English Connects Professional development for teachers

Unit 1: Teacher Continuing Professional Development (CPD)

Participant

Book

Learning Outcomes

The aim of this module is to provide teachers with strategies and techniques to pursue their own Continuing Professional Development.

This unit complements the professional practice of 'Taking Responsibility for Professional Development' from the CPD Framework for teachers
https://www.teachingenglish.org.uk/professional-development/teachers/taking-responsibility

By the end of this module the participants will be able to:
- understand the reasons behind pursuing their own professional development
- identify strategies and techniques teachers can use to enhance their own teaching within their own professional development

1 Lead-in

1.1 What does CPD mean for you?

Open group discussion

1.2 Ten most important words connected with CPD

Work in pairs.

Circle the ten most important words that you connect to Continuing Professional Development as an English language teacher.

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Attend
Act Webinars types
Resources Video
Worldwide
Lesson
Activity
Complex
Think Learners   Experiences Developing Online
Improve Colleagues Effectiveness Programmes ideas
Skill   Creative   Environment Adapting Record
Share Seminars Participate Practice   Help
Learning   Plan
Observe
Feedback
Read
Teaching
Reflect
Needs

1.3 Write your own definition of CPD

Use all ten words you chose from 1.2.

Notes:
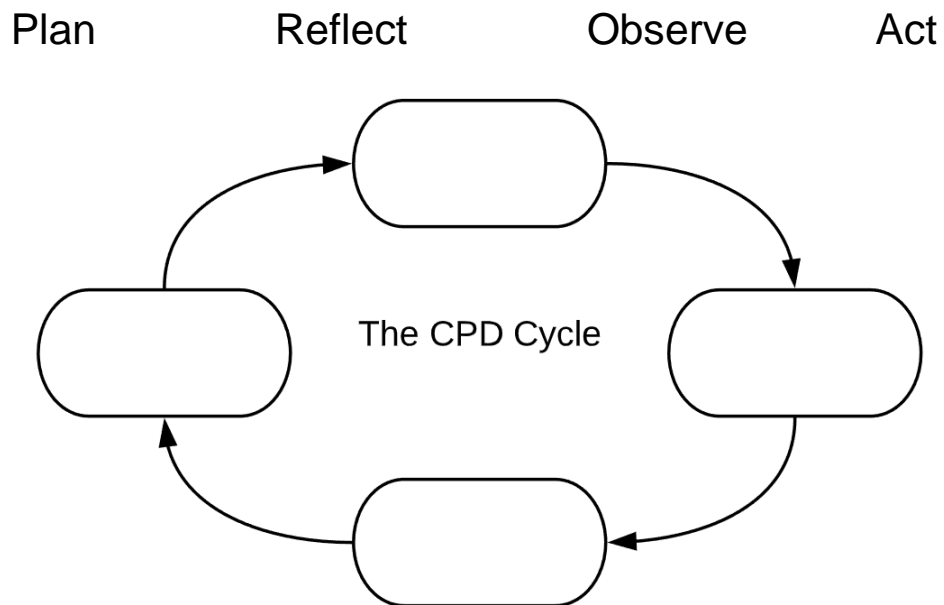
Share your answers with your partner.

2 CPD Action Plan: Observe stage

2.1 Make a CPD action plan cycle

Work in pairs.

Look at the words below. They are all stages of a mini CPD action plan cycle. Put the words in a logical order so they make a cycle.

Plan   Reflect   Observe   Act

The CPD Cycle

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2.2 Matching teacher statements to stages of CPD Action Plan

Work in pairs.

Which stage of the CPD Action Plan (observe, reflect, plan, act) do these comments match?

Teacher Comment	CPD Action Plan Stage
I will set up a learning game in each class and ask students what they thought about the game.	
The only speaking my students do in class is to answer questions I ask, because I am not sure how to set up speaking activities.	
That is the first time I have not repeated instructions, but asked the students to repeat the instructions.	
I am going to find speaking activities with simple clear instructions.	
When I ask students questions, I focus on them giving accurate answers instead of letting them practice fluency.	
I wonder what might happen if I had the students choose the topic they want to talk about?	
When students are doing speaking activities, I will make note of any mistakes I hear, and correct them later.	
It might be interesting to see what happens when I get the students to tell me the words they don't know from the reading, rather than telling them the key words.	
Today in class I changed the way I gave feedback.	

2.3 Matching clues to one stage of CPD Action Plan

Work in pairs.

Look at the following ideas and decide which one stage of a CPD Action Plan do they all belong to:

- Ask students what they liked/did not like about the class and why
- Record your lessons and watch them
- Ask your colleagues to watch videos of your lessons and give feedback
- Ask colleagues to sit in on all or part of a lesson in which you are trying something new, or you are having a problem by your peers/colleagues
- During class, make note of anything that did not go according to plan and why.

Make notes and share your answers with a partner or colleague.

Notes:

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Watch the video and make notes. Did you have the same ideas? Were there ideas you had that are not in the video?

Notes:

Share your notes with your partner/ colleague.

2.4 Looking at some areas of teaching

Work alone to complete the following questionnaire.

Questions	Answers
(1) What percentage (%) of your English class time is for students' talking time in pairs or in groups?	_____%
(2) Do your classes have learning games?	Yes ☐ No ☐ Sometimes ☐
(3) Have you ever watched another English language teacher teach a class?	Yes ☐ No ☐
(4) Do you ever ask your students what they liked and did not like about your class?	100% - Always ☐ 80% - Frequently ☐ 60% - Usually / Often ☐ 50% - Sometimes ☐ 40% - Occasionally ☐ 20% - Seldom / Rarely ☐ 0% - Never ☐
(6) Do you ever share ideas for class games and activities with other teachers?	Yes ☐ No ☐ Sometimes ☐
(7) Do you write the instructions (words you will use) for activities in your lesson plan to think about and check your language level?	Yes ☐ No ☐ Sometimes ☐

Share your answers with your partner/colleague.

3 CPD Action Plan: Reflect stage

3.1 Teachers reflecting on what happened and why

The following table has observations from teachers of what happened in their classes. Work alone and complete the table with your ideas of why you think these things happened. Think of as many answers as possible.

What happened?	Why do you think this happened?
Not enough student talking time	There wasn't enough time because…
Some (students) did not understand the activity instructions	Maybe they didn't understand the instructions because…
I had to re-teach vocabulary	Repeating the vocabulary was necessary because….
They did not understand me.	They could have been lost because….

Share your answers with your partner. Watch the video and check your answers. Did you have the same ideas or different ideas? Make notes on why you think your ideas are different.

Notes:

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3.2 Reflecting on what happened during my teaching and why.

Challenge yourself or a colleague.
Think about a class you taught recently. Describe the class to your partner. What happened? Complete the "What happened?" column of the table below.

What happened?	Why do you think this happened?

Share what happened with a colleague and both of you reflect on what could, might, may be the reasons for what happened.

3.3 Reflecting on what to change and how

After having observed and reflected on your teaching, you should have an idea of what you want to change. The next step is planning how to change. The following table has ideas of what teachers want to change. Complete the table with your own ideas of *how* the teachers will develop the changes in these areas.

What teachers want to change:	How I think the teachers will enable these changes:
Give less time for writing and more time for activities	
Use more fun activities to help students learn	
Reduce teacher talking time	
Enable students to use vocabulary in context	
Enable students to have a discussion	
Help students understand vocabulary and grammar	
Activities are too difficult for students	
I do not like teaching a skill (like reading)	

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Share your ideas with your partner or a colleague.
Watch the video to see the teachers' ideas to develop the changes. Did you have similar ideas or different ideas?

Notes:

3.5 Focusing on an area to change in your own teaching

Think about the aspects of your teaching that you identified in 3.2. Rather than try to change all of them at the same time, it is useful to focus on only one or two. Which areas do you think are priorities for you? Rank them from highest to lowest priority, then share them with your group.

Notes:

4 CPD Action Plan: Plan stage

4.1 Connecting areas of changing teaching with how the changes will benefit students

Once you have identified an area of teaching you would like to change; the next step is to think about how those changes will benefit your students and why. In the table below, some teachers have identified an area of their teaching they would like to change and how this change will benefit their students. Complete the table with your own ideas and share your answers with a colleague or partner.

Area of teaching teacher wants to change:	How these changes will benefit students:
Build context and use a situational approach to teach grammar	
Add games and songs to the classes	
Use more pictures and realia	
Involve students in what the lesson is supposed to do	
Vary activities for students	
Use group work	

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Watch the video and compare your answers. Did you have similar ideas about how the changes would benefit your students or were they different? Make notes and share your ideas.

Notes:

4.2 How will your teaching change benefit your students?

Think about the aspects of your teaching that you prioritised in 3.5. In what ways will that change benefit your leaners?

Notes:

4.3 Thinking about concrete steps to take to enable your teaching changes

For each of the above changes, think of the steps you need to take to enable these changes to happen.

First…

Then….

Next…

At the same time…

Before that….

After they have done X…

Finally…

Notes:

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4.4 Thinking about your own CPD Action Plan for changing your teaching

Think of the steps you need to take to enable your teaching change. Write the steps you will take below:

My CPD Action Plan
Step 1:
Step 2:
Step 3:
Step 4:
Step 5:

4.5 Resources to help develop a CPD Action Plan

Thinking about you action plans, consider what resources you will need to carry out your plan. Consider essential (only what is absolutely necessary), desirable (resources that would help and add value), and aspirational resources (if you had an unlimited budget, or time).

Essential	Desirable	Aspirational

4.6 What makes a good CPD Action Plan?

We are going to finalise our CPD Action Plans soon, but first, consider what qualities you think make a good action plan. Make a list of criteria that you can use to evaluate your own CPD Action Plan.

Criteria:	How we will know the criteria is met:

4.7 Finalising your own CPD action plan

Look back at the notes you have made on your own CPD Action Plan:

- 3.2 Reflecting on what happened during my teaching

- 3.5 Focusing on an area to change in your own teaching

- 4.2 How will your teaching change benefit your students?

- 4.4 Thinking about your own CPD Action Plan for changing your teaching

- 4.5 Resources to help develop a CPD Action Plan

Compile all your notes into the following two-page CPD Action Plan. Reflect and revise as you compile your plan.

CPD Action Plan

Name:	School:
In my classes, I have observed:	Possible reasons for these observations are:
As a result, I want to change…	I believe that this change in my teaching will results in the following benefits for my students:

The steps I will take to enable this change to happen are:

To take these steps, I will need to use the following resources:

I will know my change has been successful when…

5 Reflection on your CPD journey

5.1 Looking back at the start of your CPD Action Plan journey

This is the first Module of your CPD journey. Reread the learning outcomes for this module. Look back at 1.2 where you circled the 10 most important words for you, that relate to teacher CPD. Are you happy with the 10 words or are there any ones you want to change? If so, write the new words. If not write the same words. Now order the words from 1-10 with 1 being the most important and 10 being the least important for you. Share your ordered list with a colleague or partner.

5.2 Looking forward to using this CPD video series

Look at the topic list for this CPD video series. Although they are numbered, there is no need to watch them in a specific order. You should consider which three are most relevant to you. Choose the most relevant units that will help you to carry out your CPD Action Plan. We would suggest watching one of the observations as well as prioritising two teaching skill areas.

Unit 2 - Observing Teachers Part 1 – Observing Anderson:	Looking in detail at how Anderson teaches a reading skills lesson.
Unit 3 - Observing Teachers Part 2_ Observing Elsie:	Examining how Elsie makes her grammar lesson dynamic, interactive and learner-centred.
Unit 4 - Giving Instructions:	How can we help students understand what to do in class?
Unit 5 - Managing the Lesson:	Organising students to achieve results.
Unit 6 – Using Teaching Aids:	Different ways of using the tools around us to help us teach.
Unit 7 - Observing Jules' CBLT lesson:	A detailed look at how Jules enables his students to use new grammar and vocabulary.
Unit 8 - Making Classes Interactive:	Looking at how to make classroom activities more dynamic.
Unit 9 - Teaching Grammar:	Different ways to deal with grammar in the classroom.
Unit 10 - Giving Feedback:	Looking at alternative ways to let learners know how well they are doing and what they need to improve.

6 Explore

In this introductory unit you reflected on ways of making changes in your teaching and you constructed a CPD Action Plan. In this section you can follow up on the your action plan by accessing a number of articles available on the British Council's TeachingEnglish website as well as their CPD Framework for Teachers, where you can find your stage of development in 12 areas of professional practice.

Sub-topic:	Title:	Link:	Type of Resource:	Summary:
CPD	**"Ways to continuing professional development"**	https://www.teachingenglish.org.uk/article/ways-continuing-professional-development	**Article Jenny Johnson**	The author surveyed a number of experienced teachers to find out what CPD activities they had found most positive. This article summarises and comments on the results of the survey.
	"Continuing Professional Development (CPD) Framework for Teachers"	https://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF	**Booklet British Council**	You may be highly experienced in some areas of your teaching and just starting to develop some new teaching skills. This booklet provides you with a tool for identifying your stage of development across 12 major professional practices.
Action research	**"Action research: as easy as 1-2-3"**	https://www.teachingenglish.org.uk/article/action-research-easy-1-2-3	**Article David Petrie**	This article answers the three basic questions to ask yourself about action research: • What do you want to know? • How are you going to find out? • What are you going to do once you find out?
	"Action research"	https://www.teachingenglish.org.uk/article/action-research	**Article Cheron Verster**	Be your own researcher! Practical guidelines to investigating what's happening in your own classroom by planning, observing and reflecting. A very useful 'how to' article.

	"Putting teacher action research into action"	https://www.teachingenglish.org.uk/article/putting-teacher-action-research-action	**Article Larry Ferlazzo** 📖	How does action research actually work? Here are three accounts of how one teacher applied a simplified version of scientific method to investigate aspects of his work.
Reflection	**"Reflecting on reflecting"**	https://www.teachingenglish.org.uk/blogs/editorrachael/ceri-jones-reflecting-reflecting	**Article Ceri Jones** 📖	In this article a teacher recommends some simple and effective tools to help you to record and organise the way you think about what happens in your classes, and what reflection can teach you.
	"Reflecting on teaching"	https://www.teachingenglish.org.uk/blogs/chia-suan-chong/chia-suan-chong-reflecting-teaching	**Article Chia Suan Chong** 📖	A mini-toolkit of methods and tools for capturing information about your teaching, with advantages and disadvantages listed for each to help you decide what might work best for you.
	"Reflective teaching: Exploring our own classroom practice"	https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice	**Article Julie Tice** 📖	Some practical suggestions for using reflection tools (teacher diaries, peer observation, recording lessons, student feedback), including a useful downloadable template for organising your diary, and guidelines for what to do next!
	"Motivation 2 – The teacher"	https://www.teachingenglish.org.uk/article/motivation-2-teacher	**Article Jo Budden** 📖	An article about how to motivate (or re-motivate) yourself as a teacher. The author's suggestions are a menu of practical ideas for professional reflection.

Answers

2.2:

Teacher Comment	CPD Action Plan Stage
I will set up a learning game in each class and ask students what they thought about the game.	Plan
The only speaking my students do in class is to answer questions I ask, because I am not sure how to set up speaking activities.	Observe
That is the first time I have not repeated instructions, but asked the students to repeat the instructions.	Act
I am going to find speaking activities with simple clear instructions.	Plan
When I ask students questions, I focus on them giving accurate answers instead of letting them practise fluency.	Observe
I wonder what might happen if I had the students choose the topic they want to talk about?	Reflect
When students are doing speaking activities, I will make notes of any mistakes I hear, and correct them later.	Plan
It might be interesting to see what happens when I get the students to tell me the words they don't know from the reading, rather than telling them the key words.	Reflect/ Plan
Today in class I changed the way I gave feedback.	Act

2.3:   Observe stage

3.1:

What happened?	Why do you think this happened?
Not enough student talking time	There wasn't enough time because…
	Teacher didn't give them enough time.
	Students wasted their time by chatting about something else.
	Students didn't understand what to do ,so were slow to start.
	The task was unachievable in the given time because it was either too long, too difficult, poorly constructed, overly complex.
Some (students) did not understand the activity instructions	Maybe they didn't understand the instructions because…
	Teacher spoke too fast. The vocabulary level of the instructions is too high. The grammatical complexity of the

	instructions is too high. The instructions were confusing. Teacher spoke too quietly.
I had to re-teach vocabulary	Repeating the vocabulary was necessary because…. Teacher didn't explain it clearly the first time. The students have only heard the vocabulary once in the past. Students have not had a chance to use or reinforce the vocabulary. The vocabulary is conceptually difficult and the students don't know the concepts involved. It has been a long time since the students first met this vocabulary and it has not been used since then.
They did not understand me.	They were lost because…. I spoke too fast/ too quietly. I used complex vocabulary. There is a lot of background noise from outside/ other classrooms. They weren't listening when I gave the instructions. They were busy trying to complete the previous task.

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