



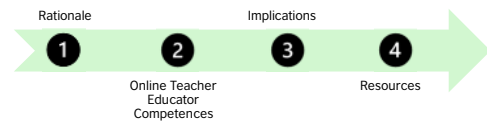
# Which Competences do Teacher Educators Need in Supporting Teachers Online?

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## Today's Webinar



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## Rationale – Why focus on Online Teacher Educator Competences?

"Disruption to all levels and sectors of education during this global health crisis has triggered a rapid and much more widespread interest in how education can be delivered remotely and especially online". (Borg 2022)



Evidence that supporting teachers online is a challenge for teacher educators.

Borg, S. (2022). Covid-19 and the shift to online language teacher education. [www.aqueduto.com](http://www.aqueduto.com)  
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## Challenges in Online Teacher Education (Borg 2022)

- Limited prior knowledge of working online
- Providing digital resources
- Assessing understanding
- Creating interaction
- Encouraging participation
- Lack of institutional support

Borg, S. (2022). Covid-19 and the shift to online language teacher education. [www.aqueduto.com](http://www.aqueduto.com)

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## Pre-Webinar Poll

As a teacher educator I need a new set of skills for the online environment if I want to continue supporting teachers effectively.

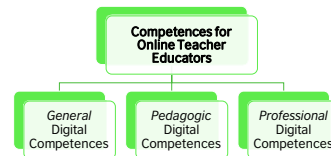


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## Competences for Online Teacher Educators

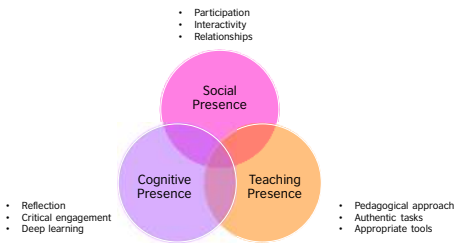


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### Community of Inquiry (CoI)



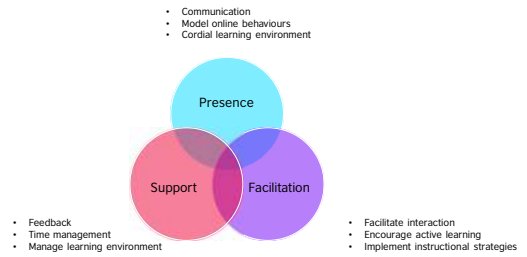
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https://coi.athabascau.ca/

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### Teaching Online *is* Different (Ní Shé et al. 2019)



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### Competences for Online Teacher Educators

Effective online learning environments will be characterised by ...

- supportive social conditions
- appropriately designed and facilitated teaching, and
- concrete, contextualised deep learning.

Teacher educators will therefore require the competences to create learning environments that have such features. (Borg 2022)

Borg, S. (2022). Teacher Development "How To" guides: What competences do teacher educators utilise and wish to develop further in supporting teachers online? The British Council.

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### Q&A

Please post any questions you have so far in the Q&A.

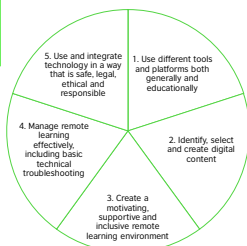
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### British Council CPD Framework for Teacher Educators – Updated 2022

#### New Teacher Educator Professional Practice on Supporting Remote Teacher Learning.



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### In-Session Poll

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### What Teacher Educators Say

**Five most common online teacher education activities (N=362)**

1. Communicate with teachers using social media such as WhatsApp or Facebook
2. Design handouts or PowerPoints and share these with teachers
3. Communicate with teachers by email
4. Moderate a social media group or online discussion forum for teachers
5. Conduct video meetings with teachers

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### What Teacher Educators Say

**Online skills teacher educator are less familiar with (N=352)**

1. Work online with teachers in a way that minimises data usage
2. Use a range of asynchronous tools and platforms to communicate with teachers
3. Use a range of synchronous tools and platforms to communicate with teachers
4. Solve basic online technical problems
5. Use online tools to provide feedback
6. Create an inclusive online learning environment

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### What Teacher Educators Say

**Teacher educators' online needs (N=342)**

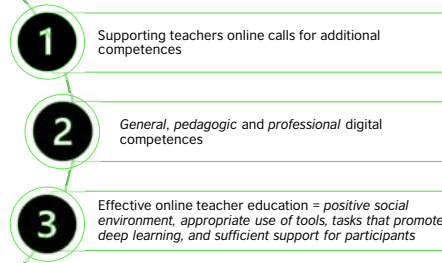
1. Using online tools and apps
2. Locating, selecting and developing online materials
3. Making online sessions interactive, interesting and motivating
4. Online assessment of teachers
5. Technical troubleshooting skills
6. Delivering online training
7. Planning online lessons and courses

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### Key Points



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### Implications

**Teacher Educators**

- Self-assess
- Explore resources
- Seek out development opportunities
- Reflect on practice

**Organisations**

- Acknowledge demands
- Conduct needs analysis
- Provide support for teacher educators
- Foster positive attitudes

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### Final Q&A

Please post any questions you have from the session in the Q&A.

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