

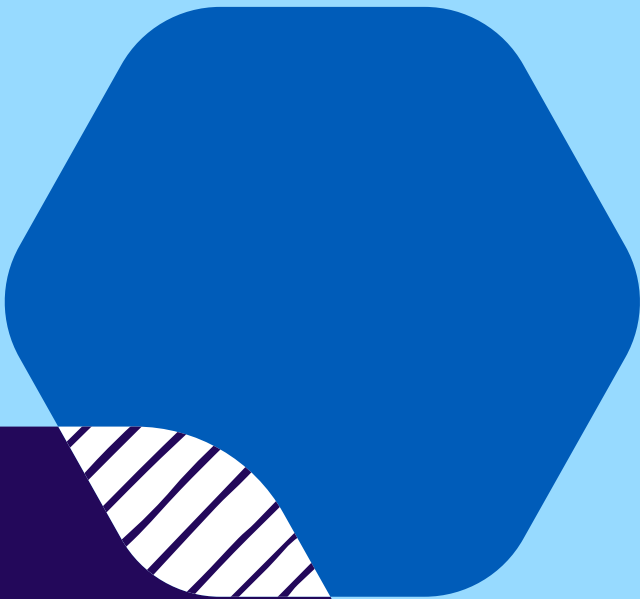
# Annual Teacher Educator Community online symposium



15 December 2022

**Welcome to the first edition of our annual online symposium for the Teacher Educator Community!**

**We've taken some important steps since we began our collaboration in May 2022 and we'd like now to come together as a community (teacher educators from our small communities of practice, Engagement Leads, British Council colleagues) of teacher educators to share our experiences, reflections and our work.**



# Programme

**This is our programme  
for Thursday 15 December  
2022, from 08:00 to 14:30  
UK time.**

There's a variety of content and different engagement formats – linked to our fundamental interest as teacher educators in being professionally and socially connected:

## AM

UK Time		Focus
08:00–08:20	1	<b>Introduction to the Community concept, our activities and journey so far, and symposium programme</b>
		John Shackleton talks about the concept, principles and activities of the teacher educator community, highlights some of the early milestones, and lays out the programme for the day.
08:20–09:00	2	<b>Plenary: <i>Connection and Resilience: A Global Perspective on How Communities Come Together for Mutual Support</i></b>
		Tony Capstick explores the relationship between connection and resilience for language educators in marginalised communities. He presents case studies of specific groups to help understand how the groups came together, what they collaborated on and how successful these networks were at achieving their goals. He ends by illustrating how these connections enhance, as well as hinder, resilience.
09:00–09:15		<b>BREAK</b>
09:15–10:15	3	<b>Group presentations and networking: <i>Community collaborative outputs</i></b>
		Teacher educator groups present and discuss their collaborative outputs, and reflect on their first experiences within the Teacher Educator Community.
10:15–10:35	4	<b>Panel: <i>A Day in the Life of an Engagement Lead</i></b>
		Doina Fleanta, Nelson Arditto, Suzanne Mordue and Zhenya Polosatova talk about their role as Engagement Leads and their experiences and insights so far in facilitating collaborative exchange and learning within their small groups of teacher educators.

## PM

UK Time		Focus
11:00–11:40	1	<b>Plenary:</b> <i>Essentials of sustainable online communities of practice</i>
		Beverly and Etienne Wenger-Trayner discuss the nature and value of communities of practice, their place within other forms of professional and institutional development activities and the factors that influence their success.
11:40 –12:40	2	<b>Group presentations and networking:</b> <i>Community collaborative outputs</i>
		Teacher educator groups present and discuss their collaborative outputs, and reflect on their first experiences within the Teacher Educator Community.
12:40 –13:00	3	<b>Panel:</b> <i>Communities of practice and country-based CPD programmes</i>
		British Council colleagues Hala Ahmed (Egypt), Julia Stanton (Sub Saharan African region), Lesley Dick (Sri Lanka) and Davide Gilmartin (Vietnam) talk about the role of communities of practice in their teacher development programmes in-country, and provide insights into the challenges and rewards of peer-to-peer learning and development.
13:00–13:15		<b>BREAK</b>
13:15–13:35	4	<b>Presentation:</b> <i>What's next 1 – Network resources, learning opportunities and skills recognition</i>
		Ellen Darling presents the broad range of professional development opportunities available for teacher educators through the TeachingEnglish website, and provides details of a new qualification for teacher educators – the Assured Certificate in Teacher Education (ACTE).
13:35–13:55	5	<b>Presentation:</b> <i>What's next 2 – plans for 2023, getting involved and next year's symposium</i>
		Sirin Soyoz and John Shackleton talk through future developments for the community, invite members to join the Community Affairs Group and provide some early ideas for the December 2023 symposium.
13:55–14:25	6	<b>Storytelling:</b> <i>The Power of the Group</i>
		Alan Maley revisits the stories of some of the groups he's been involved in setting up and helping to run, spanning the period 1970 to the present. These include LEND, EAQUALS, The C Group, The Asian Teacher-Writer Group and Worlds into Words. Some have been relatively successful, others complete flops. He analyses and presents, through these examples, the features which have favoured success.
	7	<b>GROUP PHOTO</b>

# Who are our plenary speakers?



## Tony Capstick

Dr Tony Capstick is Associate Professor of Language and Migration at the University of Reading in the UK. As an applied linguist, he is interested in the relationship between multilingualism and classroom learning and teaching. He has been working with in-service and pre-service language teachers through research, materials design and professional development initiatives for over twenty years. His textbook, *Language and Migration*, was published by Routledge in 2020.



## Beverly Wenger-Trayner

Beverly Wenger-Trayner is a social learning theorist and consultant known for over twenty years for her work with international organizations including cross-boundary processes and the use of new technologies. She is co-founder of the Social Learning Lab, in Sesimbra, Portugal. The purpose of the lab is to host workshops and events for people across the world and to become a wellspring of ideas, writing and connections for developing social learning capability at scale.



## Etienne Wenger-Trayner

Etienne Wenger-Trayner is a globally recognized thought leader in the field of social learning and one of the most cited authors in the social sciences. His early books include: *Situated Learning*, where the term 'community of practice' was coined; *Communities of Practice*, about the theory; and *Cultivating Communities of Practice*, for practitioners. His more recent books, co-authored with Beverly Wenger-Trayner, further the theory and practice of social learning: *Learning in Landscapes of Practice*, *Learning to make a difference*, *Systems Convening*, and the *Communities of practice guidebook*.



## Alan Maley

Alan has lived and worked in 10 countries, including Yugoslavia, Ghana, Italy, France, China, India, Singapore, Thailand, Malaysia and Vietnam. He has published over 50 books and many articles. He is a Past President of IATEFL, founder member of the Extensive Reading Foundation, the IATEFL Global Issues SIG, and co-founder of the C group and Worlds into Words creative writing group. His main interests are in creativity, especially creative writing, and in innovative methodology. He is 'retired'.

# Who from our small groups will be talking about their experience and collaborative outputs?

**Presentation 1: 09.15–09.30**

## **‘How to be a reflective teacher educator despite a busy schedule’**

The poster is a useful guide to several English language professionals, i.e., teachers, trainers, and e-moderators. It can be used by either new practitioners to help them learn most from their novice experience or the more experienced to develop themselves further.

Brought to you by the Learning Pathways into the Assured Certificate in Teacher Education (LPACTE) group represented by:



### **Suong Hoang (Vietnam)**

I have been working as an ESL teacher in Manchester and at the same time, supporting a UK-Vietnam TAG project as a research assistant. My academic background is related to TESOL and applied linguistics. Other than that, I love connecting with nature and doing bouldering.



### **Retta Yohannes (Ethiopia)**

My name is Retta Yohannes. I graduated from Addis Ababa University with an MA in TEFL. I am an English language teacher and a teacher trainer. I love teaching, that's why I became a teacher by choice not by chance, and I will do my best in the future as well.



### **Rakiye Mercy Danjuma (Nigeria)**

I am a teacher with the College of Education, Zing. I attended British Council workshop *Train the Trainers* workshop and LPACTE. I speak English and Hausa. I love reading, singing and teaching.

## **Presentation 2: 09.30–09.45**

### **‘Understanding teacher learning’**

This poster presentation is created for teacher educators on understanding teacher learning distinctly. This poster is based on a sociocultural approach in teacher learning. The poster can be used by novice teacher educators to get an insight when planning teacher development programmes.

Brought to you by the Learning Pathways into the Assured Certificate in Teacher Education (LPACTE) group represented by:



#### **Rasika Fernando (Sri Lanka)**

Efficient, self-motivated educator, Ms. P. Rasika Damayanthi Fernando works collaboratively with the Ministry of Education, National Institute of Education & British Council Sri Lanka, playing different roles of marking examiner, teacher trainer, mentor & an e-moderator, as the coordinator: Regional English Support Centre-Chilaw, North Western Province, Sri Lanka.



#### **Maleeka Jayasinghe (Sri Lanka)**

I'm Malika Jayasinghe attached to The Regional English Support Center, Kandy, Sri Lanka as a teacher trainer and an instructor. I'm a trained e-moderator of English for teaching online courses and working as a mentor and a visiting lecturer in the Teacher Training College and Youth Council. Also playing different roles as an examiner, paper setter and materials developer under the provincial department of Education.



### **Presentation 3: 09.45–10.00** **‘Guide for e-moderators’**

Our guide for e-moderators focusses on assessment and tips which would be a help to new e-moderators to assess their participants.

Brought to you by the Sri Lankan e-moderators group represented by:



#### **Samanthi Gamachchige**

I work as an in-service advisor in an educational zone in Sri Lanka. I have done my master’s degree in Linguistics. I have followed a postgraduate diploma in education and a Diploma in teaching English as a Second Language. I graduated from the University of English and Foreign Languages in Hyderabad, India in teaching speaking and listening.



#### **Geeta Pothupitiya**

I am an In-service Advisor of English and work in the Zonal Education Office, in Gampaha, Sri Lanka. I have a bachelor’s degree in Education, I’m a postgraduate diploma holder, and a diploma holder in teaching English. I am a disciplined professional with expertise in teaching, advising, and counselling. I have the capacity to work well in a team and to address issues and disputes in a professional manner.



### **Presentation 4: 10.00–10.15**

#### **‘A digital poster for teacher educators’**

This poster can be used by the teacher educators to review the areas they need to focus on in continuing professional development and to decide which areas they need further development.

Brought to you by the Learning Pathways into the Assured Certificate in Teacher Education (LPACTE) group represented by:



#### **Poddiwala Marage Sajani Somatunge**

A teacher at a secondary school and a master trainer in the Improving Teaching and Assessing of Listening and Speaking skills of students (ITALS) programme, an e-moderator of EFT 2 course, assistant coordinator of ITESL (Improving Teacher Education) run by the Ministry of Education in collaboration with British Council, Sri Lanka.



#### **Jocelyn Muopshin**

I'm a lecturer with the department of English Federal College of Education, Pankshin, Plateau State Nigeria. I teach both students of the National Certificate in Education and degree level student teacher English courses.



#### **Ganga Herath**

I'm attached to the Department of Languages of Kotelawala Defence University, Sri Lanka as an instructor and the course coordinator of BA in TESOL degree programme. I'm a trained e-moderator for the English for Teaching online course and have previous experience as a master trainer attached to the Ministry of Education.

## Presentation 5: 11.40–11.55 'Learning from the CoP Libya Adventure 2022'

We focus on the process and outcomes of the CoP Leaders' group and their attempts to (1) launch and maintain their own local communities of practice, (2) create a resource for the (future) CoP leaders, (3) learn to work with colleagues as a CoP, (4) learn to cooperate with other CoP Leaders.

Brought to you by the Community of Practice Leaders group, Libya and represented by:



### Rana Bushreida

Economics lecturer, researcher and committee member of the International Cooperation Office at the University of Benghazi. Works with Tatweer Research Co. as a report writer for projects with WFP and OECD. Quran and languages teacher, CoP leader, and on the verge of becoming a dialogue facilitator with Soliya.



### Inas Kara

I have a BA in English and the Cambridge Teaching Knowledge Test Certificate. I am the owner and principal of Future Fingerprint International School. I have 14 years of English teaching experience and I have been an English teacher trainer since 2012. I plan to apply for the Cambridge CELTA and complete my master's degree.



### Hana Alarnaout

I am a passionate Cambridge-certified teacher. I have a master's degree in theoretical linguistics and I am the head of the English department in NCML, Libya. Knowledgeable in teaching English in non-English speaking environments. I am a CoP leader in Libya.



### Ebrisam Egnejawa

I am an English language teacher at a primary public school in Zliten. I will have my master's degree in Theoretical Linguistics in the following months. I am a CoP leader in Libya.



### Aisha Farfar

Aisha Farfar is an assistant lecturer at the University of Tripoli. She has been teaching English since 2008. Her qualifications include a bachelor's degree in the English language from Aljabal Al Gharbi University, a diploma in TEFL from Universidad Pedagógica Experimental Libertador, Instituto Pedagógico de Caracas and a master's degree in applied linguistics from the University of Tripoli.

**Presentation 6: 11.55–12.10****‘Action plan template – British Council CPD Framework for teachers’**

This form is designed to allow teachers to reflect on the skills, knowledge and approaches they need as teachers to achieve their professional development. They are asked to choose two or three development objectives from the British Council CPD Framework. This form can be used by EFL teachers and supervisors.

Brought to you by the Teacher Activity Group facilitators group, (OPT/Egypt) and represented by:

**Mohamad Fayez Abdulmoneim Albeal (Egypt)**

PhD Researcher of TEFL. TEFL master’s degree holder. Trainer at the Ministry of Education, Egypt. Trainer at Discovery Education 2.0 Institution, Egypt. RELO Mentor 2020, US Embassy, Cairo, Egypt. Teacher Educator in the National Teacher Training Program (NTTP), British Council, Egypt.

**Presentation 7: 12.10–12.25****‘Educational Digital Tools and Online Resources for Teachers and Students’**

Our output is a collection of our favourite digital education tools for teachers. We feel this output can really improve classroom participation, information intake, and so much more in our context. All of the recommended apps, websites, and digital tools are practical and easy to use. We suggest tools for teaching the four skills, vocabulary and pronunciation.

Brought to you by the Teacher Activity Group facilitators group, (OPT/Egypt) and represented by:

**Diana Abu Zayed (OPT)**

English Teacher at UNRWA schools. I work as a lecturer and supervisor. I published three research papers. I’m a certified educator for National Geographic and hold a master’s degree in Applied linguistics.

**Presentation 8: 12.25–12.40**

**‘How to attain sustainable remote teaching/learning’**

This resource can be used by teacher trainers who do teacher trainings online and e-moderators. We discuss how it emerged and its features and how teachers can achieve digital literacy for remote learning.

Brought to you by the Learning Pathways into the Assured Certificate in Teacher Education (LPACTE) group and represented by:



**Ajitha Alagiyawadu (Sri Lanka)**

ISA-teacher educator attached to Zonal Education Office. Teaching experience 16 years and teacher educator 17 years. My qualifications include: English Teacher Training, BA, BEd and MA in TESL.



**Sheila Njemanze (Nigeria)**

Teacher educator. Enjoys organising workshops for English language teachers and mentoring trainees.



**Lankesh Kitulgodage (Sri Lanka)**

RESC teacher educator. Enjoys helping teachers in remote areas to upgrade their teaching skills.



## Which of our Engagement Leads will be talking about their experience?



### **Doina Fleanta, Romania (e-moderators group – Sri Lanka)**

Doina Freanta is based in Brasov, Romania and has been a teacher for over 40 years; a mentor for over 30 years; a methodologist for 28 years; an e-moderator for 10 years and has worked with learners, teachers and teacher educators on all continents.



### **Nelson Arditto, Spain (Teacher Activity Group facilitators group – Egypt and OPT)**

Nelson Arditto is a teacher and teacher educator based in Spain. He has worked as Course Director and tutor on Trinity teacher training courses (CertTESOL, DipTESOL, TYLEC) and is an assessor for the CertPT qualification. He has e-moderated online teacher development courses for the British Council since 2012 and is a consultant for the Norwich Institute for Language Education. He holds a DELTA, MA in TESOL and is currently an EdD student at Bath University. His current special interests include learning technologies, instructional design and online teacher and trainer development.



## **Suzanne Mordue, UK (LPACTE participants group – Sri Lanka, Vietnam, Nigeria, Ethiopia)**

Suzanne Mordue is a Teacher Trainer and Learning Technologist who has been involved in ELT for 23 years – teaching and training in Europe and Asia mainly with the British Council. She has developed teacher development courses for an international audience and is passionate about teacher autonomy and action research.



## **Zhenya Polosatova, Ukraine (CoP leaders group – Libya)**

Zhenya Polosatova holds an MA in TESOL and Psychology. She has been working in ELT since 1998 as an EFL teacher, academic leader, human resources manager, teacher trainer, trainer coach, course designer, materials writer, and online course facilitator. She joined the British Council team in 2022 as an Engagement Lead. In her free time, Zhenya blogs, studies Art Therapy or runs.



# Which British Council colleagues will be in front of the camera?



## John Shackleton, UK

John Shackleton has been working in the area of English language teaching for over 30 years in varied roles and different geographical locations. Currently he works for the British Council in the UK – leading the British Council’s support for teacher educators and providing technical advice on overseas programmes that contribute to systemic improvements in the teaching, learning and assessment of English.



## Sirin Soyoz, Turkey

Sirin Soyoz Yilmaz holds a B.A. degree in English Language Teaching, a Postgraduate Diploma in Online and Distance Education and an M.A. in Curriculum and Instruction. She is currently a PhD student in Curriculum and Instruction. Since 2018, she has been the coordinator of the Teacher Educator Community and Network. Her research interests include the concept of a community of inquiry, online communities of practice, and action research.



## Ellen Darling, Italy

Ellen Darling is a Senior Manager in the English Programmes Research and Insight team at the British Council and has 30 years of international experience as a teacher, teacher educator, Cambridge Assessor, author and editor. She has worked in Spain, Colombia, Italy, Egypt, Morocco and Qatar. Her special interests include continuing professional development, teacher education and online collaboration.



## Hala Ahmed, Egypt

Hala Ahmed is based in Cairo and leads on British Council Teacher Professional Development Programmes in Egypt. In more than 11 years with the British Council, Hala has been a teacher, a teacher trainer, a teacher mentor, and an academic manager of several national and regional projects to support refugees, schoolteachers and teacher educators.



## Julia Stanton, Ethiopia

Julia Stanton is the British Council's Regional English Connects Lead for Sub-Saharan Africa. With over 27 years of experience in teaching, teacher training and management of ELT in a variety of contexts, Julia is enthusiastic about online teacher development through self-access resources and has initiated a number of online community of practices for teachers including the English Connects regional Telegram online community of practice in SSA which now has over 2000 members.



## Davide Guarini Gilmartin, Vietnam

Davide Guarini Gilmartin is British Council Vietnam's English Programmes Senior Academic Manager. He is a teacher educator with 24 years' experience and has worked with the British Council since 2003. He has extensive experience of teacher development projects across East Asia, having designed and delivered numerous courses and workshops for British Council projects in China, Indonesia, Myanmar, Peru, Thailand, and Vietnam. Prior to entering the education sector, he spent eight years working in the UK local government sector as an urban and policy planner.



## Lesley Dick, Sri Lanka

Lesley Dick is the ELT Projects Manager at the British Council in Colombo, Sri Lanka. She has managed the Improving Teacher Education in Sri Lanka Project in partnership with the Ministry of Education since 2017 and spent over 30 years working in English language teacher education in Sri Lanka, United Arab Emirates, Italy, Turkey, India, Finland and Libya at primary, secondary and tertiary level. Her main professional interest is sustainable teacher education.



## Ross Crichton, UK

Ross Crichton is an e-learning consultant and project manager based in the UK. He specialises in video-based teacher training, reflective practice and online course design, and has worked with educators in countries including Thailand, Pakistan, Egypt, Japan, Malaysia and New Zealand. Previous to this, he was a teacher and teacher trainer in several countries around Asia and the Middle East.

# Symposium takeaways and competition

Write down your three takeaways from the sessions below. Compare notes with your symposium buddy. Submit a joint short video or blog post summarising what you took away from the symposium, complete the entry form on our website and send to [sirinsoyoz@gmail.com](mailto:sirinsoyoz@gmail.com) and enter our competition! We have two free places for the next online Assured Certificate in Teacher Education course for the best video and high value publications for all entrants.

## AM

FOCUS	
<b>Plenary:</b> <i>Connection and Resilience: A Global Perspective on How Communities Come Together for Mutual Support</i> <b>Tony Capstick</b>	
Me	
1	
2	
3	
My buddy	
1	
2	
3	
Group presentations and networking: Community collaborative outputs	
Me	
1	
2	
3	
My buddy	
1	
2	
3	
Panel: <i>A Day in the Life of an Engagement Lead</i>	
Me	
1	
2	
3	
My buddy	
1	
2	
3	

## PM

FOCUS	
Plenary: <i>Essentials of sustainable online communities of practice</i> Beverly and Etienne Wenger-Trayner	
Me	
1	
2	
3	
My buddy	
1	
2	
3	
Group presentations and networking: Community collaborative outputs	
Me	
1	
2	
3	
My buddy	
1	
2	
3	
Panel: <i>Communities of practice and country-based CPD programmes</i>	
Me	
1	
2	
3	
My buddy	
1	
2	
3	

### Getting involved in running the Community

If you'd like to join our Community Affairs Group please contact [sirinsoyoz@gmail.com](mailto:sirinsoyoz@gmail.com)

### Visit our website

For everything connected with the symposium and so much more besides visit our [website](#)

# Who's who in our community and where are they based?

## Teacher Activity Group facilitators (Egypt/OPT)

Nihaya	Anaya	Palestine
Diana	Abu Khaled	Palestine
Rida	Thabet	Palestine
Mohammad	Iseafan	Palestine
Alaa	Audaini	Palestine
Fatima	Aljarrah	Palestine
Taha	Mohamed	Egypt
Heba	Salama	Egypt
Abdel Rahman	Mohamed Rashed	Egypt
Hala	Ahmed	Egypt
Mohamed	Fayez Albeal	Egypt

## Community of Practice leaders (Libya)

Zainab	Saeed Altaeb	Libya
Hana	Alarnaout	Libya
Rana	Bushreida	Libya
Ebtisam	Egnejewa	Libya
Saed	Alhabbashi	Libya
Farah	Zobeek	Libya
Mahmoud	Alfitouri	Libya
Aisha	Farfar	Libya
Lubna	Muntasser	Libya
Enas	Karah	Libya

## e-moderators (Sri Lanka)

Dhammika	Ariyawansa	Sri Lanka
Ajitha	Namali Alagiyawadu	Sri Lanka
Janendra	Hemathilake	Sri Lanka
Samanthi	Gamachchige	Sri Lanka
Geetha	Pothupitiya	Sri Lanka

## Learning Pathways into the Assured Certificate in Education participant (Vietnam, Ethiopia, Nigeria, Sri Lanka)

Mai	Nguyen	Vietnam
Suong	Hoang	Vietnam
Maleeka	Jayasinghe	Sri Lanka
Lankesh	Kitulgodage	Sri Lanka
Rasika	Fernando	Sri Lanka
Sajani	Somatunge	Sri Lanka
Ganga	Herath	Sri Lanka
Charles	Motanya	Nigeria
Kennedy	Edegbe	Nigeria
Shelia	Njemanze	Nigeria
Jocelyn	Muopshin	Nigeria
Babayo	Wakili	Nigeria
Ibiere	Ken-Maduako	Nigeria
Caroline	Osuchukwu	Nigeria
Mercy	Rakiya Danjuma	Nigeria
Nnene	Blessing	Nigeria
Ramzi	Abdurahman	Ethiopia
Memhir	Meskelu	Ethiopia
Retta Yohannes	Gulillat	Ethiopia
Tewodros	Worku	Ethiopia

## Gender in Language Teacher Education

Phuong	Tran	Vietnam
Neil	Harris	UK
Adita	Das	Azerbaijan
Anisa	Tul Mehdi Buic	Azerbaijan
Khouloud	Attaya	Tunisia
Babayo	Wakili	Nigeria

## Engagement Leads and Assured Certificate in Teacher Education trainer/assessors

Alejandra	Gomez	Mexico
Ann	Armstrong	Malaysia
Cristiana	Osan	Romania
Janet	Ayoub	Lebanon
Jon	de Ath	Spain
Maria	Jose Galleno Valdez	Uruguay
Maysoun	Elamine	Lebanon
Rania	El-Halabi	Lebanon
Sarah	Smith	Greece
Shirley	Finlayter	UK
Simon	Shephard	UK
Stephen	Mander	Portugal
Teodora	Naiba	Romania
Rabea	Saeed-Hassan	Pakistan
Rabia	Shafi	Pakistan
Sandra	Kohls	UK
Saadia	Qureshi	Pakistan
Doina	Fleanta	Romania
Nelson	Arditto	Spain
Suzanne	Mordue	UK
Zhenya	Polosatova	Ukraine

## Special advisors

Neil	Harris	UK
Gary	Motteram	UK

## British Council

Sirin	Soyoz	Turkey
Ellen	Darling	Italy
John	Shackleton	UK
Emma	Dine	UK
Andrea	Russell	UK
Mark	Hopkins	UK
Joseph	Rivers	UK
Runna	Badwan	Palestine
Amina	Shebani	Libya
Hala	Ahmed	Egypt
Julia	Stanton	Ethiopia
Davide	Gilmartin	Vietnam
Fiona	Robertson	Pakistan
Stanley	Graham	Mexico
Lesley	Dick	Sri Lanka
Akram	Daniel	Iraq
Ross	Crichton	USA
Alessandra	Moura	Brazil
Emilio	Abularach	Brazil
Claudia	Freeland	Brazil

