Teaching for Success

Providing the expertise to transform teaching and learning in education systems

www.teachingenglish.org.uk
Education systems

‘An education system is only as good as its teachers’

McKinsey, 2007


www.teachingenglish.org.uk
Education systems

‘An education system is only as good as its teaching’

Husbands, 2013

https://ioelondonblog.wordpress.com/2013/10/10/great-teachers-or-great-teaching-why-mckinsey-got-it-wrong/

www.teachingenglish.org.uk
Changes

• to the way we learn
• to the skills learners need
• to the identity of our learners
• to the tools available for learning

https://ioelondonblog.wordpress.com/2013/10/10/great-teachers-or-great-teaching-why-mckinsey-got-it-wrong/
www.teachingenglish.org.uk
Professional development

The professional development that makes the most difference to teachers

Source: What professional development makes the most difference to teachers | Catherine Walter and Jessica Briggs | March 2012
The professional development that makes the most difference to teachers...

...is concrete and classroom-based
The professional development that makes the most difference to teachers…

…brings in expertise from outside the school.
The professional development that makes the most difference to teachers...

...involves teachers in the choice of areas to develop and activities to undertake.

is concrete and classroom-based
brings in expertise from outside the school.
The professional development that makes the most difference to teachers...

...enables teachers to work collaboratively with peers.

- is concrete and classroom-based
- brings in expertise from outside the school.
- involves teachers in the choice of areas to develop and activities to undertake.
The professional development that makes the most difference to teachers...

...provides opportunities for mentoring and coaching

<table>
<thead>
<tr>
<th>Characteristics</th>
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<tr>
<td>is concrete and classroom-based</td>
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The professional development that makes the most difference to teachers...

...is sustained over time.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
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<tbody>
<tr>
<td>Concrete and classroom-based</td>
<td>Provides a direct and practical approach to professional development.</td>
</tr>
<tr>
<td>Brings in expertise from outside the school.</td>
<td>Externally sourced expertise can enhance teachers' skills and knowledge.</td>
</tr>
<tr>
<td>Involves teachers in choice</td>
<td>Encourages teachers to take ownership of their development.</td>
</tr>
<tr>
<td>of areas to develop and activities to</td>
<td>Allows for personalized professional growth opportunities.</td>
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<tr>
<td>undertake</td>
<td></td>
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<tr>
<td>Enables teachers to work collaboratively</td>
<td>Facilitates peer networking and collaborative learning experiences.</td>
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<td>with peers</td>
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<tr>
<td>Provides opportunities for mentoring and</td>
<td>Offers guidance and support to help teachers improve their practice.</td>
</tr>
<tr>
<td>coaching</td>
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The professional development that makes the most difference to teachers…

…is supported by effective school leadership.

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The benefits of CPD

‘Its benefits extend from individuals to groups and institutions, and ultimately to the quality of education in the classroom… some commentators have argued that improving student outcomes is the primary purpose of CPD.’

Source: Contemporary perspectives on continuing professional development | Simon Borg | April 2015
The professional development that makes the most difference to teachers...

- ...is concrete and classroom-based
- ...brings in expertise from outside the school
- ...involves teachers in the choice of areas to develop and activities to undertake
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- ...provides opportunities for mentoring and coaching
- ...is supported by effective school leadership
- ...is sustained over time

Source: What professional development makes the most difference to teachers | Catherine Walter and Jessica Briggs | March 2012
British Council CPD Framework
12 Professional practices

- Understanding learners
- Planning lessons and courses
- Managing the lesson
- Knowing the subject
- Managing resources
- Taking responsibility for your professional development
- Assessing learning
- Using inclusive practices
- Integrating ICT
- Using multilingual approaches
- Promoting 21st century skills
- Understanding educational policies and practices
Understanding learners involves:

• Making decisions about teaching and assessment by applying an understanding of the following learner characteristics: their level of attainment; age; interests; preferred ways of learning; group dynamics; their motivation to learn, educational, social, cultural and linguistic background; any special educational needs; level of autonomy; personality

• Exploring theories of learning and applying them to your context and learners

• Conducting needs analyses and applying the result

• Applying an understanding of the impact of the learning environment on learners
# Stages of development

<table>
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<tr>
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<tr>
<td>Awareness (A)</td>
<td>you have heard of the professional practice</td>
</tr>
<tr>
<td>Understanding (U)</td>
<td>you know what the professional practice means and why it is important</td>
</tr>
<tr>
<td>Engagement (E)</td>
<td>you demonstrate competency in the professional practice</td>
</tr>
<tr>
<td>Integration (I)</td>
<td>You demonstrate a high level of competence in the professional practice and it consistently informs what you do at work</td>
</tr>
</tbody>
</table>
Self-evaluation tool

https://www.surveymonkey.co.uk/r/MOOCSET

10. Understanding your learners

Think about the learners you teach most often, how much do you know about the following....

<table>
<thead>
<tr>
<th>a. their level of English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. their motivation to learn English?</td>
</tr>
<tr>
<td>c. their preferred ways of learning?</td>
</tr>
<tr>
<td>d. their interests?</td>
</tr>
<tr>
<td>e. any special educational needs they have?</td>
</tr>
</tbody>
</table>
Website resources

Understanding learners

Planning lessons and courses

Managing the lesson

www.teachingenglish.org.uk
Modular English language teacher training resources
Online CPD conference 5 – 9 October 2016

Practical and theoretical talks
Debates
Panel discussions
Discussion forums
Q&A with speakers

http://www.teachingenglish.org.uk/teaching-success-web-conference
Simon Borg’s website
http://simon-borg.co.uk/category/professional-development/

ELTDP Symposium talk
https://www.youtube.com/watch?v=7DrXaP7x06E
What makes teachers tick?

Peer observation, career development
http://lamsig.iatefl.org/news-and-events/archived-articles
Thomas Farrell’s website
http://www.reflectiveinquiry.ca/

Interview with Thomas Farrell
http://www.livesofteachers.com/2015/02/24/an-interview-with-thomas-farrell/
“There are scholars who have [the knowledge] in a marked degree but who lack enthusiasm for imparting it. To the ‘natural born’ teacher learning is incomplete unless it is shared”
Thank you

paul.braddock@britishcouncil.org

www.teachingenglish.org.uk/teacher-development

http://www.slideshare.net/secret/6mZSEBdofhr7Fe

www.englishagenda.britishcouncil.org