

*Modulo di riferimento*

modulo 1 - The “new” European teacher of languages: a profile

*Unità teorica di riferimento*

The Common European Framework of Reference for Languages (CEFR): key concepts and key words. G. Langé

*Nucleo di riferimento*

nucleo 3 - Il profilo del docente di lingue

## Continuous professional development

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## DESCRIPTION

### *Aims*

The module aims to increase teachers' awareness of CPD (**C**ontinuous **P**rofessional **D**evelopment) by looking at various ways and methods of self reflection, teamwork and analysis through a three step process. The teachers will be encouraged to reflect on their previous experience, understand the strategies and processes which can be used to focus on improvement and practical tasks which will be evaluated further.

### **Teachers' aims**

- Reflect on personal experience in the classroom
- Investigate various methods used in continuous professional development
- Organise at least two peer observations
- Have the opportunity to experiment more with extra practical tasks
- Reflect on the effectiveness of self-reflection and peer-observation as a tool to development
- Give and receive post lesson feedback
- Plan a learning path for continuous reflection and analysis
- Present what they have done over the process and what they have learnt

### **Final competences**

By the end of the module, teachers will:

- Have a better understanding of the processes used in CPD

- Have investigated strategies used for CPD
- Have worked with colleagues to exchange views and personal experience on CPD
- Have experienced the process of peer observations
- Have evaluated a resource bank of on-line resources available to teachers for future support
- Have started the initial process of action research in the classroom
- Have given a short presentation on the process and the experience of the module

### ***Methodology***

Teachers will have the opportunity to consider the different strategies and learning paths available for continuous professional development. The focus on observation will demonstrate how teamwork, evaluation and analysis can increase teachers' knowledge and ability in the classroom. The three steps push teachers to reflect, investigate, practise and evaluate their teaching for greater success with their students.

### ***Teaching strategies***

Teaching strategies include:

- Individual work
- Pairwork
- Making use of developmental strategies
- Using activities with developmental purpose
- Teacher evaluation

## **ACTIVITY: STEPS**

### **Step 1**

- 1.1 Developing as a teacher
- 1.2 The tool of observation
- 1.3 Types of observation

### **Step 2**

- 2.1 The observer
- 2.2 Putting it into practice
- 2.3 Post observation

### **Step 3**

- 3.1 Continuing the development
- 3.2 Teacher support
- 3.3 Evaluating and presentation

## **Step 1**

### **Task 1.1. Developing as a teacher**

We have all had various experiences throughout our career which have moulded us into the teachers we are today. However, over the years we may have thought that there were certain times when we needed more help and support. Changing methodologies, technologies and materials make our job ever more challenging. We might not have the support or resources we need to develop to the standards that we would like to reach. Nevertheless, we have to teach year in year out.

Think about your own experience, what has helped you to develop as a teacher so far? Make a list and compare with the teachers from around the world in the video.

[www.teachingenglish.org.uk/video-discussion/what-has-helped-you-develop-a-teacher](http://www.teachingenglish.org.uk/video-discussion/what-has-helped-you-develop-a-teacher)

If you had the opportunity to do more teacher development, what do you think would help you to develop more as a teacher?

There are various ways to increase professional development for teachers. You may already have a few ideas in your notes from the previous question. Read the article and identify which ideas you think are worth trying for your own development.

[attach-1.docx]

Give reasons for your answers and post your answer on the forum.

#### **Extra idea:**

Choose one or two ideas and try them out over a period of time. Keep a record and evaluate what you have done. This could be part of your final presentation.

## Task 1.2. The tool of observation

### Introduction

**Observation** is a word that teachers don't often like to hear. It can create a sense of anxiety and worry from the moment it is uttered until they go into the classroom to be watched by a colleague or superior, however, observations should be **a positive experience**. It can help teachers **develop** their ability and identify their **strengths and weaknesses**. Usually teachers do a **formal observation** in the classroom as part of their training or a qualification, but there are also **peer observations**, which can be just as effective for **developmental** reasons and **self observation** or **reflective teaching**. These are just some of the **tools** that can be used to help us **grow** as teachers. Understanding **where** and **how** to **improve** helps us to widen our **knowledge** and **increase our ability** and takes us to a different level on the long road to **lifelong learning**.

### Reflection

Answer the questions below then **compare** with a **colleague**.

- 1 When was the last time you were observed by another teacher? Was it a positive or negative experience? Why?
- 2 Why were you being observed?
- 3 When was the last time you observed another teacher?
- 4 Why did you observe? Did you give feedback? If so, how?
- 5 How many times have you been observed in your teaching career?
- 6 Do you think classroom observations should be done more or less?
- 7 Give a reason for your answer.
- 8 How do you generally get feedback on your ability in the classroom?

What were the similarities and differences between you and your colleague's experience? Post what you have learnt from each other on the forum.

### Task 1.3. Types of observation

*'Observation is a **multi-faceted tool for learning**. The **experience** of observing comprises more than the time actually spent in the classroom and **follow-up** from the time spent there. The **preparation** can include the selection of a **focus** and **purpose** and a **method of data collection**, as well as **collaboration** with others involved. The follow-up includes **analysis**, **discussion** and **interpretation** of the data and experiences acquired in the classroom, and **reflection** on the **whole experience**.'*

**(Wajnryb 1: 1992)**

#### Peer observation

*'Not only is **peer-observation** another **opportunity** to practise observation and the skills involved in facilitating helpful **reviewing**, but it helps to foster the **culture** of **professional cooperation**, which in turn helps to guard against the risk of **teacher isolation**, a factor which can hinder **professional development**. In addition, it is a further **opportunity** for the participants to **explore** their own constructs and make them explicit.'*

**Malderez and Bodòczyk (131, 1999)**

#### Answer the questions then read and check your answers

- What is your idea of peer observation?
- What are the stages of peer observation?
- In your opinion, what are the advantages of peer observation for teacher, the observer and their schools?

#### Read and check your answer

[attach-2.docx]

#### Self observation / Reflective teaching

Answer the following questions then read and check your answers

What do you think self observation / reflective teaching is?

Why do you think it is a good idea?

What do you think it involves?

### **Read and check your answer**

[attach-3.docx]

### **Extra Task: Experimental practice**

Recording yourself in the classroom is a good way to identify areas that need work. Being filmed or recorded can be embarrassing, but it can be a very effective learning experience due to the fact that you see or hear yourself teaching which will help you to pick up specific areas of focus for development. For example, you may find that you talk too much during your lessons and you identify that you must work on your teacher talking time (TTT).

**Read** the article then, **record / film** yourself and **post** what you have learnt about yourself on the forum. By doing this, you may find out a lot about the way you teach.

[attach-4.docx]



## **Step 2**

### **Task 2.1. The observer**

#### **What should I look for?**

When observing, the observer has the difficult job of identifying the main areas for improvement however, it is also an opportunity to reassure the teacher of their strengths. It can be easy to overlook positive aspects of a lesson and focus solely on their weaknesses. Identifying their strengths as well as weaknesses is extremely important to the ongoing development of the teacher in question.

In your opinion, what are some of the areas that a peer observation should focus on?

**Example:** Classroom management

Make a list then compare with some possible answers

[attach-5.docx]

#### **What do I need to know before going into the classroom?**

Imagine you have been asked by a colleague to take part in a peer observation. You have never met the class and you don't know much about what the teacher has done or how good a teacher they are. What information do you need to know about:

- the class?
- the lesson?

Make some notes and compare with a colleague then look at the examples:

[attach-6.docx]

You will need some information about the teacher too. Remember to speak to them before you go into the classroom. They may have specific areas that they want you to observe them doing.

### **Reflection:**

Observers need to know what the teacher is doing and why they are doing it. Think about one of your last lessons, **what** activities did you do? **Why** did you do them?

## **Task 2.2. Task: putting it into practice**

Do you remember the stages of peer observation from the article in 1.3? Try to remember what is involved in each stage then go back and check your answers.

1. Pre-observation
2. Observation
3. Post observation

**Task:** you will plan a peer observation where you will be observed by a colleague then reverse the roles. Go through the various stages carefully e.g. pre-observation, observation, post –observation (see 2.3 for more information on post observation).

Examples of specific peer observation tasks:

[attach-7.docx]

## **Task 2.3. Post observation**

A post observation meeting between the observer and the observee is key to the success of the process. Time is not always available; however it is important to meet within a week of the observation. The observer and the observee should write notes to evaluate the lesson so that the post observation feedback has the teacher's and observer's view. This should be a constructive meeting and the teacher should feel positive and motivated by the end of it.

The observer has the task of giving feedback whereas the teacher receives it. What do you think are the **Do's** and **Don'ts** to giving and receiving feedback?

Look at the example then try to continue the lists

<b>Giving feedback Do's and Don'ts</b>	<b>Receiving feedback Do's and Don'ts</b>
<b>Example:</b> give praise – don't make negative criticisms	<b>Example:</b> be open – don't be defensive

Read and check your answers:

[attach-8.docx]

### **Note:**

Give the observation guidelines to your colleague before you meet for the feedback session.

### **Task: Post lesson feedback**

Meet with your observer for the post lesson feedback. The teacher should give their views of the lesson first then the observer. Remember the **Do's** and **Don'ts** of giving and receiving feedback from earlier.

### **Reverse the roles**

Now that you have been observed, organize to observe your colleague. Follow the same procedure, pre-observation – observation – post observation.

Once you have finished the process, **post** on the forum what you have learnt about peer observations and what **action points** you have for the future. Do you think it has been a worthwhile experience? Why? why not?

## **Step 3**

### **Task 3.1. Continuing the development**

#### **Video**

In the previous two steps we have looked at some ways of developing as a teacher. Now look at the British Council CPD video and identify which stage you are on the CPD framework.

[www.teachingenglish.org.uk/continuing-professional-development](http://www.teachingenglish.org.uk/continuing-professional-development)

#### **Classroom Action research**

Action research is an excellent opportunity for teachers to look into their work and deepen their knowledge. Look at the article [attach-9.docx] then identify an area that you would like to research. Answer the questions in the starting points in “Research Questions” This can be done alone or with a colleague.

Post your answers on the forum.

#### **Some areas of interest for teachers**

- Developing speaking activities
- Understanding the learner
- Mixed abilities
- Learning difficulties
- Classroom management
- Language teaching methodology
- Material writing (writing a project for a specific class or year)

#### **Extra Task:**

If you have time, carry out a complete action research plan. Remember to keep a record of everything you do and the results. You may find something out you would like to share with your colleagues.

## Task 3.2. Support

### How and where to find help, advice and ideas?

You have now done some observations and you are looking at some ways to improve the way you teach. However, you may come up against a brick wall because you don't have enough ideas or support when it comes to certain learning points. Where do you go from here? The great thing about teaching English is that it is a global phenomenon. Everyone is learning it therefore teachers around the world will probably have the same problems as you or they may have the solution. On line forums, blogs, websites, wikis, webinars etc are a great source of support for teachers who want to develop. Some of the greatest minds in English language Teaching are on-line giving advice and support to teachers. Read the blog entry from Nick Peachey [[attach-10.docx](#)], look at the links and evaluate them then post your thoughts on the forum.

More useful sites:

[[attach-11.docx](#)]

### Example:

What?	Focus?	Evaluation
Blog, wiki, site	Methodology	This is a great site because you...

## Task 3.3. Evaluation and presentation

You will now prepare a short presentation for your colleagues of what you have done and learnt in this unit. Include observation notes, lesson plans, materials etc. you can prepare a short power point presentation or flipchart on the IWB.

## Teacher's Self evaluation

	<b>I can do this. Comments?</b>	<b>What do I need to im- prove on?</b>
I have a clear understanding of approaches to CPD		
I am able to identify my strengths and weaknesses in the classroom		
As an observer I am able to identify the teacher's strengths and weaknesses		
I have successfully tried out some peer observations tasks in the classroom and carried out post observation feedback		
I am able to evaluate lessons (good and bad) and write action points for future lessons / development		
I know where to look for support on line through websites, blogs etc		
I have understood what stages there are in action re- search		
I am able to evaluate my progress		
I have compared notes and ideas with colleagues after tasks and lesson activities		
I have tried out some strate- gies for CPD		

## RESOURCES

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## ***Sintesi in italiano***

### **Panoramica**

La *European Recommendation on key competences for life long learning* (2006) sottolinea l'importanza di un uso funzionale della lingua come strumento per esprimere bisogni, desideri, comportamenti e stati d'animo. Gli insegnanti sono pertanto invitati a presentare ai propri studenti la lingua in uso, e ad assegnare loro attività e compiti linguistici realistici.

Il corso si propone di fornire agli insegnanti le conoscenze e gli strumenti per potenziare le loro competenze professionali attraverso attività finalizzate alla riflessione analitica sulle loro capacità di insegnamento. Le attività sono state scelte in modo che gli insegnanti possano utilizzarle facilmente con i loro colleghi.

### **Metodologia**

Gli insegnanti avranno la possibilità di prendere in considerazione diverse strategie e percorsi di formazione orientati allo sviluppo professionale. Una particolare attenzione viene rivolta all'osservazione, al fine di dimostrare che il lavoro di squadra, la valutazione e l'analisi possano incrementare la conoscenza e la capacità degli insegnanti in classe. Il processo in tre step invita gli insegnanti a riflettere, a studiare, a mettere in pratica e a valutare le pratiche di insegnamento che riscuotono maggiore successo con gli studenti.

### **Obiettivi**

Il modulo si propone di aumentare la consapevolezza che gli insegnanti hanno del CPD (**C**ontinuous **P**rofessional **D**evelopment), mettendo a fuoco diversi metodi di riflessione, di lavoro di squadra e di analisi, attraverso un processo in tre fasi. Gli insegnanti saranno incoraggiati a riflettere sulla loro precedente esperienza e a comprendere le strategie, i processi e le attività di rinforzo.

**Step uno.** Il primo momento è organizzato in modo che gli insegnanti possano riflettere sul loro insegnamento facendo esperienza di

osservazione. Avranno l'opportunità di confrontarsi con colleghi direttamente e attraverso video di insegnanti provenienti da tutto il mondo.

Il primo step chiede agli insegnanti di riflettere sulla propria esperienza di insegnamento e su ciò che li ha aiutati nel percorso professionale. Il focus è incentrato sull'osservazione delle esperienze avute nel corso della loro carriera.

**Step due.** il secondo momento si incentra sull'osservatore e ciò che accade in una osservazione. Gli insegnanti sono invitati a riflettere su ciò che reputano necessario per ottenere un'osservazione di successo e a confrontarsi con le riflessioni di esperti di insegnamento. Saranno poi pianificate osservazioni tra pari con i colleghi e, infine, si farà in modo di effettuare una riunione post osservazione.

**Step tre.** Nella fase finale gli insegnanti sono incoraggiati a svolgere attività di ricerca-azione e a valutare siti web CPD per un uso futuro. In questo modo gli insegnanti si impossesseranno di una piattaforma per il futuro sviluppo professionale e di una connessione con il mondo dell'insegnamento della lingua inglese. Infine, gli insegnanti sono invitati a fare una presentazione di commiato sulla loro esperienza.