issues and challenges openly, with examples and evidence of what has worked, to create shared solutions.

The format of meetings can vary according to the focus. When choosing a professional practice, teachers can select from the resources given in a guide to discuss, or gain understanding of the area by viewing or reading together. The Section D commentary gives examples of activities that help

teachers to share evidence from their classroom practices, when meeting to devise future action plans or deciding on further exploration.

Facilitators can support careful reflection in face-to-face meetings with any recordings provided by teachers, to draw out understanding of what successful language teaching and learning looks like, sounds like and feels like. This process can be empowering for everyone involved, both professionally and personally.

How can digital tools help teachers working together in groups to support the use of the self-study guides?

Section C and the corresponding commentary suggest ideas for teachers and their learners to gather data to consider as evidence for learning. For example, they may take photographs and make audio or video recordings that document their chosen teaching or learning strategies.

Online support and discussion is made possible with email, text or messaging group services, or online conferencing or chat tools. Facilitators of teacher groups can encourage the use of private chat groups such as WhatsApp, Facebook or any other suitable types of social media to ensure that members keep in touch with each other between face-to-face meetings. Asking and answering questions about tasks to be completed, or sharing experiences of classroom successes and failures, informally in this way creates an enhanced group bond. This can also be a valuable extra source of peer-peer support, a 'lifeline' for those working remotely or unable to attend meetings.

Can teachers work productively throughout this process individually?

Yes! Teachers can work independently, individually, using the booklets as self-study guides, as their title suggests. In fact, all the questions or tasks in the sections are answered, and the commentary sections provide more ideas and resources. Self-motivation is the key to productive use of the guides to inform and scaffold CPD. Online access to other language teachers (in the same region, country or other parts of the world) enables motivating professional conversations, through social media and webinars or conferences.

Kalli's story: 'How the CPD framework and self-study guides help my CPD'



'The framework helps me to think about the professional knowledge and skills I need. To be honest, I find myself at the lowest level, **awareness**, when it comes to most professional practices, but for others, I have a higher level of **understanding**. I want to reach **engagement** level in all areas! I know that I won't stay at the same stage in different practices without *taking responsibility for professional development*, and my teacher activity group have chosen this area to begin the school year.

'We got started with Element 4 by taking part in peer observations, and asking learners for feedback as part of our study in Element 2. Our teacher group facilitator suggested that both Elements 3 and 5 are included by organising an afterschool skills swap every Friday in our 'cake, tea and tech talk' meet-up club. People that can't come are able to attend by joining online – they make a video call on their mobile. We help each other with ideas for including ICT and

deciding when it is quicker and better not to. Developing good classroom teaching practice together has had a great impact on our students' learning, and our teaching. The self-study guides are good, and very useful and practical. When we meet with our group, it is like being in a kind of family, one that gives us new eyes to think about learning and teaching in different ways.'

Developing good classroom teaching practice together has had a great impact on our students' learning, and our teaching. The self-study guides are good, and very useful and practical.

See the self-study booklet on taking responsibility for professional development at: <https://www.teachingenglish.org.uk/article/taking-responsibility-professional-development-self-study-booklet>

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