TeachingEnglish webinar

Teacher Activity Groups: an effective model for professional development?

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Questions we’ll answer

• What makes the TAG model unique?
• How have TAGs been implemented in British Council CPD projects in different countries?
• What evidence is available from these projects about the impact of TAGs on teacher development?
• What challenges for the impactful implementation of TAGs do these projects highlight?
• What are the conditions required to make TAGs effective?
Teaching improves most in collegial settings where common goals are set ... and expertise is shared. (Darling-Hammond 2013, p.150)
Community of practice

Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

https://wenger-trayner.com/introduction-to-communities-of-practice/
Community of practice

Group

Regular Interaction

Shared Interest

Learning

Practice

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Cascade vs CoP model of CPD

Cascade

CoP

Share → Talk

Reflect → Think → Inquire

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What is a Teacher Activity Group?

A structured, facilitated and sustained group where teachers learn with each other and from one another – f2f or remotely in order to improve teaching and learning. by talking, sharing, collaborating, and reflecting, supported by (provided) content.
TAG structure

Interact online / remotely → Share → Read → Watch → Think → Apply → Plan → Interact online / remotely
Our review of TAGs

- TAGs in six countries
- Small and large-scale
- Analysis of reports
  - Benefits to teachers
  - Challenges
- Recommendations
Benefits of TAGs

It is clear from the evidence discussed that TAGs are positively viewed by ... teachers, facilitators and ... local educational authorities. (p.23)
A new approach to CPD

Before this project we only met twice a year for those official meetings. Somebody would give a presentation ... and that was it ... We never had the chance to discuss, to share ideas.
## Multiple teacher benefits

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Motivation</th>
<th>Teaching skills</th>
<th>Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I discovered I was not the only one dealing with these issues ... the support I got from the group helped me regain my self-confidence.</em></td>
<td>![Motivation Image]</td>
<td>![Teaching skills Image]</td>
<td>![Autonomy Image]</td>
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<table>
<thead>
<tr>
<th>Resources</th>
<th>Awareness</th>
<th>Openness</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Resources Image]</td>
<td><em>It became clear to me that my students were not robots ... they were individuals whose needs, abilities and feelings should be taken into consideration.</em></td>
<td><em>Not to be afraid of admitting that ... you might be wrong ... admitting failure, not being ashamed of it ... this is what we have all gone through.</em></td>
<td><em>Before this project we did not have an active network of support and advice between co-workers. This is the first time when teachers managed to come together as a network and offer each other support.</em></td>
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Challenges and solutions

ORGANISATION
- Structure
- Understanding of model

PROCESS
- Collaboration
- Reflection and inquiry

SUPPORT
- Facilitators (trained)
- School leadership

CONTENT
- High-quality
- Relevant

CONDITIONS
- Time
- Incentive

ADMINISTRATION
- Logistics
- Evaluation
Conclusions

- TAGs do support CPD
- Multiple areas of teacher growth
- Stronger teacher relationships
- Improved student motivation
- Various barriers can limit what TAGs achieve
- Systemic support, facilitator training, teacher reflection and inquiry
TAGs for me meant a lot ... a community of teachers where I could express my doubts, my questions, my failures, it was also a community where I have learnt what it means to be a teacher ... the ways of becoming an inspiration for your students and working on their behalf ... TAGs were the most significant teacher development group I have ever attended.
Find out more in the full report
https://www.teachingenglish.org.uk/article/professional-development-through-teacher-activity-groups