Understanding the British Council's teacher development programme

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www.teachingenglish.org.uk
Defining ‘Good’

A good teacher is...

Good teaching is...
Education systems

‘An education system is only as good as its teachers’
McKinsey, 2007

‘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/
Education systems

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

“She’s a good teacher because she makes the lessons interesting.”

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

*How does she make the lessons interesting?*
Finding your way through CPD

Changes…

• to the language
• to the skills our learners need
• to the identity of our learners
• to the tools available for learning
What Estonia needs is a shared understanding of the direction to take when moving towards a knowledge and innovation-based society. **We are successful only when we acknowledge the need to constantly learn and relearn and to be proactive and creative, so that we can cope in today’s rapidly changing world.** Learning and the knowledgeable application of skills must become an integral part of an active approach towards life.
The strategic goals

1. A change in the approach to learning.

2. Competent and motivated teachers and school leadership.

3. A digital focus in lifelong learning
The Estonian lifelong learning strategy 2020

A teacher in the 21st century, whether in a school, university or in adult education, is not a source of information.

Rather, a teacher is a person who creates connections and shapes value judgements, whose task is to develop critical and creative thinking in a student, as well as analytical and entrepreneurial skills, team work skills and written and oral communication skills.

The teacher’s role is to support a student’s path towards becoming a learner who can manage their own learning, who can cope with changes in their surroundings independently, and who takes responsibility for their own development and learning.
Take a group of 50 teachers:

- Students taught by the most effective teacher in that group of 50 teachers learn in six months what those taught by the average teacher learn in a year.
- Students taught by the least effective teacher in that group of 50 teachers will take two years to achieve the same learning

(Hanushek & Rivkin, 2006)
Looking at teaching

Where do you start?
1 PLANNING LESSONS AND COURSES
2 UNDERSTANDING LEARNERS
3 MANAGING THE LESSON
4 KNOWING THE SUBJECT
5 MANAGING RESOURCES
6 ASSESSING LEARNING
7 INTEGRATING ICT
8 TAKING RESPONSIBILITY FOR PROFESSIONAL DEVELOPMENT
9 USING INCLUSIVE PRACTICES
10 USING MULTILINGUAL APPROACHES
11 PROMOTING 21ST-CENTURY SKILLS
12 UNDERSTANDING EDUCATIONAL POLICIES AND PRACTICE
12 professional practices

Each professional practice designed to represent what teachers do in their classrooms.

Each professional practice has elements which describe it.
Understanding learners involves:

Making decisions about teaching and assessment by applying an understanding of the following learner characteristics:

- level of attainment
- preferred ways of learning
- group dynamics
- any special educational needs
- personality
- education, social, cultural and linguistic background
- age
- interests
- motivation to learn
- level of autonomy.

Each professional practice is described in detail.

Training modules are mapped to the elements of each professional practice.

Exploring theories of learning and applying them to my context and learners.

Conducting needs analysis and applying the results.

Applying an understanding of the impact of the learning environment on my learners.

Reflecting on my approach to understanding my learners and the impact this has on their learning.

The elements form a detailed syllabus of what a teacher needs to know and do.
Self-Assessment Tool (SAT)
4. Planning lessons and courses

Think about when you plan your lessons...

a. I can write lesson aims which describe the intended learning outcomes for a class.  
   I can do this but not very effectively.

b. I can select activities which help meet the aims of the lesson.  
   I can do this quite well.

c. I can describe how learner understanding will be assessed.  
   The statement is clear but I’m not quite sure how to do this.

d. I can describe how feedback on learner performance will be provided.  
   I can do this quite well.

e. I can anticipate problems that may arise during the lessons and decide how to respond.  
   I can do this but not very effectively.

5. Managing the lesson

Think about when you are in the classroom teaching...

a. I can create a positive learning environment.  
   I can do this very well.

b. I can give explanations that the learners are able to understand.  
   I can do this quite well.

c. I can give instructions effectively.  
   I can do this but not very effectively.

d. I can check learners’ understanding during the lesson.  
   I can do this quite well.
### SAT results

You've finished and here are your results. For detailed information on what each of the stages mean, please refer to the British Council Continuing Professional Development Framework. We recommend you print and/or save the results for future reference. When you take the survey again you will be able to compare results and see how you have progressed.

#### Your Professional Practice levels

<table>
<thead>
<tr>
<th>Activity</th>
<th>Awareness</th>
<th>Understanding</th>
<th>Engagement</th>
<th>Integration</th>
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<tbody>
<tr>
<td>Planning lessons and courses</td>
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<tr>
<td>Managing the lesson</td>
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<td>Assessing learning</td>
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<tr>
<td>Knowing the subject</td>
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CONTINUING PROFESSIONAL DEVELOPMENT AND ENGLISH LANGUAGE TEACHING IN THE BALTICS
Self-assessment results

- Professional Practices at the top of the table are perceived to be the weakest areas for this group of teachers.
- Professional Practices at the bottom of the table are perceived to be the strongest areas for this group of teachers.

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Using inclusive practices
Understanding your learners
Assessing learning
Promoting 21st century skills
Managing resources
Integrating ICT
Knowing the subject
Managing the lesson
Planning lessons and courses
What has happened?

August 2017
Face-to-face training
- Two modules over 4 or 6 hours
- Evaluation and action planning

Oct-Dec 2017
Online training
- Ten modules over 3 months
- Evaluation and assessment

March 2018
Face-to-face training
- Consolidation, review and reflection
- Next steps
- Evaluation, review, action planning
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What is happening?

<table>
<thead>
<tr>
<th>August 2018</th>
<th>Oct 18 - June 19</th>
<th>Feb/March 2019</th>
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<tbody>
<tr>
<td>Face-to-face training</td>
<td>Online training</td>
<td>Face-to-face training</td>
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<tr>
<td>• Three modules over 2 days</td>
<td>• Six courses available</td>
<td>Mid-year consolidation, review and reflection</td>
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<tr>
<td>• Evaluation and action planning</td>
<td>• 400 participants</td>
<td>Next steps</td>
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<td></td>
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What is happening?

Oct 18 - June

Online training

- Six courses available
- 400 participants
- Evaluation and assessment

Cyber well-being
Searching and copyright
Digital literacies
School links projects
Social networking for educational use

Learning technologies 1 and 2

Using digital images in education
Practising listening and speaking with online audio
Developing reading skills with digital tools
Evaluating and integrating websites
Using Office software for pair and group work
Mobile learning

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What is happening?

Oct 18 - June

Online training

- Six courses available
- 400 participants
- Evaluation and assessment

Gifted and talented learners
Dyslexia
Multicultural influences
Attention deficit hyperactivity disorder (ADHD)
Inclusive assessment approaches

Special Educational Needs 1 and 2

Autism spectrum disorder
Dyspraxia
Social, emotional and behavioural difficulties
Speech and language
Visual, hearing and physical impairment

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What is happening now?

Oct 18 - June

Online training

- Six courses available
- 400 participants
- Evaluation and assessment

Guiding input
Supporting output and interaction
Language demands and thinking skills
Task design and implementation
Teaching vocabulary and adapting materials
Assessment for CLIL

CLIL and Supporting Learning and Assessment

Understanding learning strategies
Understanding differentiation
Engaging with motivational activities
Engaging with thinking skills in the classroom
Understanding teaching for tests
Engaging with assessment for learning
What is effective CPD in practice?

- It responds to a particular issue, problem or outcome the teacher has
- It requires change to activate the response
- Change often involves learning a new skill and developing new understanding
- Effective improvements are often small and incremental
- Change must be effective in relation to specific local conditions
What does good CPD look like?

- It should be concrete and classroom-based.
- It involves teachers collaborating with other professionals.
- It should engage with expertise outside the teacher’s institution.
- It should involve teachers in selecting their own professional development activity.
- It includes mentoring and coaching.
- It should be sustained over time.
- It requires the support of leadership.

Walter and Briggs (2012)
Thank you

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Free resources
teachingenglish.org.uk

Online training
teachingenglish.english.britishcouncil.org