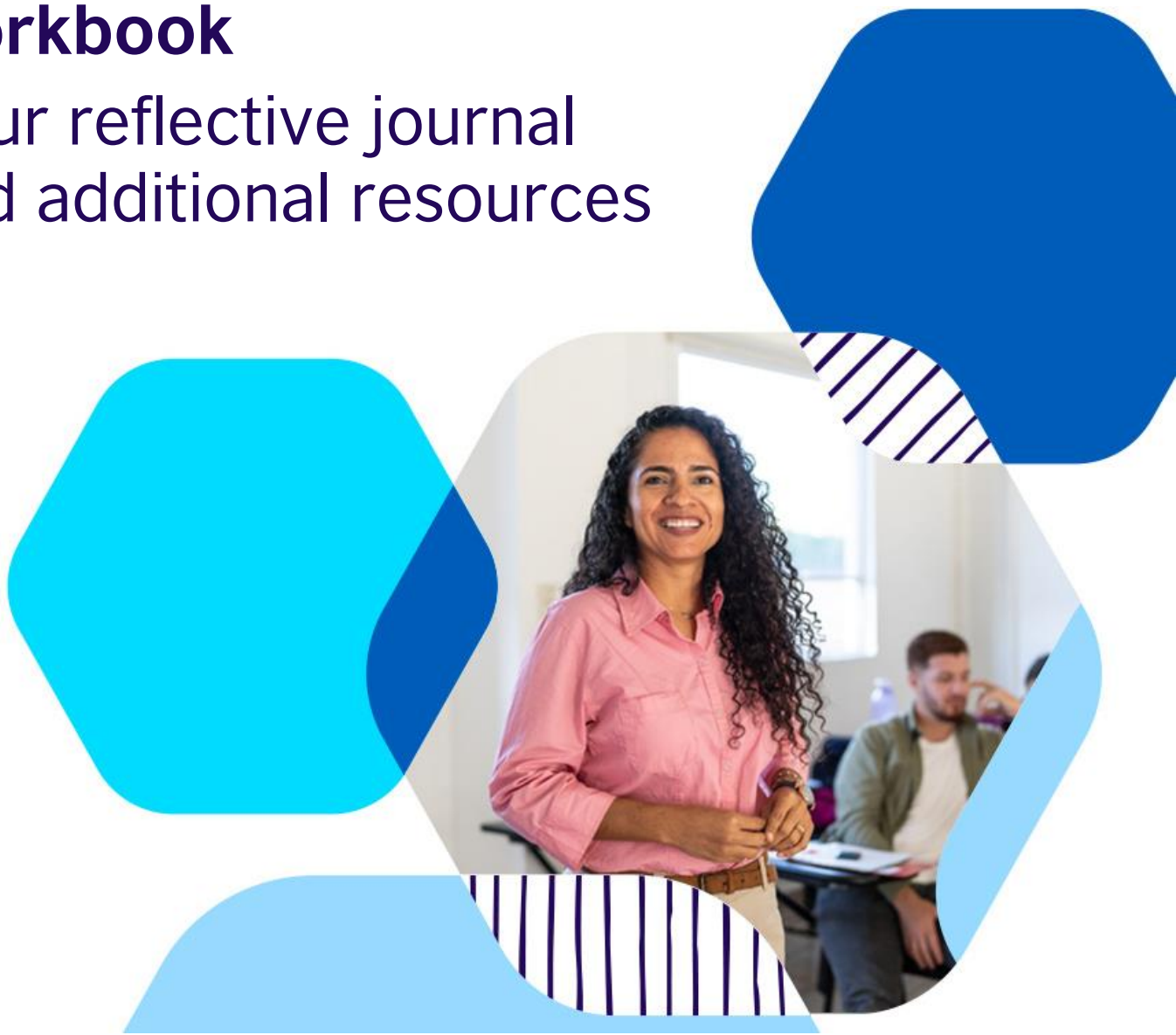


Helping teachers to learn

Workbook

Your reflective journal
and additional resources



Foreword

We're delighted you've chosen to continue your professional development with TeachingEnglish training and look forward to learning with you over the coming weeks.

In this workbook you'll find additional learning materials to complement your course, places to note ideas of interest, encouragement and guidance in applying them in your support of teacher learning. Whether you prefer to save and update it on your device, to keep handwritten notes, or use it as a prompt for your on-the-go reflection, do what works for you. We hope you and the teachers you work with find it beneficial.

If you haven't signed up for the free course, go to [the course training page](#) to enrol.

Happy learning.

The British Council open learning team.



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Your learning goals, your course

Discover how to support teachers in their professional development by planning and delivering effective training. Find out how to set up and support communities of practice to facilitate collaboration and learn how to encourage all types of self-directed learning.

During this TeachingEnglish training, you'll engage with learning content in four modules, supported by a series of live events and extra learning content in our Facebook community. You'll find practical support and encouragement from course tutors and other members of the [British Council courses for teachers global learning community](#) as you work to introduce new ways of helping teachers to learn.

Your learning journey is unique, so ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and reaching your learning goals. Keeping these in mind will help you focus on the most beneficial content and discussions for you.

Your goals and reasons for learning

Introduce yourself and your learning goals by replying to [the welcome post](#).



Your learning tools

Online learning modules

After completing the introductory Getting started module, work through three modules, each exploring a different area of teacher learning. Involving an average of 12 hours of study, this course blends theory, practical suggestions and case studies that explore ways of supporting teachers to develop professionally. Repeat, return to and review activities as often as you like before the end of your course. Learn how to access the online learning modules by visiting the [courses page on TeachingEnglish](#).

Courses for teachers community

Join course tutors and other teachers and teacher educators working on their professional development in our supportive, Facebook-based learning community. Gain access to a wide selection of additional learning resources and engage in developmental discussions while getting the support and encouragement you need to successfully implement ideas from the course. Access all the discussions and content related to your specific course in the [Guides section](#) on the [community Facebook page](#).

Live events

Attend live community events and webinars led by expert educators, or watch the recordings on the [community Facebook page](#). Focusing on different aspects of your course, these sessions provide you with an opportunity to seek answers to your questions - and share your own expertise and insights. Recordings of all live sessions are available on [TeachingEnglish](#) and on the [community Facebook page](#).

Workbook

Use this workbook to record useful course and community content, questions you'd like to ask in the community, links to resources, or to note ideas from any of the extra resources or recorded events. Save a version online or print the workbook - or both.



Module 1: Understanding teacher learning and training

Overview

The aim of this module is to help you better understand teacher learning and how you can support teachers in their professional development by planning and delivering effective training.

By the end of the module, you'll be able to:

- analyse how teacher beliefs and motivation impact teacher learning
- identify tools and techniques to analyse teacher needs
- identify effective learning objectives to meet teacher needs
- select delivery modes and inclusive, engaging content appropriate for teacher needs and their context
- assess techniques to manage training pace, time and interaction effectively during training
- identify strategies to monitor teacher understanding and use formative assessment techniques during training.

Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Read	Article about building teacher and institutional profiles through needs analysis questions.
Read	Carl Rogers' theories about facilitating learning and change.
Read	Formative assessment principles and techniques
Read	Guidance about how to teach hybrid sessions
Read	How to structure a workshop
Read	How to organise jigsaw activities (in teaching or training)
Read	Possible ideas for workshop themes and materials
Read	Pros and cons of workshops for the professional development of teachers



Read	Resources to use in a pronunciation workshop
Read	Summary of Europe's data privacy and security law - the GDPR
Read	The interpersonal relationship in the facilitation of learning .
Read	Theory behind formative assessment
Use	British Council CPD Framework for Teachers
Use	British Council CPD Framework for Teacher Educators
Use	Write SMART learning objectives using action verbs from Bloom's taxonomy
Watch	Classroom video clips and teachers talking about what they do
Watch	How to set up a hybrid classroom



Your learning

Which new ideas in Module 1 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

Describe three things you learned from...

Your online module

Resources you found and discussions in the course community

Extra resources and recorded events



Plan it

Describe one thing you will change in how you help teachers to learn. Why have you chosen it?

What problems might happen when you try to make this change?

What could you do to solve those problems?

Share your plans in the Facebook community [in this post](#).

Do it

Try it out and come back here to reflect on the experience. What did you learn?

Share your reflections in the Facebook community [in this post](#).



Module 2: Facilitating collaborative learning

Overview

The aim of this module is to help you better understand the benefits of communities of practice for teachers and how you can set these up to facilitate collaborative learning.

By the end of this module, you'll be able to:

- describe the benefits of teacher communities of practice
- identify opportunities to develop communities of practice in your context
- contrast facilitation and training techniques
- choose strategies for facilitating collaborative learning for small groups of teachers
- describe the process required to set up a community of practice (CoP)
- identify how to maintain a successful CoP.

Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Read	Etienne and Beverly Wenger Trayer's website about communities of practice
Read	Facilitating a discussion group
Read	Teacher activity groups review research
Use	Tool for creating community guidelines
Watch	Webinar - Measuring success of a CoP
Watch	Webinar - teacher activity groups (TAGs)
Watch	What is a community of practice?



Your learning

Which new ideas in Module 2 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

Describe three things you learned from...

Your online module

Resources you found and discussions in the course community

Extra resources and recorded events



Plan it

Describe one thing you will change in how you help teachers to learn. Why have you chosen it?

What problems might happen when you try to make this change?

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Do it

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Share your reflections in the Facebook community [in this post](#).



Module 3: Supporting teacher autonomy and self-directed learning

Overview

In this module you'll learn about the concept of self-directed learning and the skills needed to achieve this.

By the end of this module, you'll be able to:

- identify the importance of self-directed learning
- understand more about what self-directed and autonomous learning involves
- evaluate your own professional development needs using the British Council Teacher Educator Self-Assessment Tool
- identify self-directed learning activities
- create SMART learning goals
- identify ways to engage with learning resources
- identify how to support teachers with reflection
- recommend ways for teachers to self-assess and select appropriate learning resources
- describe ways to make the most out of peer observations.

Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Read	A mindful way to reflect: rose, thorn, and bud
Read	Article about self-directed learning
Read	Boud's reflection model
Read	Getting started with reflective practice
Read	Gibbs' reflective cycle
Read	Guide to continuing professional development: peer observation
Read	Peer observation



Read	Reflecting on reflection : a habit of mind
Read	Reflective teaching: Exploring our own classroom practice
Read	Ways to continuing professional development
Use	Curated resource list for teacher educators
Use	Learning pathway builder
Use	Teacher educator Self-Assessment Tool (TESAT)



Your learning

Which new ideas in Module 3 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

Describe three things you learned from...

Your online module

Resources you found and discussions in the course community

Extra resources and recorded events



Plan it

Describe one thing you will change in how you help teachers to learn. Why have you chosen it?

What problems might happen when you try to make this change?

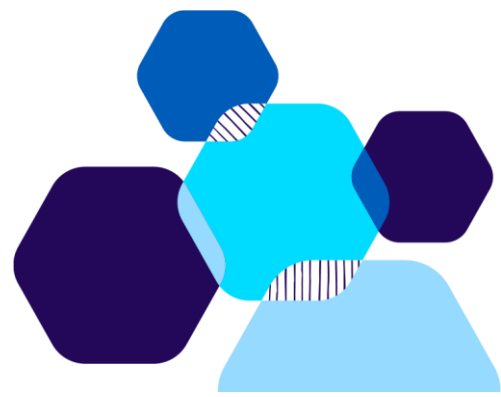
What could you do to solve those problems?

Share your plans in the Facebook community [in this post](#).

Do it

Try it out and come back here to reflect on the experience. What did you learn?

Share your reflections in the Facebook community [in this post](#).



Your action plan

Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and reflect on what happened in class.

In the next two weeks, I am going to...

Over the next two months, I'm going to...

Before the end of the school year, I'm going to...

Next school year, I want to...



Well done — you’ve made it to the end of the course! We hope you’ve found it useful, and you’ll join us on another very soon.

Learn more about our professional development opportunities and learning resources for teacher educators at:

<https://www.teachingenglish.org.uk/professional-development/teacher-educators>

