

English Connects

Professional development for teachers

Unit 1: Teacher Continuing Professional Development (CPD)

Trainer
Notes

Learning Outcomes

The aim of this module is to provide teachers with strategies and techniques to pursue their own Continuing Professional Development.

This unit complements the professional practice of 'Taking Responsibility for Professional Development' from the CPD Framework for teachers <https://www.teachingenglish.org.uk/professional-development/teachers/taking-responsibility>

By the end of this module the participants will be able to:

- understand the reasons behind pursuing their own professional development
- identify strategies and techniques teachers can use to enhance their own teaching within their own professional development

1 Lead-in

1.1 What does CPD mean for you?



Notes: Introduce the learning outcomes above, and go through them so that all participants are clear about their meaning.

1.2 Ten most important words connected with CPD



Work in pairs.

Circle the ten most important words that you connect to Continuing Professional Development as an English language teacher.

Notes: Put the participants into pairs. Ask the participants to work alone on the word cloud and pick 10 words that they connect with continuing professional development. Ask them to share ideas with their partner.

Attend
Act Webinar types
Resources Video
Worldwide Lesson
Activity Complex
Think Learners Experiences Developing Online
Improve Colleagues Effectiveness Programmes ideas
Skill Creative Environment Adapting Record
Share Seminars Participate Practice Help
Learning Plan
Observe
Feedback Read
Teaching
Reflect
Needs

Notes:

Share your answers with your partner.

- Put the pairs into groups. Give each group a sheet of flip chart paper. Ask each group to divide the flip chart paper into 2 sections: Same & different. Ask each group to put the same words each pair had in the “same” column and the different words in the “different” column.
- Pin up the sheets on the wall and ask groups to walk around and look at other groups’ results.
- Ask them to return to their groups and write a definition of what English Teacher CPD means to them using as many of the words on the sheet as possible. Have each group share their definition with the whole group. Have all the groups vote for the definition they feel is the best one.
- Put the following definition where the whole group can see it. Ask each group to find similarities and differences with the agreed voted on definition and the pre-written definition and share with whole group.

‘Continuing professional development means maintaining, improving, and broadening relevant knowledge and skills in your subject specialism and your teaching and training, so that it has a positive impact on practice and the learner experience... It is the critical reflection on learning experiences and activities that improve practice and demonstrate continuing development as a teacher or trainer.’

Institute for Learning, 2009, Guidelines for Continuing Professional Development

2 CPD Action Plan: Observe stage

2.1 Make a CPD action plan cycle



Work in pairs.

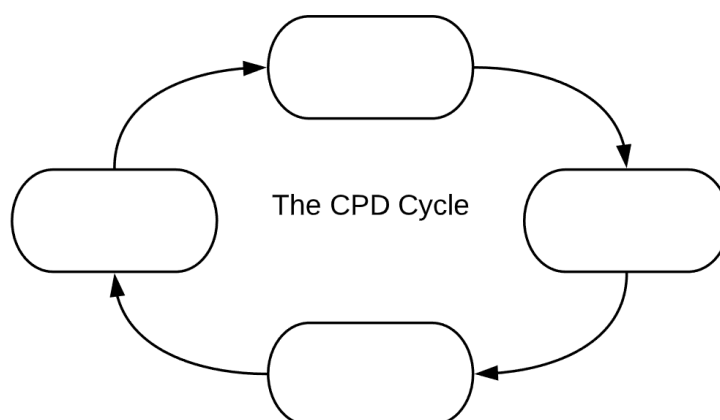
Look at the words below. They are all stages of a mini CPD action plan cycle. Put the words in a logical order so they make a cycle.

Notes: Write the following on a flip chart/board: Observe what?, Reflect on what?, Plan to do what?, Act on what?

Ask the participants to work in pairs to complete the task of ordering the circle below.

- After they have completed the activity and **before** they watch the video section, ask each pair to finish the sentences you have written on the board.
- Brainstorm answers and write them on the board.
- Ask participants to watch the video to compare their circles and completed sentences.

Plan Reflect Observe Act



2.2 Matching teacher statements to stages of CPD Action Plan



Work in pairs.

Which stage of the CPD Action Plan (observe, reflect, plan, act) do these comments match?

Notes: Ask pairs to work together to complete the Table. Play video and check answers with the details of the stages in a CPD action plan. Note that some of these appear in the video and some do not.

Teacher Comment	CPD Action Plan Stage
I will set up a learning game in each class and ask students what they thought about the game.	Plan
The only speaking my students do in class is to answer questions I ask, because I am not sure how to set up speaking activities.	Observe
That is the first time I have not repeated instructions, but asked the students to repeat the instructions.	Act
I am going to find speaking activities with simple clear instructions.	Plan
When I ask students questions, I focus on them giving accurate answers instead of letting them practise fluency.	Observe
I wonder what might happen if I had the students choose the topic they want to talk about?	Reflect
When students are doing speaking activities, I will make notes of any mistakes I hear, and correct them later.	Plan
It might be interesting to see what happens when I get the students to tell me the words they don't know from the reading, rather than telling them the key words.	Reflect/ Plan
Today in class I changed the way I gave feedback.	Act

2.3 Matching clues to one stage of CPD Action Plan



Work in pairs.

Look at the following ideas and decide which ONE stage of a CPD Action Plan they ALL belong to:

- Ask students what they liked/did not like about the class and why.
- Record your lessons and watch them.
- Ask your colleagues to watch videos of your lessons and give feedback.
- Ask colleagues to sit in on all or part of a lesson in which you are trying something new, or you are having a problem.
- During class, make a note of anything that did not go according to plan and why.

Make notes and share your answers with a partner or colleague.

Notes:

Notes: Ask pairs to complete the activity and share answers with whole group. Play the video so they can check their answers.

Watch the video and make notes. Did you have the same ideas? Were there ideas you had that are not in the video?

Notes:

Share your notes with your partner/ colleague.

Answer: Observe stage

Notes: There are multiple discussions to be had here. Firstly, observe, simply means to look at and describe. It does not mean to judge. This stage of the CDP cycle aims to focus you on what is actually happening in your class. You can do this with the help of your colleagues, your students, technology, or simply take notes by yourself.

Possible discussion topics here might be: attitudes to observation; developmental versus judgemental observations; how to observe yourself; pros and cons of videoing your own class; technicalities of videoing your own class.

2.4 Looking at some areas of teaching



Work alone to complete the following questionnaire.

Questions	Answers
(1) What percentage (%) of your English class time is for students' talking time in pairs or in groups?	_____ %
(2) Do your classes have learning games?	Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/>
(3) Have you ever watched another English language teacher teach a class?	Yes <input type="checkbox"/> No <input type="checkbox"/>
(4) Do you ever ask your students what they liked and did not like about your class?	100% - Always <input type="checkbox"/> 80% - Frequently <input type="checkbox"/> 60% - Usually / Often <input type="checkbox"/> 50% - Sometimes <input type="checkbox"/> 40% - Occasionally <input type="checkbox"/> 20% - Seldom / Rarely <input type="checkbox"/> 0% - Never <input type="checkbox"/>
(6) Do you ever share ideas for class games and activities with other teachers?	Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/>
(7) Do you write the instructions (words you will use) for activities in your lesson plan to think about and check your language level?	Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/>



Share your answers with your partner/colleague.

Notes:

- Ask each participant to complete the questionnaire.
- Divide the whole group into four or five equal sized groups of four or five. Have them share their results and record what the others said. Ensure that they know they will have to report their group's results to the rest of the class.
- Have each person in each group number off 1-5. Regroup all the ones together all the twos in one group etc. In their new groups they share their previous group's results and compile them into one set of class results. As there are four or five groups, there will be four or five different versions of the graphs for the same results.

- Each person in the group takes one question and makes a graph from the class results for that question. Whoever finishes first can do the remaining questions.
- Next, each group presents one question to the whole class. There are likely to be mistakes and different ways of representing the information. Have the class discuss which group has the correct information and which way of presenting the results is clearest and easiest to understand.
- Have a general discussion about how the information from the survey could be useful for English teacher CPD. (It can raise issues for discussion; help to see similarities or differences across groups of teachers; identify groups of teachers who have the same needs.) The same kind of activity can be done with students in class.

3 CPD Action Plan: Reflect stage

3.1 Teachers reflecting on what happened and why



The following table has observations from teachers of what happened in their classes. Work alone and complete the table with your ideas of why you think these things happened. Think of as many answers as possible.

What happened?	Why do you think this happened?
Not enough student talking time	<p>There wasn't enough time because...</p> <p>Teacher didn't give them enough time.</p> <p>Students wasted their time by chatting about something else.</p> <p>Students didn't understand what to do ,so were slow to start.</p> <p>The task was unachievable in the given time because it was either too long, too difficult, poorly constructed, overly complex.</p>
Some (students) did not understand the activity instructions	<p>Maybe they didn't understand the instructions because...</p> <p>Teacher spoke too fast.</p> <p>The vocabulary level of the instructions is too high.</p> <p>The grammatical complexity of the instructions is too high.</p> <p>The instructions were confusing.</p> <p>Teacher spoke too quietly.</p>
I had to re-teach vocabulary	<p>Repeating the vocabulary was necessary because....</p> <p>Teacher didn't explain it clearly the first time.</p> <p>The students have only heard the vocabulary once in the past.</p> <p>Students have not had a chance to use or</p>

	<p>reinforce the vocabulary. The vocabulary is conceptually difficult and the students don't know the concepts involved. It has been a long time since the students first met this vocabulary and it has not been used since then.</p>
They did not understand me.	<p>They were lost because.... I spoke too fast/ too quietly. I used complex vocabulary. There is a lot of background noise from outside/ other classrooms. They weren't listening when I gave the instructions. They were busy trying to complete the previous task.</p>

Share your answers with your partner. Watch the video and check your answers. Did you have the same ideas or different ideas? Make notes on why you think your ideas are different.

Notes:

Notes: Different people may have different ideas and that is fine. What to highlight here is that we are looking for *possible* answers. There are many reasons why things happen. As teachers, we often jump to the conclusion that the most obvious reason is the correct one, but that might not be the case. Without further investigation, we don't know why it happened – we can only guess.

3.2 Reflecting on what happened during my teaching and why.



Challenge yourself or a colleague.

Think about a class you taught recently. Describe the class to your partner. What happened? Complete the “What happened?” column of the table below.

What happened?	Why do you think this happened?

Share what happened with a colleague and both of you reflect on what could, might, may be the reasons for what happened.

Notes:

- Put the participants into pairs.
- Ask each participant to fill in the “What happened?” section alone first, and then swap with their partner.
- Ask partners to fill in possible reasons and return the table to the owner.
- Ask pairs to discuss answers.
- Invite some pairs to share with the whole group and discuss how this might be useful for the reflection stage of the mini CPD action plan.

Alternatively:

- Make this an *active listening* exercise by having the teacher explain to their partner what happened.
- The partner is only allowed to ask questions. They are not allowed to agree, disagree, or give advice. You might want to brainstorm question types and forms in advance: What do you think caused that to happen? Can you tell me a little bit more detail about that? And what happened then? Why do you think that? Could there be any other reasons for it? Why do you think you/ they reacted in that way?
- Have them use the grid above to take notes.
- Continue the discussion until topics are exhausted, or time is reached.
- Have one or two pairs report back to the class about their conversations.

3.3 Reflecting on what to change and how



After having observed and reflected on your teaching, you should have an idea of what you want to change. The next step is planning how to change. The following table has ideas of what teachers want to change. Complete the table with your own ideas of **how** the teachers will develop the changes in these areas.

Notes:

- Ask participants to complete the table in 3.3 alone.
- Divide whole group into smaller groups.
- Participants share their ideas together and put ideas on flip chart paper in same format as table in 3.3.
- Pin up each group’s sheet and invite groups to walk around and look at other groups’ ideas.
- Play video and have a discussion comparing answers.

What teachers want to change:	How I think the teachers will enable these changes:
Give less time for writing and more time for activities.	
Use more fun activities to help students learn.	
Reduce teacher talking time.	
Enable students to use vocabulary in context.	

Enable students to have a discussion.	
Help students understand vocabulary and grammar.	
Activities are too difficult for students.	
I do not like teaching a skill (like reading).	

Share your ideas with your partner or a colleague.

Watch the video to see the teachers' ideas to develop the changes. Did you have similar ideas or different ideas?

Notes:

3.5 Focusing on an area to change in your own teaching



Think about the aspects of your teaching that you identified in 3.2. Rather than try to change all of them at the same time, it is useful to focus on only one or two. Which areas do you think are priorities for you? Rank them from highest to lowest priority, then share them with your group.

Notes:

4 CPD Action Plan: Plan stage

4.1 Connecting areas of changing teaching with how the changes will benefit students



Once you have identified an area of teaching you would like to change, the next step is to think about how those changes will benefit your students and why. In the table below, some teachers have identified an area of their teaching they would like to change and how this change will benefit their students. Complete the table with your own ideas and share your answers with a colleague or partner.

Area of teaching teacher wants to change:	How these changes will benefit students:
Build context and use a situational approach to teach grammar.	
Add games and songs to the classes.	
Use more pictures and realia.	
Involve students in what the lesson is supposed to do.	

Vary activities for students.	
Use group work.	

Notes: It is important when changing our teaching to have a clear idea of what our teaching is going to look like and what results we want to achieve. This exercise helps clarify that vision. Ask participants not to talk about *how* they are going to change yet, that is the next step.

- Ask them to work alone to complete the sentences.
- Then put participants into groups.
- Ask participants to share their ideas with their group.
- Tell them to add more sentences if they need to.
- Invite contributions from each group.
- Ask each group to pick one answer per question and share with whole group for more ideas.

Watch the video and compare your answers. Did you have similar ideas about how the changes would benefit your students or were they different? Make notes and share your ideas.

Notes:

4.2 How will your teaching change benefit your students?



Think about the aspects of your teaching that you prioritised in 3.5. In what ways will that change benefit your learners?

Notes:

- Ask them to work alone to complete the sentences.
- Then put participants into groups.
- Ask participants to share their ideas with their group.

Notes:

4.3 Thinking about concrete steps to take to enable your teaching changes



For each of the above changes, think of the steps you need to take to enable these changes to happen.

First...

Then....

Next...

*At the same
time...*

Before that....

*After they have
done X...*

Finally...

Notes:

- Ask participants to work in pairs to complete a series of actions to take.
- Then put pairs together into groups to share their ideas.
- Tell them to add more sentences if they need to.
- Invite contributions from each group.
- Ask each group to explain a series of potential steps for one change. Encourage discussion among the whole group to generate more ideas.

4.4 Thinking about your own CPD Action Plan for changing your teaching



Think of the steps you need to take to enable your teaching change. Write the steps you will take below:

My CPD Action Plan
<p><i>Step 1:</i></p> <p>Notes Have participants go through the same process as above with ideas for changing their own teaching. This will probably be best accomplished by having them think about what they want to do by themselves, then sharing it with others, although some participants might want to talk it through in pairs. Both approaches are fine.</p>
<p><i>Step 2:</i></p>
<p><i>Step 3:</i></p>
<p><i>Step 4:</i></p>
<p><i>Step 5:</i></p>

4.5 Resources to help develop a CPD Action Plan



Thinking about your action plans, consider what resources you will need to carry out your plan. Consider essential (only what is absolutely necessary), desirable (resources that would help and add value), and aspirational resources (if you had an unlimited budget, or time).

Essential	Desirable	Aspirational

Notes:

- Brainstorm resources that can help teachers with their CPD.
- Invite whole group to vote on usefulness of each resource and order them according to whole group votes.
- Have the group discuss the concept of aspirational resources. These may never arrive, so we need to do what we can with what we have got rather than wait for the provision of resources. However, telling our schools, ministries and the British Council what we want, can sometimes lead to development of necessary support resources.
- Play the video of teachers talking about what resources they use to help them with their CPD action plan.

4.6 What makes a good CPD Action Plan?



We are going to finalise our CPD Action Plans soon, but first, consider what qualities you think make a good action plan. Make a list of criteria that you can use to evaluate your own CPD Action Plan.

Notes: Have participants work in groups. You may want to use sentence starters: A good CPD action plan should include...It should be...It should have....

Once groups have a number of criteria between them, compile them on the board. If there are more than 5 or 6, have the group rank them and choose the top 5. In the table below, there are some examples, but you should work with the ideas that come from the group as much as possible.

Criteria:	How we will know the criteria is met:
Detailed	A clear description of the issue, the benefits to learners and the steps required to make the change happen.
Achievable	It should be realistic and state specific actions that can be accomplished in a short period of time.
Relevant	The actual actions taken should achieve something important to the learners that will really help them to learn more and better.

4.7 Finalising your own CPD action plan



Look back at the notes you have made on your own CPD Action Plan:

- 3.2 Reflecting on what happened during my teaching
- 3.5 Focusing on an area to change in your own teaching
- 4.2 How will your teaching change benefit your students?
- 4.4 Thinking about your own CPD Action Plan for changing your teaching
- 4.5 Resources to help develop a CPD Action Plan

Compile all your notes into the following two-page CPD Action Plan. Reflect and revise as you compile your plan.

Notes:

- Ask participants to work alone to complete their CPD Action Plan.
- Once completed, they share it with a partner and discuss how well it fits the evaluation criteria.
- Pairs swap their plans with another pair, and evaluate each other's again.

CPD Action Plan

Name:	School:
In my classes, I have observed:	Possible reasons for these observations are:
As a result, I want to change...	I believe that this change in my teaching will result in the following benefits for my students:

The steps I will take to enable this change to happen are:

To take these steps, I will need to use the following resources:

I will know my change has been successful when...

5 Reflection on your CPD journey

5.1 Looking back at the start of your CPD Action Plan journey



This is the first Module of your CPD journey. Reread the learning outcomes for this module. Look back at 1.2 where you circled the 10 most important words for you, that relate to teacher CPD. Look at 1.3 where you wrote your own definition of CPD. Are you still happy with the 10 words or are there any ones you want to change? Are you still happy with your definition? Share your ideas with a colleague or partner.

Notes: Give participants time to reflect, then invite contributions from the whole group.

5.2 Looking forward to using this CPD video series










Look at the topic list for this CPD video series. Although they are numbered, there is no need to watch them in a specific order. You should consider which three are most relevant to you. Choose the most relevant units that will help you to carry out your CPD Action Plan. We would suggest watching one of the observations as well as prioritising two teaching skill areas.






Unit 2 - Observing Teachers Part 1 – Observing Anderson:	Looking in detail at how Anderson teaches a reading skills lesson.
Unit 3 - Observing Teachers Part 2_ Observing Elsie:	Examining how Elsie makes her grammar lesson dynamic, interactive and learner-centred.
Unit 4 - Giving Instructions:	How can we help students understand what to do in class?
Unit 5 - Managing the Lesson:	Organising students to achieve results.
Unit 6 – Using Teaching Aids:	Different ways of using the tools around us to help us teach.
Unit 7 - Observing Jules’ CBLT lesson:	A detailed look at how Jules enables his students to use new grammar and vocabulary.
Unit 8 - Making Classes Interactive:	Looking at how to make classroom activities more dynamic.
Unit 9 - Teaching Grammar:	Different ways to deal with grammar in the classroom.
Unit 10 - Giving Feedback:	Looking at alternative ways to let learners know how well they are doing and what they need to improve.

6 Explore

In this [Unit 1](#) you reflected on ways of making changes in your teaching and you constructed a CPD Action Plan. In this section you can follow up on your action plan by accessing a number of **articles** available on the British Council's **TeachingEnglish website** as well as their **CPD Framework for Teachers**, where you can find your stage of development in 12 areas of professional practice.

Sub-topic:	Title:	Link:	Type of Resource:	Summary:
CPD	“Ways to continuing professional development”	https://www.teachingenglish.org.uk/article/ways-continuing-professional-development	Article Jenny Johnson 	The author surveyed a number of experienced teachers to find out what CPD activities they had found most positive. This article summarises and comments on the results of the survey.
	“Continuing Professional Development (CPD) Framework for Teachers”	https://www.teachingenglish.org.uk/sites/teaching/files/CPD%20framework%20for%20teachers_WEB.PDF	Booklet British Council 	You may be highly experienced in some areas of your teaching and just starting to develop some new teaching skills. This booklet provides you with a tool for identifying your stage of development across 12 major professional practices.
	“Teaching for success: Establishing a culture of CPD”	https://www.teachingenglish.org.uk/article/teaching-success-establishing-a-culture-cpd	Video Lucy Norris 	A talk illustrating how you can locate yourself on the British Council's CPD Framework and use the framework to plan and track development in different areas of your teaching.

Action research	“Action research: as easy as 1-2-3”	https://www.teachingenglish.org.uk/article/action-research-easy-1-2-3	Article David Petrie 	This article answers the three basic questions to ask yourself about action research: <ul style="list-style-type: none"> - What do you want to know? - How are you going to find out? - What are you going to do once you find out?
	“Action research”	https://www.teachingenglish.org.uk/article/action-research	Article Cheron Verster 	Be your own researcher! Practical guidelines to investigating what’s happening in your own classroom by planning, observing and reflecting. A very useful ‘how to’ article.
	“Putting teacher action research into action”	https://www.teachingenglish.org.uk/article/putting-teacher-action-research-action	Article Larry Ferlazzo 	How does action research actually work? Here are three accounts of how one teacher applied a simplified version of scientific method to investigate aspects of his work.
	“Action Research – Stop, Start, Continue”	https://www.teachingenglish.org.uk/article/action-research-stop-start-continue	Article Nik Peachey 	A simple but effective way of getting feedback from your students to find out what they would like to do more / less of in the classroom, and what different activities they would like to try.

Reflection	“Reflecting on reflecting”	https://www.teachingenglish.org.uk/blogs/editorrachael/ceri-jones-reflecting-reflecting	Article Ceri Jones 	In this article a teacher recommends some simple and effective tools to help you to record and organise the way you think about what happens in your classes, and what reflection can teach you.
	“Reflecting on teaching”	https://www.teachingenglish.org.uk/blogs/chia-suan-chong/chia-suan-chong-reflecting-teaching	Article Chia Suan Chong 	A mini-toolkit of methods and tools for capturing information about your teaching, with advantages and disadvantages listed for each to help you decide what might work best for you.
	“Reflective teaching: Exploring our own classroom practice”	https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice	Article Julie Tice 	Some practical suggestions for using reflection tools (teacher diaries, peer observation, recording lessons, student feedback), including a useful downloadable template for organising your diary, and guidelines for what to do next!
	“Motivation 2 – The teacher”	https://www.teachingenglish.org.uk/article/motivation-2-teacher	Article Jo Budden 	An article about how to motivate (or re-motivate) yourself as a teacher. The author’s suggestions are a menu of practical ideas for professional reflection.
	“A guide to Continuing Professional Development – Peer observations”	https://www.teachingenglish.org.uk/sites/teaching/files/c227_cpd_peer_observations_report_v2_1.pdf	Booklet 	This booklet outlines different types of peer observation, with useful tips for observation etiquette and a Peer Observation Record, a simple frame for notes and comments while observing lessons.

	“Repertoire”	https://www.teachingenglish.org.uk/article/repertoire	Article Andy Baxter 	<p>As teachers we all have our own ‘repertoire’ – tried and trusted activities and ways of doing things in the classroom that we have developed over time. This thought-provoking article asks why items may drop out of our repertoires and how we can maintain and extend them.</p>
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