

# Managing learners and resources

## 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 within your teaching practice.

You can use this workbook in different ways – save and update it on your device, or print it and keep handwritten notes. Do what works for you. We hope you 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.



---

# Contents

Foreword.....	02
Your learning goals, your course.....	04
Your learning tools.....	05
<b>Module 1: Understanding classroom management problems</b>	<b>06</b>
Overview and additional learning resources.....	08
Your learning: Notes, plans and reflections.....	
<b>Module 2: Understanding differentiation</b>	<b>10</b>
Overview and additional learning resources.....	12
Your learning: Notes, plans and reflections.....	
<b>Module 3: Understanding groupings</b>	<b>14</b>
Overview and additional learning resources.....	16
Your learning: Notes, plans and reflections.....	
Your action plan.....	18



---

# Your learning goals, your course

Learn how to manage resources, groupings and differentiation effectively to help build positive relationships with learners in your classroom.

During this TeachingEnglish training, you'll engage with learning content in three 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 teaching ideas in your classroom.

Just as every classroom is unique, so is your learning journey. Ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and 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

I'm doing this course because...

I think I'll learn more about...

I think my learners will benefit from this course because...

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 teaching and learning. Involving an average of 12 hours of study, this course blends theory, practical teaching suggestions and case studies that explore new ways of teaching. 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 [course page on TeachingEnglish](#).

## Courses for teachers community

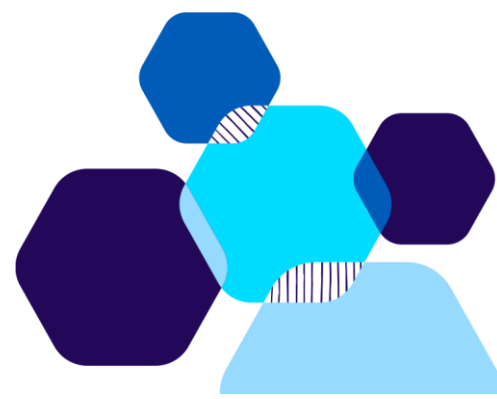
Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. Gain access to a wide selection of additional learning resources and engage in developmental discussions while getting the support and encouragement you need to successfully bring ideas from the course into your classroom. 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 classroom management problems

## Overview

The aim of this module is to identify problems that may occur in a teaching situation and consider how to deal with them. You will describe the importance of rapport in the classroom and how to build it, create clear instructions to minimise misunderstanding in the classroom as well as list strategies to deal with problems arising from group dynamics and mixed-ability classes.

Can you now...?

- define 'rapport'?
- describe the importance of rapport in the classroom and how to build it?
- create clear instructions to minimise misunderstanding in the classroom?
- list strategies to deal with problems arising from group dynamics and mixed-ability classes?

## Reflection

What are you interested in developing further?

## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Read	<a href="#">Managing young learners</a>	5
Read	<a href="#">Top 5 tips for teaching teenagers</a>	5
Read	<a href="#">How can I build rapport with a new class?</a>	10



Read	<a href="#">Some classroom management problems, their reasons and solutions</a>	10
Read	<a href="#">Classroom management - we can all learn from workplace management practices.</a>	5
Read	<a href="#">Teaching mixed-ability classes 1</a>	5
Read	<a href="#">Teaching mixed-ability classes 2</a>	10
Read	<a href="#">Adapting materials for mixed ability classes</a>	10
Read	<a href="#">Discipline problems</a>	5
Read	<a href="#">Dealing with discipline</a>	5
Read	<a href="#">Teaching large classes</a>	5
Watch	<a href="#">Classroom management</a>	20
Watch	<a href="#">Teaching speaking - Unit 2: Rapport</a>	6
Watch	<a href="#">Building rapport and social emotional competence</a>	60
Watch	<a href="#">Managing individual differences in the language classroom</a>	30

What did you learn from reading, watching, listening to or using the resources above?

**I learnt....**

What will you change in your teaching?

**I'm now going to...**



---

# 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](#).

**What did you learn? How has it helped your learners?**

**I learnt ...**

**It's going to help my learners by...**

**I want to find out more about...**





---

# Plan it

One thing I'll change in my teaching is... because...

Some problems that could happen are...

To solve those problems, I could...

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

# Teach it

My learners responded by...

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



# Module 2: Understanding differentiation

## Overview

The aim of this module is to introduce the concept of differentiation of learning. You will state how teaching resources can help with differentiation in the classroom, identify and evaluate differentiated support in your context as well as prepare a differentiated activity to suit your learners.

Can you now...?

- recognise the various ways your learners can differ?
- state how teaching resources can help with differentiation in the classroom?
- explain how the differentiation of tasks can lead to the achievement of learning outcomes in different ways for different learners?
- identify and evaluate differentiated support in your context?
- prepare a differentiated activity to suit your learners?

## Reflection

What are you interested in developing further?

## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Read	<a href="#">Professional practice pathway: Understanding learners</a>	15
Read	<a href="#">Understanding learners self-study booklet</a>	60
Read	<a href="#">5 ways to use AI tools to meet students' needs</a>	10



Read	<a href="#">How can I differentiate tasks in the classroom?</a>	10
Read	<a href="#">18 teacher-tested strategies for differentiated instruction</a>	25
Read	<a href="#">Differentiation in an inclusive classroom</a>	5
Read	<a href="#">16 differentiated instruction tips</a>	10
Read	<a href="#">Teaching children with additional educational needs</a>	10
Read	<a href="#">A practical guide to planning for intentional differentiation</a>	10
Watch	<a href="#">Differentiating instruction: It's not as hard as you think</a>	8
Watch	<a href="#">Education buzzwords defined: what is differentiation?</a>	2
Watch	<a href="#">Planning for differentiation</a>	30
Watch	<a href="#">English Teaching Talks - Understanding differentiation</a>	25
Watch	<a href="#">Diversity: How to handle weaker students</a>	4
Watch	<a href="#">Differentiation makes the difference</a>	14

What did you learn from reading, watching, listening to or using the resources above?

**I learnt....**

What will you change in your teaching?

**I'm now going to...**



---

# 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](#).

**What did you learn? How has it helped your learners?**

**I learnt ...**

**It's going to help my learners by...**

**I want to find out more about...**



---

# Plan it

One thing I'll change in my teaching is... because...

Some problems that could happen are...

To solve those problems, I could...

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

# Teach it

My learners responded by...

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



# Module 3: Understanding groupings

## Overview

The aim of this module is to provide an introduction to groupings and group dynamics. You will identify positive elements of group dynamics, evaluate how group interaction and seating patterns benefit teaching and learning as well as apply strategies to group work in large classes.

Can you now...?

- identify positive elements of group dynamics?
- list the stages of group development?
- clarify different interaction patterns and consider how learners benefit from them?
- identify how different interaction patterns can work for different activities?
- design a group contract?
- apply strategies to group work in large classes?
- solve some common problems related to groupings?
- evaluate how group interaction and seating patterns benefit teaching and learning?

## Reflection

What are you interested in developing further?

## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Use	<a href="#">Grouping learners</a>	55
Read	<a href="#">Grouping students</a>	10
Read	<a href="#">Working in pairs and groups</a>	10



Read	<a href="#">Group work v. whole-class activities</a>	10
Read	<a href="#">Interaction patterns</a>	2
Read	<a href="#">Teacher positioning in the classroom</a>	10
Read	<a href="#">Professional practice pathway: Planning lessons and courses</a>	10
Read	<a href="#">Managing the lesson self-study booklet</a>	20
Read	<a href="#">Classroom layout</a>	5
Read	<a href="#">Designing flexible seating with students</a>	5
Read	<a href="#">Visualizing 21st-century classroom design</a>	10
Watch	<a href="#">Primary success stories: Involving the whole group in the lesson</a>	10
Watch	<a href="#">Managing: How to encourage and manage active involvement in group work</a>	10

What did you learn from reading, watching, listening to or using the resources above?

**I learnt....**

What will you change in your teaching?

**I'm now going to...**



---

# 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](#).

**What did you learn? How has it helped your learners?**

**I learnt ...**

**It's going to help my learners by...**

**I want to find out more about...**





---

# Plan it

One thing I'll change in my teaching is... because...

Some problems that could happen are...

To solve those problems, I could...

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

# Teach it

My learners responded by...

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 other free teacher training courses with the British Council on [TeachingEnglish](#).

Explore our [framework](#) for teacher knowledge and skills for inspiration, support and materials.

