



BRITISH  
COUNCIL

TeachingEnglish

A top-down view of several children sitting around a table, drawing on a large sheet of brown paper. The drawings include a sun, a whale, a car, a bicycle, a recycling symbol, a bear, and various plants. Several colored pencils are scattered on the paper.

## British Council: TeachingEnglish

A podcast series for teachers  
of English



**Episode 10: How can my  
colleagues and I support each  
other?**

Show notes



## Episode overview

When working in a busy and stressful educational environment, it's important that teachers support and help each other as much as possible. In this episode, we hear from several teacher networks around the world about how they support their members, the projects they are doing, and the impact which they are having. Following this, we speak to Pauline Blake-Johnston, who has a wide range of experience in participating in and managing teacher networks. Her experience ranges from being the chair of NATECLA Scotland (the National Association for Teaching English and other Community Languages to Adults), to vice-chair of the Glasgow ESOL forum, to being a board member for IATEFL'S ESOL special interest group.

## In this episode

Teacher associations, organisations and groups come in many different shapes and sizes, national and local, formal and informal, face to face and online.

Teacher associations can be very informal things as well. It can be just you and a couple of colleagues, in your staff room

English language teaching is in flux all of the time

Educators should join a teacher association as it is a fantastic way to engage in professional development opportunities, learn new information, collaborate with others, make connections with those in similar situations, and build lifelong friendships with other educators

Being in a teacher association has afforded me opportunities I don't think I would have had as part of my everyday teaching job

# Classroom application

## Think about your own practice

- What teachers' networks are you a member of? Which have you heard about? Are there any networks which you would like to join but haven't?
- How do you think you could benefit from being in a teachers' network?
- Do you talk to your colleagues in your place of work? Could you set up an informal network with them (e.g. observing lessons and giving feedback)?

If you are interested in developing more using materials on the British Council Teaching English website, find out more about the twelve professional practices in the Continuing Professional Development framework for teachers. Click on the links below to see what resources are available:

- [Planning lessons and courses](#) Defining aims/learning outcomes that meet learners' needs and the course objectives, selecting and developing engaging activities, resources and materials which correspond to the aims of the lesson.
- [Understanding learners](#) Making decisions about teaching and assessment by applying an understanding of learner characteristics.
- [Managing the lesson](#) Managing the lesson during the class time and monitoring learner engagement to maintain motivation, establish and maintain classroom discipline, adjust plans to take advantage of opportunities for learning that emerge during lessons.
- [Knowing the subject](#) Developing and demonstrating proficiency in the target language in order to provide a good model for learners, developing an awareness of language systems, selecting appropriate methodology and resources for introducing and practising specific areas of the target language and language skills.
- [Managing resources](#) Selecting, developing and adapting materials and resources for the classroom
- [Assessing learning](#) Applying the principles and practice of assessment to design tasks for measuring learner's progress.
- [Integrating ICT](#) Developing effective strategies for locating appropriate digital content, following guidelines for e-safety, evaluating the potential effectiveness and appropriacy of digital content.
- [Taking responsibility for professional development](#) Understanding your professional needs, interests and learning preferences in order to identify areas for development.
- [Using inclusive practices](#) Recognising and valuing diversity among learners, and using pedagogical strategies that encourage inclusive education within a supportive learning environment.
- [Using multilingual approaches](#) Recognising and valuing the multilingual nature of societies, schools and classrooms, and using pedagogical strategies that encourage inclusive education within a supportive multilingual learning environment.

- [Promoting 21st century skills](#) Developing an awareness of and proficiency in critical thinking and problem solving, collaboration and communication, creativity and imagination, citizenship, digital literacy, student leadership and personal development.
- [Understanding educational policies and practices](#) Locating and utilising up-to-date and relevant information about national, regional and institutional educational policies.

## Social media

Please share your views about this episode, and the whole series on social media using the hashtag #TEBC. Let us know your thoughts, reflections, comments and whether you have been able to use any of the ideas in your teaching.

## Detailed notes

Use these notes to find out more about the contents of Episode 8.

Phrase	Explanation and Further Information
<b>Field report</b>	
WITESOL	<a href="#">WITESOL</a> is the professional organization for Wisconsin Teachers of English to Speakers of Other Languages. As an affiliate of TESOL International and an associate of IATEFL, we provide professional development opportunities and a network for educators of English Learners and multilingual students of all levels and ages around the state of Wisconsin.
IATEFL	For over 50 years, the International Association of Teachers of English as a Foreign Language, ( <a href="#">IATEFL</a> ) has been linking, developing and supporting English language teaching professionals worldwide. From our humble origins in 1967 as a forum for English language teachers (ELT) and other professionals to make contact with one another and share ideas, we are now one of the largest and most internationally representative teaching associations in the world. IATEFL is a global professional membership association, and a UK registered charity, and yet we remain a community. We support teachers and other ELT professionals in their professional development, and provide a platform where they can offer their views, exchange research and teaching experiences and learn from each other.
55th international conference	Details of this conference can be found at <a href="https://www.iatefl.org/conference/home">https://www.iatefl.org/conference/home</a> .

META	<a href="#">META</a> – the Moldova English Teachers' Association – promotes different projects that involve English Teachers from all over the country and make them interact more often for a proficient exchange of ideas and methods of teaching English. The Association aims at connecting the English Teachers Community of Moldova with different communities from around the world.
ECO Call 2020	Details of this initiative can be found at <a href="https://m.facebook.com/watch/?v=384929966108272&amp;_rdr">https://m.facebook.com/watch/?v=384929966108272&amp;_rdr</a> .
<b>Interview with Pauline Blake-Johnston</b>	
NATECLA	<a href="#">NATECLA</a> (National Association for Teaching English and Other Community Languages to Adults) is the national forum and professional organisation for ESOL teachers.
Couthie	Find out more about this word <a href="#">here</a>

## Useful links

- [British Council's Teaching English community](#)
- [TESOL International Association](#)
- [An article on 'Personal Learning Networks from the British Council](#)
- [Teaching English Africa \(a new British Council community\)](#)
- [IATEFL's Global Issues Special Interest Group](#)

## Glossary

The following words at the B2, C1 and C2 level (according to the [Common European Framework of Reference for Languages](#)) are used in this episode.

### B2 words

accessible  
accessing  
actively  
adapt  
additional  
affect  
association(s)  
booklets  
care for  
cause  
climate change  
come down  
come to  
committee(s)  
communities  
community  
confidence  
constantly  
contexts  
contribute  
conveniently  
council  
counted on  
crisis  
desperately  
donations  
educating  
effectively  
elements  
endless  
ensuring  
entire  
episode(s)  
exclusive  
express  
extend  
finances  
financially  
focusing  
following up  
formal  
gather

growth  
honour  
host  
implement  
importantly  
incredibly  
individuals  
informal  
inspiration  
inspire  
institutions  
introduction  
joy  
know better  
launched  
learners  
lecturer  
lobby  
majority  
marketing  
meantime  
mission  
network(s)  
participating  
passion  
potentially  
practical  
presence  
pressure  
pressures  
priority  
process  
professionals  
publication(s)  
put together  
reality  
refugees  
regional  
relevant  
represent  
researcher  
researchers  
resources

response  
rights  
rural  
sadly  
seed  
slightly  
solid  
source(s)  
specialist  
stands for  
state  
statement  
states  
strategy  
strength(s)  
strings  
struggling  
successfully  
theme  
throughout  
truly  
try out  
tutor  
united  
volunteer  
volunteers  
works at

### C1 words

administration  
administrator  
affordable  
biased  
collaborate  
dedicated  
duration  
executive  
funding  
happens to  
inclusive  
initiatives  
mean for  
mutual

neutral  
newsletters  
notion  
participants  
perspective  
priced  
providers  
sector  
sponsorship  
swap  
thriving  
uniting  
went into  
workplaces  
workshops

### C2 words

advocates  
came into  
comforting  
coming into  
dedicate  
DNA  
engage in  
framework  
goodness  
individually  
initiate  
lifelong  
practitioner  
practitioners  
provide for  
recognition  
surpluses  
take in  
utter  
vice