



Taking responsibility for professional development

Teaching**English**

Author: Lucy Norris

British Council advisers: Kirsteen Donaghy and Zoë Tysoe

How to use this resource

Teachers

Work through the module at your own pace. Do the self-assessment activity on the page after the Introduction to check your skills in this professional practice. The self-assessment activity will help you to decide which elements of practice you want to improve. Each area has four sections:

- A Analyse: Can you advise these teachers?** This section looks at real teachers' situations and a part of the practice they're finding difficult. Think of the advice you would give the teachers in the case studies. This section helps you to think about what you already do, and gives you some ideas to try in your own classes.
- B Think: What do you know?** This section gives an explanation of the area of practice. It might have new terminology. It is a good idea to have an ELT glossary, such as the [Teaching knowledge database](#) on the TeachingEnglish website, open for you to look up any words you don't know. This section also has a short task for you to check your understanding of the area of practice described.
- C Try: How does it work?** This section asks you to try something out in a class or over a number of lessons. The tasks will help you to think more about the area of practice in Section B and also to understand how the area applies to your teaching context. Some of the tasks need resources, but many can be done without any special preparation. It is a good idea to read several in-classroom tasks and then plan which task to do, with which groups of learners, and when.
- D Work together: What will help your teaching?** These sections have ideas for how you and your colleagues can do the activities together and support each other's professional development. If you are working on your own, then choose some of these activities and think about the questions. It's a good idea to keep a journal of your thoughts.

If you can, make a regular time to meet in a teachers' club or activity group, and together discuss your self-reflections. Write a plan for the year, deciding which sections to look at each time you meet. Make sure you consider the time you need for the in-classroom task, as you will need to do some things before the meeting, and so that you have ideas to talk about with your teacher activity group.

Teacher educators

If you're a teacher educator working with teachers, there are many ways you can use this resource. Get an idea of the teachers' strengths and weaknesses using the self-reflection page. You can also use other needs analyses you've done with your teachers, such as observations of classes and informal chats about their professional development.

Next, create a professional development plan for your teachers, choosing three to five of the most useful elements over a school year. Ask the teachers for their input into the plan as well, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the *Work together* ideas. If you're working with individual teachers, you might like to work through sections yourself first, with your own classes if you have them, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

Taking responsibility for professional development: Introduction

Taking responsibility for professional development (PD) means being aware of which teaching skills and professional knowledge you need to develop, and *why*.

When you participate in professional development that is appropriate for you, your learners and your teaching context, you are taking responsibility for your own professional development. Some things to consider are understanding what you are interested in, how you prefer to learn and the benefits of reflective practice. Other ideas include classroom inquiry, professional reading, working with other teachers, observing other teachers and receiving training. When you take responsibility for professional development, you will progress and your learners and your teaching will benefit, as well as your school and colleagues.

From our research and work with teachers, the six elements of this professional practice that most teachers ask for help with are:

1 Understanding my professional interests and learning preferences in order to identify areas for development

What is it that you love about teaching? Or learning? And English? Do you like preparing materials and designing tasks for your classes? What do you like least? You probably already have some ideas about what motivates and interests you professionally. When you also know *how* you prefer to learn this will help you plan your development.

2 Reflective practice and teacher research and other forms of classroom inquiry

Reflective practice? This is when we think deeply about our teaching and how it connects, or doesn't connect, with learners and their learning. We can learn a lot about language and learning in our classrooms by asking simple but important questions about what happens, or fails to happen, and why this could be. We can use the answers to help us make changes and improve our teaching.

3 Collaborating with colleagues and other professionals

An exciting part of working in the international profession of English language teaching is sharing examples of our practice. Collaborating with colleagues in your own school or language teachers in your area provides opportunities to learn with and from others. Online communication technologies give English teachers anywhere in the world the chance to make connections and work together, e.g. through sharing lesson tips, ideas, projects and resources.

4 Observing other teachers and being observed

Many of us teach in classrooms with doors closed and have little opportunity to see other classes and teachers at work. This is a pity because watching others teach, and having professional conversations about what we observe, helps us to develop our own skills. Watching ourselves teach (e.g. by audio or video recording) and receiving feedback about our teaching from observers is powerful motivation for our professional development.

5 Participating in training

An important part of taking responsibility for professional development is attending training workshops or courses to increase your knowledge and skills. Training can be face-to-face, given by colleagues, publishers or teacher associations, and there are many online options. You could participate in webinars and conferences. Or watch recordings of these, and join conversations on social media with other language teachers who share your professional interests.

6 Reading and joining teachers' associations

Are you a member of a local or international teacher association? Joining a group of fellow teaching professionals online or participating in meetings and events can help support your development. Another way of exploring new ideas and different aspects of language teaching and learning is through reading. Reading alone, or with a group of colleagues in a reading group, may be a simple but effective way of developing professionally.

Throughout all the sections, you are asked to reflect on taking responsibility for professional development, identify strengths and weaknesses, and make adjustments as needed.

Taking responsibility for professional development: Self-reflection

The table lists the elements that are included in this chapter. Consider what you already know and what you're good at. Self-assess by colouring in the stars. You can colour in more stars as you progress. The page numbers show where you can find out more about the element and work through some related professional development tasks.

Element	Rating	Pages
1. Understanding my professional interests and learning preferences in order to identify areas for development		4–7
2. Reflective practice and teacher research and other forms of classroom inquiry		8–11
3. Collaborating with colleagues and other professionals		12–15
4. Observing other teachers and being observed		16–19
5. Participating in training		20–23
6. Reading and joining teachers' associations		24–27

Further reading

Richards, J C (2017) *Jack C. Richards' 50 Tips for Teacher Development*. Cambridge: Cambridge University Press.

British Council (n.d.) Introduction to supporting and mentoring teachers. Available online at: <https://englishagenda.britishcouncil.org/continuing-professional-development/teacher-educator-framework/supporting-and-mentoring-teachers/introduction-supporting-and-mentoring-teachers>

British Council (n.d.) Making mentoring a meaningful continuing professional development experience. Available online at: <https://englishagenda.britishcouncil.org/continuing-professional-development/cpd-managers/making-mentoring-meaningful-continuing-professional-development-experience>

British Council (n.d.) Teacher self assessment tool. Available online at: http://bit.ly/TeachingEnglish_assess_my_skills (The teacher self-assessment tool is a free online questionnaire which helps teachers evaluate their developmental strengths across nine professional practices.)

British Council (n.d.) Webinars. Available online at: <https://englishagenda.britishcouncil.org/events/webinars>

www.bbc.co.uk/learningenglish

www.elgazette.com

www.iatefl.org

www.modernenglishteacher.com

www.teachingenglish.org.uk

www.tesol.org



Introduction

Have you thought about what you like about teaching and learning English? Or what you don't like so much? You may already have some ideas about what motivates and interests you professionally. Being a good teacher means thinking about what learning is and how it happens. So, being a language learner or student of any new skill can help us reflect on the way we teach. Are we copying what our language teachers did? What is unique and personal to the way we teach?

English language teachers need a variety of skills and competences, which gives us a lot to be interested in. Do you like preparing materials and designing tasks for your classes? Do you like experimenting with different learning activities? What areas of the English language interest you?

Trying out different things will help you understand more about how you like and don't like to learn. We are all different, and may prefer ways of learning that surprise each other.

Aims

In this section you will:

- read a teacher's reflections on their professional development (PD) and give advice
- add to a list of professional interests and think about the ones you like/like less
- think about your learners' and identify your own learning preferences and interests as you plan and teach some lessons
- discuss the things that interest you and your colleagues.

1A

Analyse: Can you advise this teacher?

Cristina wants some advice about different aspects of her own professional development.

Cristina



I worked really hard to make the grade, pass my teaching qualifications and get a job as an English language teacher in my country. I got a contract in my school when someone retired, so I have a job until I retire.

I have mixed feelings about this. My whole professional experience is in education and schooling. First as a school pupil, then as a student on my teacher training degree. And now I wonder, what do I know about the world of work outside education? How can I help my learners prepare for this if I don't know myself? But I am passionate about teaching, and education, and I love working with my learners. I still remember my teachers who inspired me so much. A good teacher can make a big difference in the lives of their learners, and they will be remembered for ever. I remember my favourite teachers with love.

In my first two or three years I learned a lot from more experienced colleagues and my mentor, which helped me a lot. Now I have to help mentor a new teacher. This is worrying me.

I have been teaching here for more than five years – what do I have to offer this fresh new teacher? Am I just repeating what I was taught or learned in the past? We retire at 65 so I have more than 30 years to go on teaching English. I think I need to develop all my skills, update and refresh my language skills, and learn more about technology.

I think I know some of my weaker areas, but how can I be sure? I do know what interests me about the English language, about teaching and about my learners. I avoid what I don't like. Maybe I only think about what I like because it is easier! If I am really honest, there is no pressure on us – as long as our learners or their parents don't complain! We have no organised professional development and we have our jobs for life. But I feel it could be easy to get bored, or tired, of teaching year after year.

Reflection

- Underline the things that are worrying this teacher. What advice would you give her?
- Circle what is true for you too. Do you worry about the same things?
- Which teachers made a difference to you when you were a learner? How?
- What professional development have you done in the past? What was most effective? Why?
- What interests you most and least about teaching English language? Make a list.

Now read the *Answers and commentary* section on page 28.

1B Think: What do you know?

To help you identify your own professional interests, you are going to reflect on the list below. It shows how English teachers in schools answered a question about the importance of professional development in a recent survey.

Activity

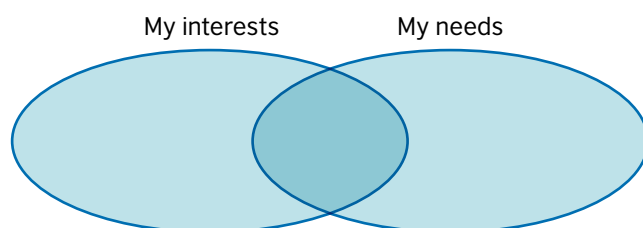
1. What professional development areas are most important for you and your school? Read and ✓ (this interests me) or × (this doesn't interest me much).

- A. learner motivation _____
- B. teacher motivation _____
- C. new teaching methods and pedagogy _____
- D. developments and changes in the English language _____
- E. vocabulary, grammar, pronunciation and language 'chunks' _____
- F. use of new media and visuals _____
- G. understanding more about different cultures _____
- H. assessment, evaluation and testing _____
- I. giving and receiving feedback _____
- J. developing empathy _____
- K. being a good role model _____
- L. use of new technologies and digital literacies _____
- M. organising the learning environment _____
- N. teaching large classes _____
- O. teaching mixed ability _____
- P. inclusion and learners with special needs _____
- Q. learning to learn _____

2. Match A–Q with the categories below (some may fit more than one category).

- 1. teaching
- 2. language
- 3. learning

3. Can you add to the list? Complete the Venn diagram below with your professional needs and interests (some may be both). Use the areas in the list above and your own ideas.



Now read the *Answers and commentary* section on page 28.

Reflection

- How many areas did you ✓ or ×? Count the ones you did/didn't enjoy.
- What surprises you about the list? Is there anything missing? What?
- Do you think it is impossible to teach/learn any of the areas in the list? Why/why not?
- Which areas do you think are more important? Which do you need more/less help with? Which could you offer to help other people with?

1C Try: How does it work?

Resources: Reflective journal, notebook or recording devices (mobile, tape recorders), to record thoughts before, during and after a series of lessons

Time: Duration of a unit of work (chapter or topic) over a week/month

Rationale

Look back at the areas you identified as interests and priorities for your development in 1B. This activity asks you to compare your feelings over a series of lessons. This will help you to identify your interests and your learning preferences.

Instructions

Copy and translate the questions below into your reflective journal or a notebook. Add your thoughts when you plan and teach, or reflect on some or all of the lessons you teach over a unit of work. Use your own language.

Before you teach:

Look at the material/language or skills you will cover. Make notes answering these reflective questions before you teach. This is for your eyes only, to help you think. You will not have to share anything you do not want to share with others.

- What is of most/least interest to you? Why do you think this is?
- What other areas of the lesson interest you? Look at the list in 1B for ideas.
- If you were a learner how would you prefer to do the tasks?

After you teach:

- How did the areas of interest you identified before you taught work out in the lesson?
- Did learning preferences have an impact on the lesson? How?

Reflection

- Did making notes in the areas above affect your teaching? Or your planning? How?
- What have you learnt about your own learning preferences and/or those of your learners?
- Are you more sure about what does/doesn't interest you professionally?
- Look at your list in 1B. Did you change your mind about anything? Be ready to share your updated list of professional interests and what you learned by carrying out this investigation.

1D Work together: What will help your teaching?

- 1** Discuss what you learnt from reflecting on what you don't find very interesting. Do you need more help in these areas? Are there any areas you can offer to support your colleagues in? Are there areas they can support you in?
- 2** Tell the group three of your interests and note those you share. You could collaborate to discuss these further. There are suggestions for ways you can collaborate in Section 3.

It is important *not* to judge others. There is nothing to feel bad about if you don't share the same interests.



Introduction

Reflective practice is when we think deeply about our teaching and how it connects or doesn't connect with learners and learning. If we think about which tasks in a lesson worked well (or didn't), and can identify why, this will help our future lesson planning and teaching.

We can learn a lot about language and learning in our classrooms by asking simple but important questions. We can ask and answer questions ourselves, using a reflective journal, or ask our best source of information – our learners. Even very young learners are able to say what helps and doesn't help them to learn. When we use the answers to make changes and improve our teaching, this is reflective practice at its best.

We can also collaborate with colleagues in a teacher action research project. When we have professional conversations about what we do, and reflect on our teaching practices, we develop and improve our skills.

Aims

In this section you will:

- read about a teacher trying to research a classroom problem, and advice given to him
- learn how to find data for action research and reflective journals
- develop and practise reflecting on your teaching, and record your reflections
- discuss how reflective practice and teacher research help teachers and learners.

2A Analyse: Can you advise this teacher?

Carlos has posted a question on a social media group for English language teachers.



CarlosProf2018

I tried to find out why some learners don't want to say anything in one of my classes. The same learners always answer my questions. The others just sit at the back contributing nothing. I decided to have a class discussion about the situation, in English, like a colleague suggested, but it was not successful. They stayed silent. I switched to our own language, but I couldn't find a way to make these learners say one word, in any language. After class I asked them to stay behind, but they wouldn't look at me or tell me what their problem is. 😞



2 Like



1 Reply



Superprof100

Is it better for learners (especially teenagers) to write their answers to questions about their behaviour? You may get more information if you ask your learners to write rather than speak.



1 Like



MrChips

I agree. Have you thought about why these 'quiet' learners are not speaking? Maybe you can ask yourself some questions and reflect on all the possible answers, like 'What stops them from contributing?' 'Why do they sit at the back?'



2 Like



MsPoppins96

Exactly! You need to reflect on what you do and why it might not work. A reflective teacher observes and evaluates the way they and their learners behave. So, put yourself in the shoes of your learners. How did you make them feel? Why? When you have some ideas about how your behaviour and actions in class might make the learners feel, you can find out more.



1 Like



Reflection

- Underline the issues Carlos has. What do you do in the same situation?
- What could he reflect on? Circle the suggestions from the teachers.
- What could Carlos do next to find out more about these learners? How?

Now read the *Answers and commentary* section on page 29.

2B Think: What do you know?

Reflective teaching journals help us to make links between lessons and learning over time. Writing notes when we reflect on teaching helps to make these connections. This is a very useful practice for professional development, classroom inquiry or action research.

Activity

1. Read Gregor's reflective journal and match his journal entries 1–4 with headings A–D. Underline Gregor's data sources.

A What I learned from the data; **B** My reflections; **C** My data sources; **D** My research question

1 ____	Do my learners work more productively when they sit alone, or in pairs/groups?
2 ____	Talking to colleagues who teach the same learners for different subjects, peer observation, mobile video or audio recordings, photographs (taken by me/one of my learners/a colleague), learners' reflective writing, class discussion and informal chats with learners.
3 ____	<ul style="list-style-type: none">• The colleague who observed me noticed that the learners usually asked someone sitting next to them when they didn't know what to do or had a problem. They asked me to help only when nobody could help.• In a class discussion, my learners told me they ask a classmate for help first because they don't want to disturb the whole class, or feel stupid.• When I asked my learners to write their answers to the question 'Which do you prefer, working alone, in pairs or in groups, and why?' at the end of class, the answers on their exit tickets surprised me. More than 70 per cent said they prefer to work in pairs, because there is always someone who does nothing or someone who does everything in group work. Ten per cent prefer to work alone. Around 20 per cent prefer collaborative group work if they feel comfortable with the other learners.• Some seating arrangements don't work well for pair or group work. I can see from the recordings that when learners can't see each other's eyes and faces, the communication doesn't flow.
4 ____	<ul style="list-style-type: none">• In fact, there are many answers to my question because my learners don't all have the same preferred way of working. And my data leads to more questions!• I can learn a lot from my learners, and I need to help them to reflect on their learning more often. Writing what they feel and think helps me to see their perspective.• When I interact with my learners outside class, and chat with them, I get fresh ideas and motivation – and they like it too!

Now read the *Answers and commentary* section on page 29.

Reflection

- Which of the data sources above have you used or could you use?
- Do you identify with Gregor's question or evidence? Are your learners similar?
- What other questions do you think Gregor's data leads to?

2C Try: How does it work?

Resources: A notebook for a reflective teaching diary

Time: Two to three weeks

Rationale

Reflection is a process of regular review of your own teaching and student learning so that you make connections linking these experiences together. Reflecting on lessons develops your ability to solve classroom problems by understanding more about how your learners learn, or why they fail to learn. In this activity, you will ask yourself questions to help you understand more about the way you teach and assess your strengths, as well as identify areas where you need to develop your skills and knowledge. This reflective process will help you take more responsibility for your own development and your learners' progress.

Instructions

Choose a class that challenges you in some way. Use the questions below to guide your note-making after every lesson. Copy and translate them into a reflective teaching diary. Use your own language and, if it helps, make recordings during the lesson to help you reflect (e.g. photos, screenshots, voice or video capture/record).

During the lesson you should reflect on these questions:

- What is/isn't working well? Why? How do I know?
- What aren't my learners understanding? Why not?

Ask your students for their thoughts and feelings.

After the lesson reflect on some/all of these questions:

- What worked well? How do I know?
- What didn't work well? Why not?
- What did the students learn/achieve? What evidence is there of progress?
- What can I try/what changes will I make next lesson? Why?
- Did these changes/strategies help? How? Why/why not?

Reflection

- Underline/highlight three or four of your most important insights into teaching/learning.
- Did your relationship with the learners in the class change in any ways? How? Why?
- Choose two or three insights from your reflections that you would be happy to share. Write down any questions to discuss in your group.

2D Work together: What will help your teaching?

- 1 Discuss how the reflective process helped/challenged you.
- 2 Take it in turns to share one or two insights from 2C. Invite responses and questions or ask your group to simply listen. You choose.
- 3 As a group, discuss what you have learnt to help you in future lessons. Create a shared list of key insights that you can add to in the future.



Introduction

An exciting part of working in the international profession of English language teaching is sharing examples of good practice. This means finding out more about how other teachers promote successful learning. What can you do to progress language learning, or to motivate your learners? Language teachers have so many questions, and there are many possible answers. When colleagues and other professionals share good practice, they describe and explain the things they do (i.e. techniques and strategies) that work well. And they can explain *why*. Adapting and trying out examples of good practice can benefit your learners, and your teaching, enormously.

Collaborating with colleagues in your own school, or language teachers in your area, provides opportunities to learn with and from others. If you have access to the internet, then your community of practice can be global! Online communication technologies give English teachers anywhere in the world the chance to work together, e.g. through sharing lesson tips, projects and teaching resources.

Aims

In this section you will:

- read a teacher's worries about working with a colleague teaching a parallel class
- reflect on a teacher's experience of working collaboratively with colleagues (collegiate PD)
- reflect on the benefits of different collegiate PD activities
- choose and try out one way of working with colleagues for collegiate PD.

3A Analyse: Can you advise these teachers?

Read what these colleagues say about their classes. What is worrying them? Underline their problems.

Joyoti



There are two or more English language classes in each year in my school. We are using the same coursebook – in fact so is every teacher in our region. We are all teaching the same syllabus and preparing our learners for the same national English exam. It is my first year in this school.

The thing is, my colleague is getting through the coursebook much faster than I am. We should be teaching the same things at the same pace, but in my class we always finish fewer pages each week. Are his learners a lot better than mine? Am I teaching too slowly? Is he missing things out? Does it matter? I am worried about the exam results. Also, our learners and their parents compare teachers. How can we work together to find out what we are doing differently?

Manzit

I know that I am finishing our coursebook faster than my colleague, and we are supposed to be working at the same pace as our classes are the same level. I wonder, are her learners slower than mine? Or do I teach too fast? Sometimes I ask learners to finish things at home or after class, and I don't always do everything in the book. I want to find out what is happening, but we teach at the same time so how can we find the time to do this?



Reflection

- Do you think it is possible to work with different classes at the same pace using the same materials and syllabus? Why/why not?
- Do you experience any of the same problems as these teachers? Which?
- What advice would you give the teachers?

Now read the *Answers and commentary* section on page 30.

3B Think: What do you know?

This section looks at some of the ways pairs or small groups of language teachers can collaborate.

Activity

Match the ideas for collaborative activities (A–D) with the benefits (1–4). Do you need to work together face-to-face? Or could you also use online video or voice calling?

A. Teaching plans and ideas exchange

Discuss ways to teach future lessons or best use a coursebook unit/page with a colleague.

Benefit ____

B. Peer-to-peer micro teaching practice

Choose a difficult part of a future lesson to practise teaching a colleague or two, who act as learners. Discuss and reflect on what worked well and what didn't.

Benefit ____

C. In the shoes of my learner

Choose one difficult task in a future lesson to complete together with colleagues within a strict time limit. Work in a pair or small group and discuss, read, listen, write, etc. as if you are your own learners. Stay in this role. Discuss and reflect on what wasn't clear about the instructions or activity.

Benefit ____

D. Playback

Choose a problematic or difficult behaviour or conversation to share with a colleague or two. Instruct them to play your role and do or say what you did. You replay (or act out) the learner role. What did you/they say or do? What exactly caused the problem? Discuss and reflect on other options for future lessons, e.g. clearer instructions, different seating or grouping, or better behaviour management strategies.

Benefit ____

Benefit 1. When you do the tasks and answer the questions you will give your learners, the outcomes should be better. This is mainly because you will spot possible problems, and find teaching and language solutions.

Benefit 2. When you practise explaining and answering tricky questions, your confidence will increase. You will think and talk about how to solve any possible problems.

Benefit 3. When you replay and reflect on what exactly happened in a difficult situation, this can help you to see the world 'from another's shoes' – develop empathy to understand without the emotions that conflict can bring.

Benefit 4. A different perspective on a lesson plan or resource can help you to see problems and anticipate classroom management or language problems to solve.

Now read the *Answers and commentary* section on page 30.

Reflection

- Which of these things 1. already happen, 2. could happen or 3. would never happen in your school? Make a list under the three headings.
- Which of these activities would you like to take part in? Circle these on your list.
- What is/would be your preferred way to collaborate with other teachers? What stops/would stop you? Why?

3C Try: How does it work?

Resources: Ideas for professional development with colleagues from 3B, notebook/journal, voice/ audio recorder, e.g. mobile phone (optional)
Time: One month

Rationale

Reflecting in 3B on the ideas for activities that could happen in your school will help identify ways you can work together with colleagues. Colleagues could be teachers in your school or region or those you connect with online. This activity asks you to try at least one professional development idea over a month-long time period. This will help you structure the way you choose to work together and reflect on how it helps your professional learning.

Instructions

- Choose one of the CPD ideas **A–C** from 3B to try out with colleagues. These activities help to improve your teaching at the planning stage through peer-teaching and discussion.
 - A. Teaching plans and ideas exchange**
Discuss ways to teach future lessons or best use a coursebook unit/page with a colleague.
 - B. Peer-to-peer micro teaching practice**
Choose a difficult part of a future lesson to practise teaching a colleague, who plays the role of your learners. Discuss and reflect on what worked well and what didn't.
 - C. In the shoes of my learner**
Choose one difficult task in a future lesson to complete together with colleagues with a strict time limit. Work in a pair or small group and discuss, read, listen, write, etc. as if you are your own learners. Stay in this role. Discuss and reflect on what wasn't clear about the instructions, interaction or activity.
- Make notes or record part of the lesson(s) you prepared for to help you reflect on how your preparation and practice helped.

Reflection

- How did the activity (**A, B** or **C**) help your teaching in the lesson(s) you were planning/practising?
- What teaching skills or understanding have you developed? What helped most/least?
- Identify a teaching problem to solve with colleagues in 3D and collect examples of this from your recordings or your learners' work.

3D Work together: What will help your teaching?

- 1** Ask an experienced colleague to facilitate and lead your meeting. Share your problem and examples from 3C with this person *before* your group meets together.
- 2** At your meeting, the facilitator leads and guides discussions.
- 3** Present your problem, learners' work, recordings and questions (two to three minutes maximum).
- 4** After reviewing these silently and thoughtfully, colleagues take short turns to ask and answer questions and make comments or suggestions.
- 5** To close the meeting, the facilitator and group reflect on how helpful the solutions are to the problems presented. Each person chooses an idea to try. Remember to organise a time to report back on the results in a future meeting.



Introduction

Many of us teach in classrooms with doors closed and have little opportunity to see other classes and teachers at work. You may know colleagues well, but have you seen them teaching? Do you ever teach together collaboratively? How about you? Have you ever seen yourself teach? What would you see about your teacher self that you may not know? All these questions can be answered by taking part in observation and observing other teachers.

Watching ourselves teach (e.g. by audio or video recording) and receiving feedback about our teaching from observers is powerful motivation for our professional development. It can also be a bit painful. Let's be honest here: many of us teachers are worried about being observed, maybe even a little afraid of it. This is a pity because watching others teach and having professional conversations about what we observe help us to develop our own skills.

Aims

In this section you will:

- read about teacher worries and experience of being observed
- decide if advice about preparing to be observed is useful or not
- choose part of a lesson to get feedback on in a short peer observation
- discuss and decide how to set up future peer observations.

4A Analyse: Can you advise this teacher?

Doro and Mari are sharing concerns about lesson observations.

Doro



I am being observed by the head of the English department (my manager) next week. I am feeling really nervous. I know he has to watch every teacher, but recently we heard maybe we can lose our job because of the economic crisis, so I worry that he must choose who is OK and who is no good. How can I do a good lesson?

Mari



The last time I was observed was a total disaster. I planned a lesson that I thought would be really exciting for my learners, using a lot of realia, many pictures and handouts, with new activities I found on the internet. And, of course, also a lot of technology – because I wanted my head teacher to think I was really creative ... But I am sorry to say the lesson was a disaster from start to finish. My learners did not know what was going on; it was like I was a different person. Everything went wrong, I mixed up the photocopies, I didn't completely understand the activities myself, I didn't have the answers to the questions, the internet didn't work, the PC wasn't connected to the data projector. I had planned too much and we didn't complete even half the lesson ... it was a terrible lesson.

Reflection

- Why is Doro extra nervous about her observation? How do you usually feel before you are observed?
- Why does Mari describe her observed lesson as a 'disaster'? Underline the problems.
- Can you answer Doro's question? What advice would you give her?

Now read the *Answers and commentary* section on page 31.

4B Think: What do you know?

In this section we look at how to prepare for assessed lesson observations.

Activity

Read the advice for a teacher preparing for a formal lesson observation and teaching appraisal. A formal written record of the lesson observation will be completed after feedback and reflection in a discussion meeting with the school management team. This will form part of the teacher's professional development portfolio.

Are the pieces of advice **A–U** dos, don'ts or it depends? Think about the benefits or problems of each.

- A.** repeat a lesson you have successfully taught more than once before
- B.** do all the tasks and activities yourself, before the lesson, and time how long these take
- C.** spend a long time, perhaps some hours or days, planning the lesson
- D.** practise teaching the lesson to colleagues or friends, or just rehearse in an empty room
- E.** write the exact words of your instructions and make sure they are clear, with few words
- F.** take a long time to decide what to teach
- G.** try out new kinds of activities
- H.** wear your best clothes and look as smart as possible
- I.** explain to your learners that you are being observed, not them
- J.** tell your learners how to behave so that the lesson will go well
- K.** put your learners into new groupings or seating arrangements
- L.** think about and anticipate language/organisation problems and plan solutions
- M.** ask for time after the lesson to self-assess and reflect before observer feedback
- N.** stand at the front of the classroom
- O.** use technology
- P.** use a lesson plan or materials you find on a website
- Q.** use the coursebook or materials you normally use
- R.** write the lesson aims on the board before you begin teaching
- S.** give the observer your lesson plan and a copy of any materials you are going to use
- T.** talk to the observer about the purpose of the observation
- U.** talk to colleagues to find out what the observer thinks a good lesson looks like

Now read the *Answers and commentary* section on page 31.

Reflection

- Is there any other advice you can think of to help prepare for assessed observations?
- What will you do differently from your last observation next time?
- Which of **A–U** above may be good everyday teaching practices? Why?
- How is an informal peer observation different to a formal one? Do **A–U** still apply?

4C Try: How does it work?

Resources: A willing colleague with space on their timetable to observe you. If this is not possible, you can record yourself and ask a colleague for feedback, or have a 'reported observation': you teach your class as normal and then describe to a colleague what happened in each part of the lesson. You can also observe and provide feedback to the same or a different colleague yourself.

Time: Ten to 20 minutes of a lesson

Rationale

By taking part in this activity you will encourage professional conversations with colleagues by asking for feedback about an aspect of your teaching or your learners' learning, behaviour or attitude. When colleagues invite each other to share and discuss good teaching practices it benefits teaching and learning in the whole school. The learners can see that their teachers care about their progress, and everyone is active in trying to create the best education possible. Shared values are vital for everyone teaching and learning together in the same school(s).

Instructions

Ask a colleague to observe you teach part of a lesson (or follow one of the alternatives in *Resources* above). Choose a specific skill (e.g. teaching listening/grammar), a general area (e.g. board use) or a question (e.g. Do I speak too much at the beginning of a lesson?). You could identify a learner that you want another opinion or perspective on. Or choose a new strategy you would like to experiment with.

- Make a short list of questions or areas for the observer to focus on.
- Be clear about the feedback format you would like (e.g. a chat/voice call sometime after the lesson the same day/a day later in the week).
- Be clear about which stage/time your observer should arrive and leave, and where to sit.
- Decide how you want the observer to make notes/record their thoughts.
- Make your guidelines clear (e.g. don't interrupt, or don't answer the learners' questions).
- Don't forget to reflect and record your own thoughts and feelings after the lesson.
- Read through your own reflections and write some specific questions for your observer.

Reflection

- Did having an observer in the room change or affect your teaching or learners?
- What would you like an observer to focus on in a future lesson(s)? Why?
- What did you learn from observing and/or being observed by a peer?

4D Work together: What will help your teaching?

- 1 Discuss how observing or being observed by a peer helped you and your teaching.
- 2 Take it in turns to share one or two insights, reflections or questions you have.
- 3 Set up and try out more peer observation over the next term.



Introduction

An important part of taking responsibility for professional development is participating in training workshops or events to increase professional knowledge and skills. There is more formal study too, such as taking a course leading to a qualification.

Training can be face-to-face, where we are in the same room as colleagues, teacher trainers or professional development facilitators. Teachers can also participate in some face-to-face training online. Open courses can be studied for free, online at times that suit you, together with other teachers all over the world.

Another way to participate in training is to sign up for a webinar related to an area of professional interest. You can often watch the video recordings of these afterwards, which is useful both when you can't attend live and when you want to go back and review what was covered. Some social media platforms, for example, the Teaching English Facebook community page <https://www.facebook.com/TeachingEnglish.BritishCouncil> have live training or professional development events. We can also watch training videos alone or with colleagues who share a professional interest. Learning to do new things together is a powerful form of training.

Aims

In this section you will:

- read a teacher's blog on professional development (PD) and training activities
- learn about different types of PD and resources to access online
- identify a training and development activity to participate in
- discuss and make a future plan with colleagues for your PD.

5A Analyse: Can you advise this teacher?

Mubarak is talking about his experience of professional development activities.

I like learning new things and thinking about language learning and teaching. New research and evidence from classrooms like mine is important for me – I want to refresh my teaching skills. And sometimes I feel I am repeating the same things again and again, which is a bit boring for me, and not very motivating. Or I am just teaching the coursebook, not teaching my learners.

For these reasons, I attend a lot of training workshops, online webinars and events organised by our local English teacher association or by publishers. These are mostly at the weekends or in the evenings, after school. Sometimes it's not easy to find time with all the administration, meetings and marking – but I usually find meeting other teachers really valuable.



I have many notebooks, photocopies and pieces of paper in folders filled with notes that I have made over the years. When I look back through the things I have written, they don't make much sense. I can't always read my writing. Maybe I just copied the words on the presentation slides without understanding the main points. Sometimes I just take photos of the slides and then I can't read them clearly. This is exactly what I tell my learners not to do!

I've forgotten many of the ideas and techniques the trainers showed us. Or I remember some of the steps, but there's something missing so I don't feel confident about using the strategies.

One of the most helpful things for my own professional development is asking my colleague, or my manager, to observe a lesson and give me feedback about an idea I am trying. It is so good to get an opinion about how it works, or doesn't work. I sometimes video record the lesson, but it isn't always easy to hear what all the learners are saying.

Reflection

- Are any of the things described true for you? Mark these with × or ✓.
- In what ways does this teacher take responsibility for his own professional development?
- What advice can you give this teacher to make his experience of training and development more productive?

Now read the *Answers and commentary* section on page 32.

5B Think: What do you know?

This section explores more reasons why you should participate in training, different ways you can develop professionally, and where to look on the internet for further research.

Activity

Read the different examples related to training **A–C** and label them **1–3**.

1. types of professional development/training
2. online resources to find out more about training and professional development
3. motivations to participate in training

A. ____

- to update subject (language) knowledge
- to learn new skills
- to get new ideas
- to refresh or revitalise your teaching
- to share knowledge and skills

B. ____

- webinar
- professional learning conversation
- observation of more experienced/expert others
- MOOC (free online 'open' course with many hundreds of learners)
- workshop
- conference
- formal qualification (e.g. master's degree, diploma)
- social media conversations or learning events

C. ____

- www.cambridge.org/elt/blog
- <https://conference.iatefl.org>
- <https://elt.oup.com/events>
- <https://englishagenda.britishcouncil.org/events/seminars>
- <https://futurelearn.com/partners/british-council>
- www.teachingenglish.org.uk/events/webinars
- www.teachertrainingvideos.com
- www.youtube.com/user/macmillanELT

Now read the *Answers and commentary* section on page 33.

Reflection

- Which of the types of professional development and resources have you participated in/would you like to try? Why/why not? Do you know of any other online resources for training and development?
- Which motivations to participate in future training and development listed above do you share? Do you have other reasons for wanting to participate in training?
- Visit the websites in 5C and find out what events are coming up.

5C Try: How does it work?

Resources: Access to the internet from a laptop or PC

Time: This depends on what you choose to do

Rationale

By taking part in this activity you will find out more about training and professional development courses and learning events where you can learn with other teachers. When you develop professional knowledge or learn skills, your learners and your teaching will benefit. You will get new inspiration for language learning and teaching.

Instructions

Either alone or with a colleague look back at the list of online training and development resources in 5B, and at the links below. Explore and discuss or think about which learning events will bring you the most benefit. Choose a development activity:

- participate in a webinar or Facebook live event
<https://elt.oup.com/events>
<https://cambridgeenglish.org/teaching-english/resources-for-teachers/webinars>
<https://ngl.cengage.com/assets/html/conferences/webinars/younglearners.html>
- join and complete a MOOC
www.futurelearn.com/courses/categories/teaching-courses/language-teaching
- watch and learn a new skill or gain greater understanding from a video tutorial (or recording of a conference session/webinar)
<https://elt-training.com/pages/courses>
<https://pearson.com/english/professional-development/videos.html>

Reflection

- How did you make your choice; for example, did you choose an area that interests you/you need to work on?
- What did you find challenging? Why?
- Did anything about participating in online learning surprise you? What?
- What skills/knowledge did you develop from participating, studying or using a video tutorial?

5D Work together: What will help your teaching?

- 1 Discuss how the training and development you did is helping your teaching.
- 2 Share what you found out about learning from webinars, videos and MOOCs.
- 3 Explore future online events together. Make a personal/group training and development plan and choose a way to share what you are learning (e.g. meet up or social media chat group).



Introduction

Are you a member of a local or international teacher association? Joining a group of fellow teaching professionals online or participating in meetings and learning events can help support your development. If you aren't sure where your nearest association is, talk to colleagues or contact your local representative at www.teachingenglish.org.uk/teacher-development/networks. You could create an informal group with colleagues or teachers from other schools locally to discuss and share ideas.

Another way of exploring different aspects of language teaching and learning is through reading. Reading alone, or with a group of colleagues in a reading group, can be a simple yet powerful way of developing professionally. If you and your colleagues take part in a reading group together, this is an active and social way of sharing and discussing thoughts and ideas. Besides finding out more about the latest research into how we best learn languages, reading can keep you updated with theory and practice, or help you discover new strategies for your classroom.

Aims

In this section you will:

- read about teacher reading circles and other professional development (PD) groups
- learn about PD logs and how to start your own
- choose some texts to read in a 'social' reading group and log your reading for PD
- discuss how reading groups and PD logs will help your teaching and learning.

6A Analyse: Can you advise these teachers?

Salma



I am in a very informal language teacher group. We meet up to share material and help solve teaching problems. We go to each other's houses or schools. Sometimes we have a guest speaker, like an expert or a teacher who has been to a conference.

We met on a diploma course, and we wanted to continue our professional exchange to share ideas, teaching successes or our 'productive failures'! But I think we may be too 'social'. Can the meetings be a more formal part of our continuing professional development (CPD)?

Nayaab



I am in a reading circle with language teachers from our school. We find and copy articles or chapters from books which focus on areas of interest. A different person is responsible for choosing what we read. We write why we have chosen the text, and any questions for our discussion. The copy is put in a file that we pass on when we have read it. We sign our name and add a question if we want.

We then have a 30–45 minute discussion, with our questions. It has been useful; we learnt many new language chunks and discussed some challenging ideas. We also plan a lesson together, using the ideas we have read about. Now, we want to find a teachers' association or group to join, but it isn't easy if you don't live in a big city. How do we find out if there is one?

Reflection

- Which of these CPD activities have you done? How did it benefit your teaching?
- What advice do you have to help these teachers?
- Which of these ideas would you like to try in your school? What could you do to make it happen?

Now read the *Answers and commentary* section on page 33.

6B Think: What do you know?

Keeping a CPD log shows that you are taking responsibility for developing teaching skills and professional knowledge.

Activity

This is how Salma records (or ‘logs’) her professional reading and the development activities she does. Complete the log 1–5 with A–E below.

Continuing professional development (CPD) and professional reading/viewing/listening log				
Name: <i>Salma Inamdar</i>		School: <i>Bibir Govinda Primary School</i>		
Course/learning event/professional reading	Time/date	Focus/area(s) covered	Format of training/PD	What have I learnt? How it will help teaching and learning?
<i>Professional reading</i>	<i>1/2/2019</i>	<i>Dictation Introduction to Dictation: New Methods, New Possibilities by Paul Davis and Mario Rinvolucri (1988), CUP, pp. 1–10</i>	<i>Individual reading</i>	<i>There are many ways of doing dictations, and focusing on different skills. That this is a good way to calm my noisy learners. I don't need to make lots of copies, I can do integrated skills work. A new motivation strategy – and fun!</i>
<i>1. ____</i>	<i>10/3/2019</i>	<i>Study and technology skills, setting our weekly goals, deadlines and meeting dates Pre-course reading circle discussion</i>	<i>Discussion and preparation for MOOC</i>	<i>• How to motivate each other to study • How to use the Future Learn digital platform 2. ____</i>
<i>Language assessment in the classroom</i>	<i>8/4/2019 to 3/5/2019</i>	<i>3. ____</i>	<i>4. ____</i>	<i>5. ____ It gives me practical ways to assess learners' language and skills in my classroom.</i>

- A.** Assessing language, all four skills and developing tests.
- B.** The principles of language testing and assessment. How to apply effective test design.
- C.** Reading/video viewing circle (our first group MOOC).
- D.** How to learn online. It helps me to be a learner again, and I can help my learners to do the same!
- E.** Teacher meet-up group.

Now read the *Answers and commentary* section on page 33.

Reflection

- What do you currently read/view/listen to professionally or for entertainment in English/other languages?
- How might a reading and CPD log like this help you (and your colleagues)?
- Where do you find professional reading, listening or viewing? Which is most helpful for your teaching and professional learning? Why?

6C Try: How does it work?

Resources: Access to the internet for online reading, viewing and listening. A library/department resources for methodology or other language teaching books

Time: This depends how much reading you choose to do. Read over two to four weeks

Rationale

By taking part in this activity you will develop your professional knowledge, language and reading skills. This will help you to understand the benefits of reading in other languages, and problems that your learners may experience. You will discover how professional and social reading with others can be enjoyable. It can motivate productive discussions, as well as help you to take more responsibility and interest in your professional development.

Instructions

Copy or adapt the CPD log in 6B. Choose some professional reading to do and complete your log. Make sure you include the following details for each text so you acknowledge the source and you or others can find it again:

- the title, author(s), date of publication and pages you read (in a book or article)
- where you found the text (online address) and/or publishers.

Some tips to help you:

- start a reading circle with colleagues – see Nayaab’s comment in 6A for how to do this
- choose different types of reading, formal and less formal (e.g. articles, chapters and blogs)
- start by looking at www.teachingenglish.org.uk/teaching-kids/articles
- don’t look up every word you don’t know; focus on the overall idea
- make visual notes (mind maps, sketch notes) and note questions/ideas to discuss
- complete your log each time you read, even if you haven’t finished the whole text.

Reflection

- What was the best time/place for you to read productively? Why?
- What language and skills/knowledge did you develop from your reading?
- How did social shared reading with group discussion benefit your reading?

6D Work together: What will help your teaching?

- 1 Share what you found out. Discuss how professional reading helps your teaching.
- 2 Explore the idea of continuing (or creating) a reading circle (described in 6A). What steps do you need to take to start/continue?
- 3 Together make a list of recommendations for further reading.

Answers and commentary

1. Understanding my professional interests and learning preferences in order to identify areas for development

1A Analyse: Can you advise this teacher?

Teacher worries	Advice/suggestions
Mentoring a new teaching colleague	<p>Cristina and her mentee should decide together which aspects of teaching to focus on and how and when they will do this. They can decide to share lesson plans and ideas, to undertake teacher observations (of themselves and others) and give feedback, and to discuss specific aspects of teaching.</p> <p>See the resources in 3B and 3C for more ideas to help Cristina establish and focus on a productive professional mentoring relationship with her new colleague. This process will provide many opportunities for Cristina to reflect on language teaching and learning in her school context.</p>
Cristina wonders how she can help prepare her learners for their future working lives, because she has never experienced working life outside of school	<p>Cristina need not worry; most teachers are in her position. If she can inspire a love of learning, she will be a great teacher! In some countries, schools are finding teachers from a wider variety of places. In the UK for example, retired military staff train to teach, or graduates teach before starting another career. Teachers bring a variety of life experiences to their professional lives.</p>
Looking forward to 30 more years in the profession and maintaining teaching motivation	<p>Our working lives are getting longer, so Cristina is correct to consider her motivation, and how she needs professional 'refreshment'. Taking responsibility for progressing in your own teaching and language development (e.g. using the ideas suggested in this book) is a good first step.</p>
Refreshing teaching skills, updating language and learning more about technology	<p>The ideas in this module will all help Cristina.</p>
Being self-aware of professional development needs	<p>Cristina is very honest and clear about her teaching situation and professional interests. Both show she is aware of the need to take responsibility for her own professional development – even if her school doesn't require this. Following the ideas in this module is a good start.</p>

1B Think: What do you know?

- teaching: **A; B; C; F; G; H; I; J; K; L; M; N; O; P; Q**
- language: **D; E**
- learning: **A; F; G; H; I; J; L; Q**

2. Reflective practice and teacher research and other forms of classroom inquiry

2A Analyse: Can you advise this teacher?

Issues Carlos faces: the same learners answer questions in class; some learners don't contribute in class; he tried to find out possible reasons (class discussion in L2/L1, asking the quiet ones after class).

Reflective questions – some suggestions.

Why might these learners find it difficult to speak aloud in class? Do these learners speak up in their other subjects?

- Teenagers (especially) can feel really embarrassed about having to speak alone in public, in *any* language.
- Perhaps learners do not feel they have the English language they need to fully participate.
- Perhaps learners feel their classmates will always answer, so they don't need to.
- Perhaps learners don't see the point in speaking or learning English. (Is there an oral exam or just a written one?)
- Perhaps learners are afraid of making mistakes.

Did Carlos perhaps embarrass learners in front of their classmates by asking them to stay behind? Did these learners understand that they were the focus of the class discussion, so felt too ashamed to speak? Did they think they were in trouble because they were asked to stay behind? How did they look when Carlos spoke to them privately after class, e.g. scared, angry?

What could Carlos do next to find out more about these learners? How?

- ask colleagues/observe them in other subjects
- ask the learners how he could help them to contribute more, e.g. give more rehearsal time, don't ask open questions to the whole class (it doesn't really work well and only one speaker can answer)
- ask questions for pairs/groups to answer (so everyone is thinking and talking), monitor and ask different learners if they can report back or share each other's answers
- give learners choices for speaking (e.g. less confident learners could record oral contributions for homework)
- give rehearsal time and supply key lexis as scaffolding/useful language on the board
- try using props (like a pen for a microphone, a journalist camera or a reporter's hat) or a mask.

2B Think: What do you know?

Answers: 1–D; 2–C; 3–B; 4–A

Gregor's data could lead to more questions about:

- how different seating and interaction patterns might affect task achievement (positively or negatively)
- how he could improve his questions, explanations or instructions, or setting up his activities
- exactly how his learners' work is affected by working in pairs and small groups, and why
- his learners' learning preferences (and the reasons for them)
- how he could best help his learners reflect on their learning, the language and the lesson.

3. Collaborating with colleagues and other professionals

3A Analyse: Can you advise these teachers?

Teacher worries	Advice/suggestions
Teachers working with similar classes on the same syllabus and coursebook but at different speeds.	This is to be expected – all teachers and their individual learners in the class are different.
Will this affect learners' progress? And their exam results?	Some learners may do certain language learning tasks better in class, and others outside class. As long as the key/core areas of the syllabus are covered and reviewed the learners' progress and test results should not be affected.
How will learners in the different classes/their parents view the different ways of working?	These teachers could inform both their learners and their parents of their learning goals for the week, and share the pages, exercises, class work and homework tasks. These should be the same, as far as possible. Let the two classes know that their way of working might be different but the amount of work, and the learning outcomes, will be (should be!) the same.
Finding a time to work together to discuss their concerns.	Joyoti and Manzit will need to find a way to peer observe – maybe video record or describe a part of a lesson to discuss together. They should plan a week's classes together and discuss how they plan to achieve the main learning objectives. Different ways of working might help them to see exactly why there is such a difference in speed. At the end of the week Joyoti and Manzit should meet again and see where they have different outcomes, and possible reasons for this.

3B Think: What do you know?

Answers: **A-4; B-2; C-1; D-3.**

4. Observing other teachers and being observed

4A Analyse: Can you advise this teacher?

Doro is feeling under pressure. Because of the current economic crisis in her country, there is talk of redundancy or job cuts. Now she is worried that if her observation doesn't go as well as she hopes, it will give her manager a reason to choose her if teachers have to leave. Therefore, Doro feels this observation is more important than ever before, and she must perform very well and give a great lesson.

Mari describes these problems in her 'disaster' lesson:

- not being herself!
- too many materials (different objects, images and photocopies)
- not trying out activities and completing tasks herself before the lesson to see how they work
- not timing how long activities may take
- not having answers and explanations to hand
- too many different tasks that were not familiar to her learners, were new to her and she had not tried out with them before the observation lesson
- not having checked technology was working before the lesson, or anticipating problems, i.e. with activities, technology, equipment, internet access and providing solutions (or back-up plans).

4B Think: What do you know?

Dos	Don'ts	It depends
<p>B. Definitely do all the tasks to see how they work/don't work <i>and</i> time how long these take. Add more time for learners.</p> <p>D. Definitely! You could video and self-observe your own teaching.</p> <p>E. Definitely! Do script your instructions on paper (and include them on/with your plan?).</p> <p>I. Yes, and put this as a positive thing for you, them and the school.</p> <p>L. The more detail/back-up plans the better.</p> <p>M. Vitally important. It may be even better to discuss after a day or two. Separate emotion from reflection.</p>	<p>A. Think about what these learners need, what's on the syllabus, not of 'a good lesson'.</p> <p>C. Take time planning the lesson but no more than two or three times what you usually spend.</p> <p>F. Teach what you decide learners need to review before moving on, or the next part of your unit of work/syllabus.</p> <p>J. This won't help anyone. Try to make the lesson as authentic as possible.</p> <p>U. Possibly not. Too many possible ways to misunderstand. The observer will not be looking for the same things in every teacher/lesson. Better to talk to the observer directly.</p>	<p>G. It may be better to try out new kinds of activities without pressure of observation. (Or explain exactly why you are trying the new task/activity type in the plan or in a discussion.)</p> <p>H. Look smart, yes, but be recognisably yourself and not too different.</p> <p>K. Do you usually move learners around? Don't do new things just for the observation.</p> <p>N. Yes, when instructing or talking to all of the class, but move around and behind learners unobtrusively while they are working.</p>

(Continued on the next page)

Dos	Don'ts	It depends
<p>Q. Yes, use the text book or materials you normally use.</p> <p>R. Yes, you can share lesson aims before you begin teaching.</p> <p>S. Give the observer your lesson plan and a copy of any materials you are going to use.</p> <p>T. Yes, if you aren't clear. Maybe you can ask for feedback on a particular area or aspect of your lesson.</p>		<p>O. Yes, if you try it out before the lesson to check equipment/internet, but always have a back-up plan and a no-tech alternative. Don't make a big song and dance if the technology fails; don't pass a negative message to your learners. Or make them feel they are missing out!</p> <p>P. You know your learners' needs – one size doesn't fit all. Make sure you identify what your learners' language and learning needs are and can justify <i>your</i> choice of topic/focus for your learners, not somebody else's.</p>

Many of the dos can be good everyday teaching practices, but this depends on which stage of your teaching experience you are in, your timetabled hours, time available for planning, etc.

The purposes of informal peer-to-peer observations are different to those of formal, developmental or assessed observations that form part of an official record. Those pieces of advice that are different or still apply to informal observations could be **G, I, K, L, M, O, Q, R, S, T** (depending on the objectives your colleagues have in working together in this way).

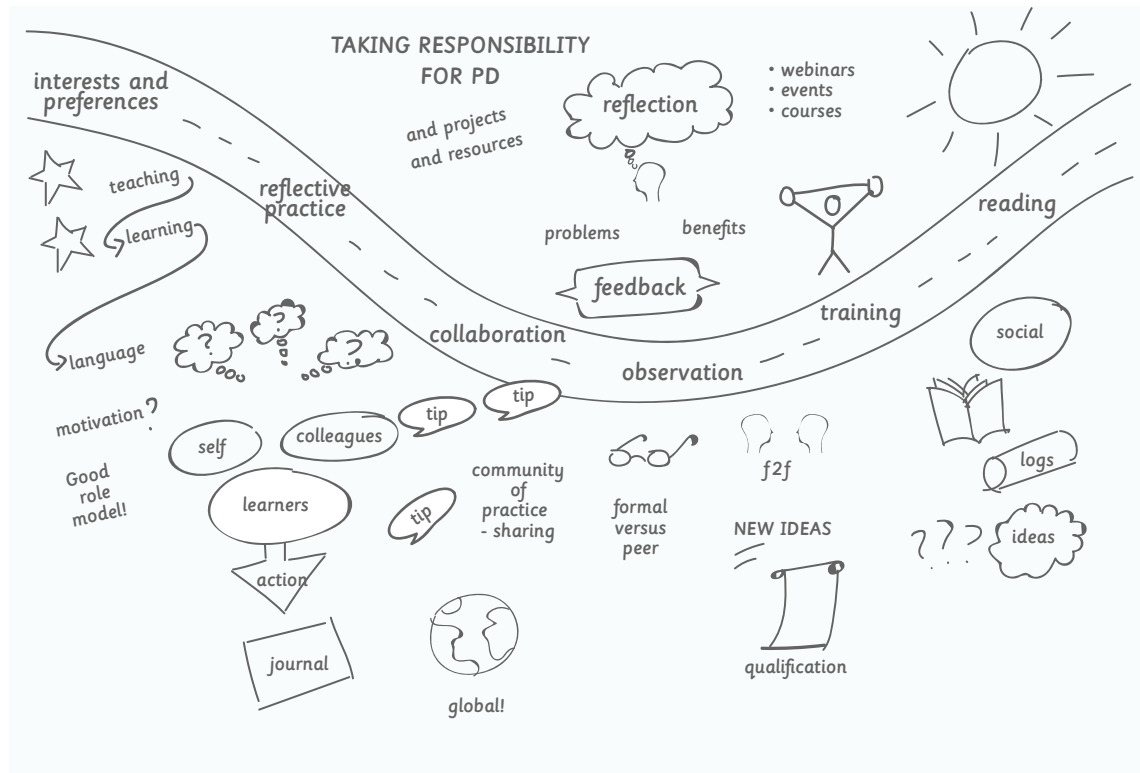
5. Participating in training

5A Analyse: Can you advise this teacher?

Mubarak is on the right track; it shows how motivated he is to develop and grow professionally. He attends training and development events in his free time. He invites others to come into his lessons and observe him. This shows that he is open to feedback from colleagues (both peers and those in a more senior position). He is a reflective and thoughtful teacher because he identifies the ways that his own study skills for professional learning haven't helped. Teachers benefit from the experience of being learners too – of a sport, a skill (e.g. driving, sewing) or language. As Mubarak tells his learners, sitting and listening and copying, or taking notes and photos, is a good start – but not enough to make learning 'stick'. As the saying goes – 'use it or lose it!' Our brains need to process new information in different ways, and reflect on the processes involved.

One thing Mubarak can try is making notes, rather than taking notes. This will also help his learners. During a workshop you can make notes, but try to include only the important, key ideas and words. This means listening actively to *synthesise* information, put it together in your head and find the connections. Instead of trying to write down every word a speaker says, it is better to follow the message first. Then you can write one or two words or phrases and shorter forms, e.g. T (teacher), L (learner), etc. and symbols → @. Why not try using a different method? It is called sketch noting – rather like a mind map – a more visual way of making notes that combines words, drawings, bubbles, shapes, etc. There is an example on the next page.

During a conference or event where there is more than one talk or session at the same time, Mubarak and his colleagues could try going to different workshops and discussing what they learned later. They could share their sketch notes and talk about what they could explore together in school. They might try out the same ideas in their own classes and reflect on how they did or didn't work. They could observe each other to look at the way they teach note making, for example. If there are some interesting tasks that Mubarak and his colleagues want to try out, they could co-teach or teach a class together.



5B Think: What do you know?

Answers: 1-B; 2-C; 3-A.

6. Reading and joining teachers' associations

6A Analyse: Can you advise these teachers?

Salma worries her informal teacher group is more social than professional at times. The group could have a rotating chairperson and minutes/note taker/recorder, i.e. different ones each meeting. Making it clear what the purpose is, or circulating the 'agenda' by email, for example, or a shared Google Doc, means everyone can add their own areas of interest or questions. Follow up and circulate action points, a summary or record of what was discussed and decided, and useful resources and reading. Writing reflections and documenting your own PD activities is important, however informal. You will see an activity log in 6B to guide you in keeping your own records.

Nayaab could talk to colleagues he meets at national or regional conferences, and he could look for contacts here: www.teachingenglish.org.uk/teacher-development/networks

6B Think: What do you know?

Answers: 1-C; 2-D; 3-A; 4-E; 5-B.

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