DEVELOPING YOUR TEACHING PRACTICE: MOVING ON WITH YOUR CPD

Anoushka Üzüm & Clare Williams

Teacher Development and Curriculum

Cambridge English Teaching

Aims of the session

1. CPD on your own

2. CPD with others

3. Formal training and courses

Poll

Cambridge Assessment English

What stage of your teaching career are you at?

1. still training to be an English teacher

2. already teaching, but are new to it

3. if you've been teaching for a long time

Cambridge English Frameworks

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Cambridge English Teaching Framework – at the heart of professional development

We developed the Cambridge English Teaching Framework: to help teachers identify where they are in their professional career to help teachers and their employers think about where they want to go next and identify development activities to get there.
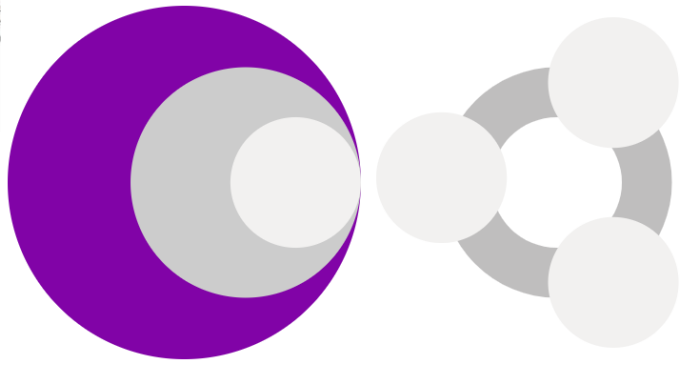
Stages	Foundation	Developing	Proficient	Expert
Learning and the learner	Has a basic understanding of some language–learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language–learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language–learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language–learning concepts. Consistently demonstrates this understanding when planning and teaching.
Teaching, learning and assessment	Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning.	Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning.	Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning.	Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Language ability	Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson.	Provides accurate examples of language points taught at A1–C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language knowledge and awareness	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions with minimal use of reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail with minimal use of reference materials.
Professional development and values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify areas for improvement.	Can reflect critically on a lesson, actively seeks feedback, and strengths and weaknesses as a teacher.	Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

Cambridge English Trainer Framework Summary

	From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Understanding of individuals and situations	Conducts training in familiar or predictable situations largely based on the trainer's own teaching experience. Deals with predictable individual needs using basic strategies. Demonstrates basic sensitivity to diversity when planning and conducting training.	Conducts training for diverse groups in a variety of situations based on their own and others' teaching experience. Plans in advance to deal with individual needs and attempts to deal with emergent needs using a range of strategies. Demonstrates a diversity-oriented approach to planning and conducting training.	Based on thorough advance needs analysis, often in unfamiliar situations, efficiently deals with needs of individuals, including emergent needs. Demonstrates deep sensitivity to diversity when planning and conducting training.
Knowledge of teaching, training and teacher development	Demonstrates a clear understanding of language systems, including basic language analysis strategies, and core principles of effective teaching practice, which in turn informs their training. Is aware that training differs from teaching. Demonstrates basic training principles. Uses a limited range of resources.	Understands a number of language analysis strategies. Demonstrates a range of effective core teaching principles and practices. Is aware of non-core teaching practices. Demonstrates a clear understanding of how training is different from teaching. Demonstrates effective training principles. Uses a wide range of resources.	Uses a wide range of language analysis strategies. Demonstrates a wide range of effective core and non-core teaching principles and practice. Demonstrates a range of training approaches. In-depth understanding of a wide range of theoretical concepts in the field as well as practical know-how. Uses an extensive range of resources.
Planning, conducting and evaluating training activities	Conducts pre-prepared training activities with given materials with support. Demonstrates a basic ability to plan, conduct and evaluate teacher training activities.	Adapts given training materials for a particular audience appropriately. Demonstrates a clear and coherent approach to and rationale for planning, conducting and evaluating teacher training activities.	Designs, through principled application and innovation, learning units and courses to meet a wide range of individual needs. Manages the complex interplay of situational factors related to planning, conducting and evaluating training activities.
Supporting, observing, feeding back on and assessing teaching	Sets up and conducts classroom observations using given tools and procedures. Offers general feedback on areas for improvement in teaching and suggests basic strategies for teacher learning. Generally applies given assessment criteria accurately.	Employs a range of observation methods. Applies given observation tools and procedures appropriately. Offers specific feedback on areas for improvement. Suggests clear and appropriate strategies for teacher learning. Consistently applies assessment criteria accurately. Critically appraises given assessment criteria and feeds into their development where necessary.	Creates, through principled application and innovation, tools and procedures for observation and feedback. Nurtures teaching through detailed feedback, suggesting effective strategies for teacher learning. Critically appraises given assessment criteria and feeds into their development where necessary.
Professional development and values	Uses beliefs about own teaching practice to inform training values and practice. Responds positively to feedback on their training and demonstrates basic understanding of trainer and teacher-in-training roles available in the training process. Is aware of resources available to support trainer professional development.	Uses own and others' teaching practice and beliefs as a basis for reflection and developing training values and practice. Seeks feedback on their own training and demonstrates good understanding of trainer and teacher-in-training roles in the training process. Is actively exploring avenues for their own development and specialisation within the field of teacher training.	Exemplifies their own and others' teaching practice, viewing it as a basis for reflection and developing their own training values and practice. Proactively seeks feedback and develops own training.

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The Cambridge English Digital Framework has been developed in consultation with practising language teachers and trainers. It describes key competencies for teaching effectively with technology. Explore the six categories to find your starting point:

Digital World   Digital Classroom   Digital Teacher   Designing Learning   Delivering Learning   Evaluating Learning

The Digital World. Technology takes you beyond the classroom: as a digital citizen, you need to be productive, organised and act responsibly, safely and legally in the digital arena to protect yourself and your learners.

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https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/

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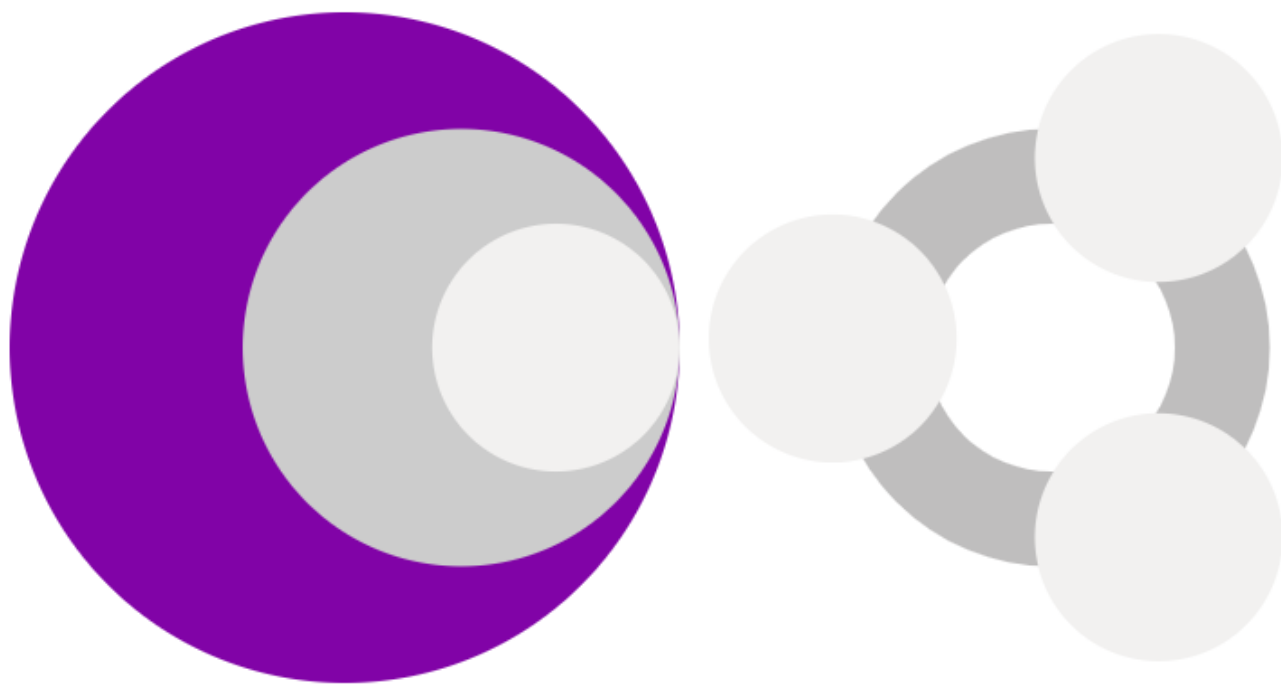
| Digital World | Digital Classroom | Digital Teacher | Designing Learning | Delivering Learning | Evaluating Learning |

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https://thedigitalteacher.com/

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https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-trainer-framework/

Frameworks to help teachers

- Profiling Grid by EQUALS (Evaluation and Accreditation of Quality in Language Services)

- Framework for Professional Development by CAELA (Centre for Adult English Language Acquisition, part of the Center for Applied Linguistics, Washington USA)

- CPD Framework for Teachers of English by the British Council

Poll

What stage of your teaching career are you at?

1 still training to be an English teacher

2 already teaching, but are new to it

3 if you've been teaching for a long time

Photo by Nikola Jovanovic on Unsplash

Developing on your own

Poll

Have you done any professional development on your own so far this year?

YES

NO

Building models

'the process of learning to teach is not a linear accrual of various aspects of teaching, but rather a gradual process of proceduralising aspects of formal and experiential knowledge gained from teacher education and classroom experience mediated by beliefs and contextual constraints' (Phipps 2010:23).

Example Model: teaching vocabulary
Using a test – teach – test approach

1. Prepare words you want to teach so learners can see them (on a piece of paper; on a board);

2. ask learners to work on their own for a couple of minutes, putting the words into categories (depending on the words/learners, the teacher determines what the categories are, e.g. words for describing places could be: positive words; negative words; words you don't know (or the learners could come up with their own categories if you think it appropriate)

3. Ask learners to compare their categorisation with a partner, justifying choices and teaching each other any words that one knows that the other doesn't (this could also be done in a group instead of a pair or as well as a pair depending on complexity/need)

4. Monitor as the learners do this, so you know what difficulties they have with understanding or pronunciation

5. Teach any words no one knows + check understanding/pronunciation of the rest as noted from monitoring

6. Get learners to work in pairs and define words for their partner to guess from the set

7. Move onto the next stage of the lesson where the words are used – in a Speaking activity/ a reading text etc.

Unlock Second Edition Teacher's Manual
Cambridge University Press

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about business people in South Africa.
Listening skills	Understand key vocabulary; take notes.
Critical thinking	Choose information for an ideas map.
Grammar	Use subject pronouns and possessive adjectives; use the verb *be*.
Speaking skill	Introduce and start a talk.
Speaking task	Talk about a famous person from your country.
⟲ Teacher development	Help your students become better at **choosing information for an ideas map.**

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

➔ **Choosing information for an ideas map** is an important skill for students because: (1) Ideas maps can help students realise what they already know about a subject; (2) They are a useful way of organising information; (3) They can help students realise they know more than they think they do.

BE CONFIDENT

➔ Develop these skills for yourself by doing the following activity:

Create an ideas map with the following question at the centre of the ideas map: 'Why is critical thinking important?'

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's book on pages 28-29.

➔ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?

➔ Are your answers true for all students in your class?

➔ How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

An activity that you could do at the end of this class is to display all the `ideas maps' in a class gallery (e.g. by sticking them all on the board). The information at the centre (i.e. the person) should be covered up. Students then look at the other information and guess who the person is.
See page xxx for ideas on how to meet your students' needs.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

➔ Did you create your own ideas map before the lesson? Was this useful? Did it improve the quality of your teaching in the lesson?

➔ Ask colleagues to also create an ideas map for the question in *Be confident*, either on paper or electronically. Compare your answers.

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page xxx for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be ready* section above, and their outcome?

Reflection

Core reflection: Korthagen (2014)

Environment — What do you have to deal with?

Behavior — What do you do?

Competencies — What can you do?

Beliefs — What do you believe in?

Identity — Who are you (as a professional)? How do you see your role?

Mission — What is your ideal, your mission?

Core qualities

The onion model (Full name: model of levels of change)

Using the core potential
How can you enact your core potential and let go of the obstacle?

Reflection on obstacle
How do you limit or block yourself?

Thinking

Feeling   THE ELEVATOR

Wanting

Trying a new approach

Describing a concrete situation
What was your problem? What did you encounter?

a. Reflection on ideal
What did you want, what was your desire?
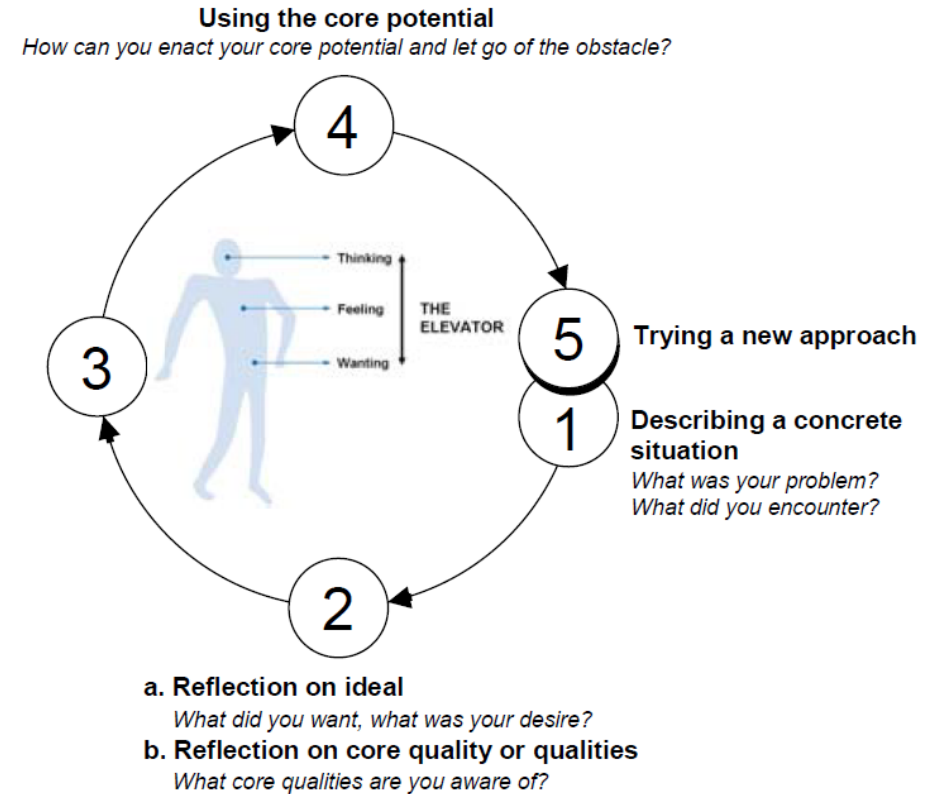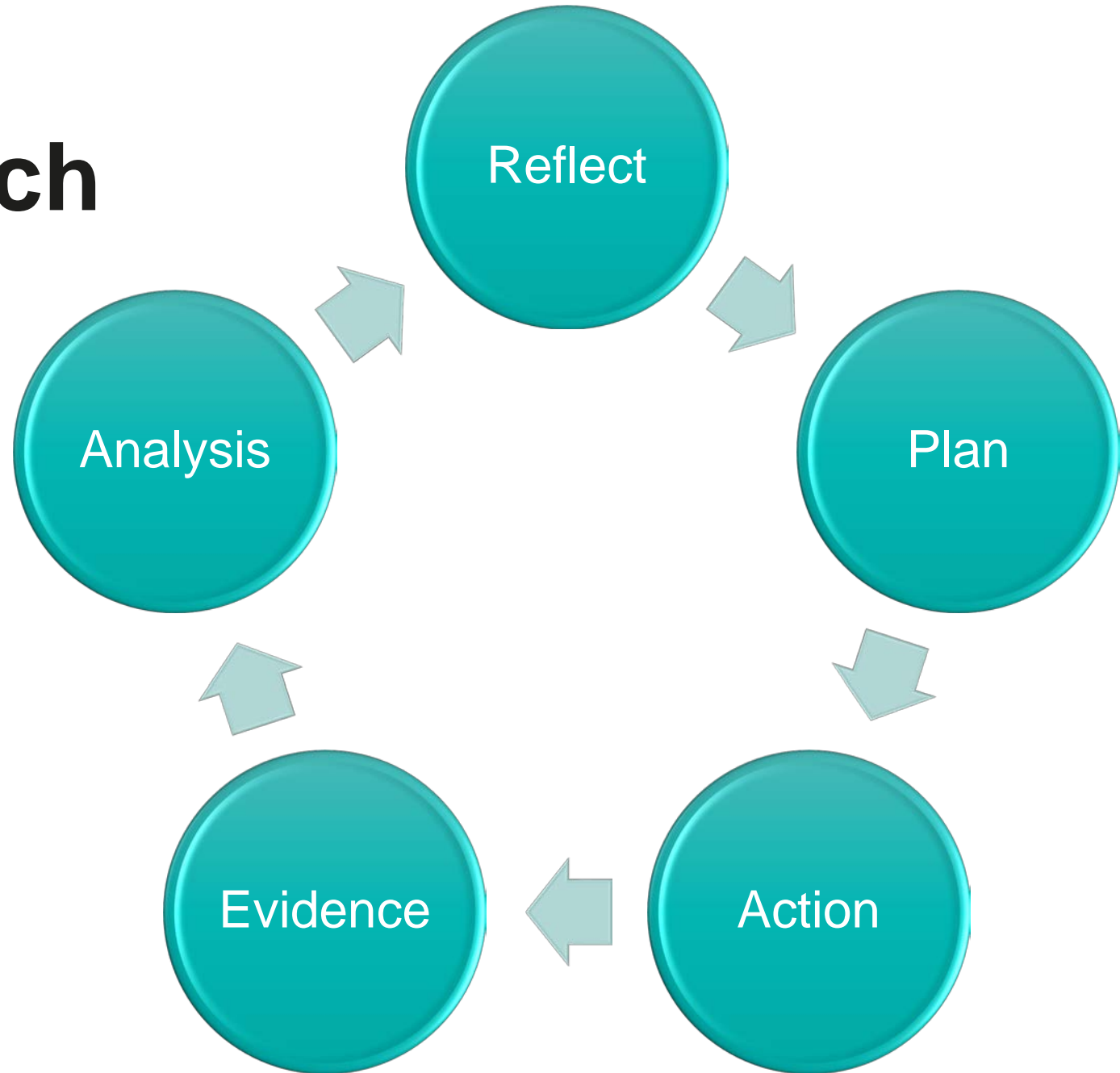**b. Reflection on core quality or qualities**
What core qualities are you aware of?

Figure 2: *A phase model for Core Reflection*

Self-Observation

Your suggestions

What have you been doing to develop your practice on your own?

Do you have any other suggestions about how people can develop their teaching practice on their own?

Any questions so far?

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CPD with others

Poll

Have you done any professional development with other people this year?

YES

NO

Communities of practice

Five year study in the UK by

- Suffolk & Norfolk SCITT, one of England's largest school-centred initial teacher training programmes
- Relational Schools
- Cambridge Assessment Admissions Testing and
- Open University

Find out more at

https://www.cambridgeenglish.org/news/view/the-value-of-relationships-tackling-teacher-retention/

Communities of practice 2

Discussion points for more experienced teachers

- something that you do now, that you didn't used to do,

- something that you used to do, that you don't anymore, and

- something you used to do and still do

From : Tessa Woodward, *Been teaching and teacher training for a long time?* IATEFL workshop, Tues 2nd April 2019

Shadowing or observing

- Being Observed
  - Critical friend
  - Focus on a key aspect of your teaching
  - Discuss developmental needs post observation

- Observing others
  - Watching good practice
  - Decide on focus of observation
  - Post observation discussion

Team Planning or Team Teaching

Planning lessons with other teachers

- Share ideas
- Teach independently
- Reflect to compare success of lesson

Team teaching

- Plan together
- Teach together
- Focus on different aspects of learning
- Reflect together to inform next lesson

For more details about lesson study see:
http://lessonstudy.co.uk/
https://tdtrust.org/what-is-lesson-study

Your suggestions

What have you been doing to develop your practice with others?

Do you have any other suggestions about how people can develop their teaching practice on with others?

Any questions so far?

Cambridge English Teaching

Qualifications and Further Training

Photo by Ali Yahya on Unsplash

![Cambridge Assessment English]

Poll

Have you done any formal development so far this year?

YES

NO

Online

Moocs – Massive Open Online Courses

Webinars

Facebook Live

YouTube videos

Cambridge Assessment English

Teaching English Online

Learn how to transfer your teaching skills to an online context and start teaching English online.

Go to course

Conferences etc

tesol international association

(US Based)

iatefl

International Association of Teachers of English as a Foreign Language
(UK Based)

Formal Qualifications

Diploma	Masters
Practical course	More theoretical
Shorter course	Sometimes no practical component
Full-time or part time	Usually full-time = 1 year Part-time = 2+ years
Can be used as credit towards a masters	Needed if want to do further study afterwards (e.g. PhD studies)

Your suggestions

What training or qualifications have you been doing to develop your practice?

Do you have any other suggestions or recommendations about training or qualifications to develop your practice?

Any questions?

References

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Links

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