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English for Educational Systems (EES)
—
New Ways of Teaching: Research and Insight

November 2021. Graham Stanley graham.stanley@britishcouncil.org

https://americas.britishcouncil.org/new-ways-of-teaching

Challenges in the Americas

Lack of sufficient, well-prepared English teachers...a bottleneck in most countries – *"need to explore innovative solutions that can yield results over reasonable periods of time at an aceptable cost."*

Collaborative Expertise – "look beyond formal Education... consider ways of leveraging efforts at the school level with... independent training institutions."

Lack of data – monitoring and evaluation essential

English Language Learning in Latin America

SEPTEMBER 2017

Kathryn Cronquist and Ariel Fiszbein

https://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America-Final-1.pdf
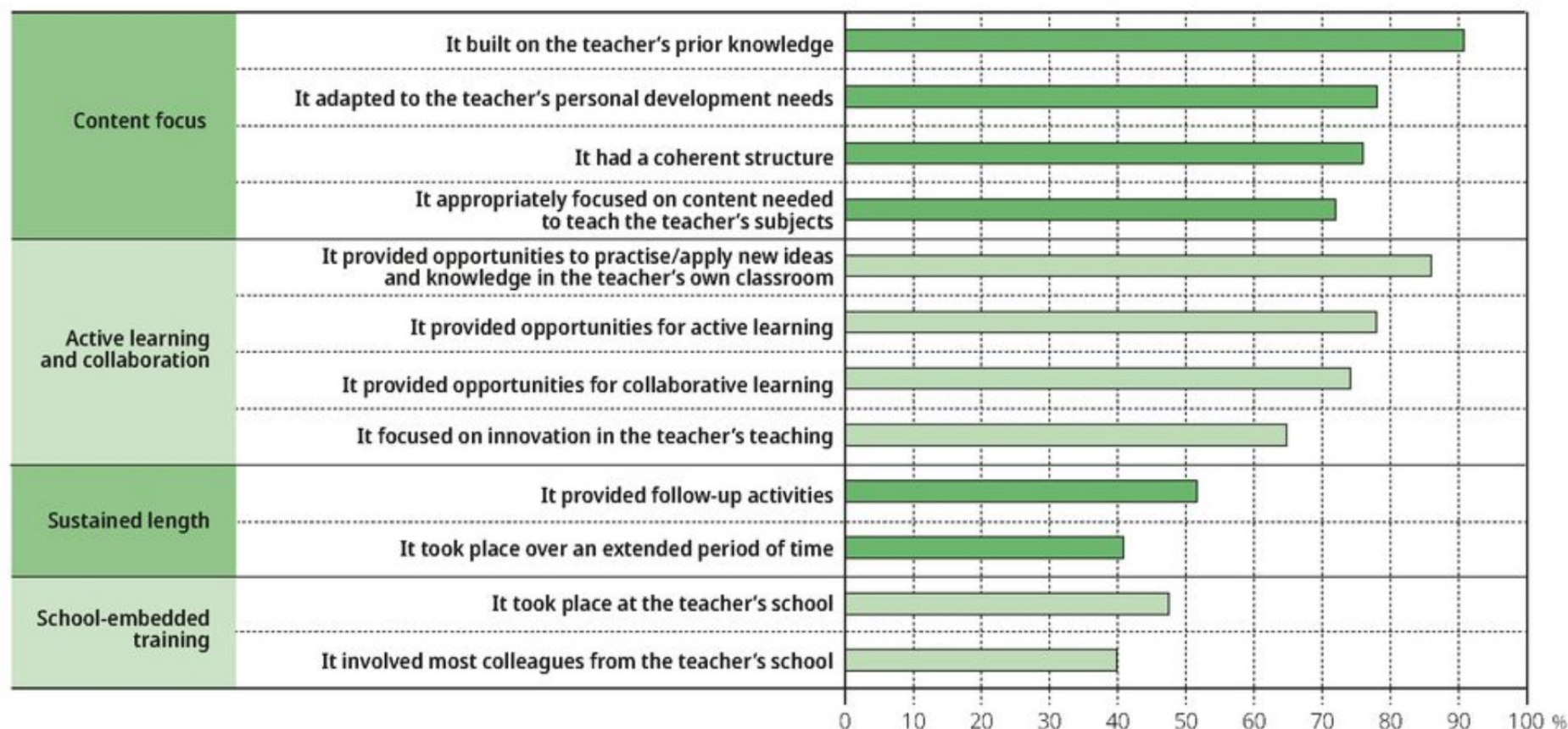
TALIS: Teaching and Learning International Survey

Countries participating in study included Chile, China, Colombia, Japan, Mexico, Spain, & UK

Teachers report that **professional development based on collaboration and collaborative approaches to teaching is among the most impactful for them**

http://www.oecd.org/education/talis

TALIS 2018 results

Figure I.5.5 **Characteristics of effective professional development, according to teachers**

Percentage of lower secondary teachers for whom the most effective professional development activities had the following characteristics[1] (OECD average-31)

Category	Characteristic	Percentage
Content focus	It built on the teacher's prior knowledge	~91
	It adapted to the teacher's personal development needs	~78
	It had a coherent structure	~76
	It appropriately focused on content needed to teach the teacher's subjects	~72
Active learning and collaboration	It provided opportunities to practise/apply new ideas and knowledge in the teacher's own classroom	~86
	It provided opportunities for active learning	~78
	It provided opportunities for collaborative learning	~74
	It focused on innovation in the teacher's teaching	~65
Sustained length	It provided follow-up activities	~52
	It took place over an extended period of time	~41
School-embedded training	It took place at the teacher's school	~47
	It involved most colleagues from the teacher's school	~40

1. Includes teachers who report on the professional development activity that had the greatest positive impact on their teaching in the 12 months prior to the survey. Teachers declaring that none of the professional development taken in the last 12 months had a positive impact in their teaching practice were filtered out and are not covered in the figure.

Values are ranked in descending order of the characteristics of the most effective professional development activities as reported by teachers.

Source: OECD, TALIS 2018 Database, Table I.5.15.

StatLink http://dx.doi.org/10.1787/888933932817

http://www.oecd.org/education/talis

5

Global insight from MoEs and teachers

https://www.teachingenglish.org.uk/article/ministries-education-responses-during-covid-19

BRITISH COUNCIL TeachingEnglish

English language teaching and Covid-19
—
A global snapshot of Ministries of Education responses in the state primary and secondary sector

21 May 2020
#TeachingEnglishInsight

BRITISH COUNCIL

English language teaching and Covid-19
—
A global snapshot of Ministries of Education responses during the period of school reopening, in the state primary and secondary sector

October 2020

www.britishcouncil.org

BRITISH COUNCIL TeachingEnglish

English language teaching and Covid-19
—
A survey of teacher and teacher educator needs during the Covid-19 pandemic April - May 2020

June 2020
#TeachingEnglishInsight

www.britishcouncil.org

New Ways of Teaching: Skills and CPD for Teachers

RASCRA

Initiatives that promoted collaboration spaces and the construction of **professional learning communities** were **fundamental for the support** and **training of teachers**.

51% of the **teachers** interviewed considered that the most important allies in training were their own colleagues. **27%** said the **school authorities, 7% the government** and other.

NWOT

Teachers' associations and **unions** have been a **major resource for teacher education and professional support** during the Covid pandemic

REPORT

NEW WAYS OF TEACHING

SKILLS TEACHERS NEED IN ORDER TO TEACH IN

2020-2021

BRITISH COUNCIL   elt consultants
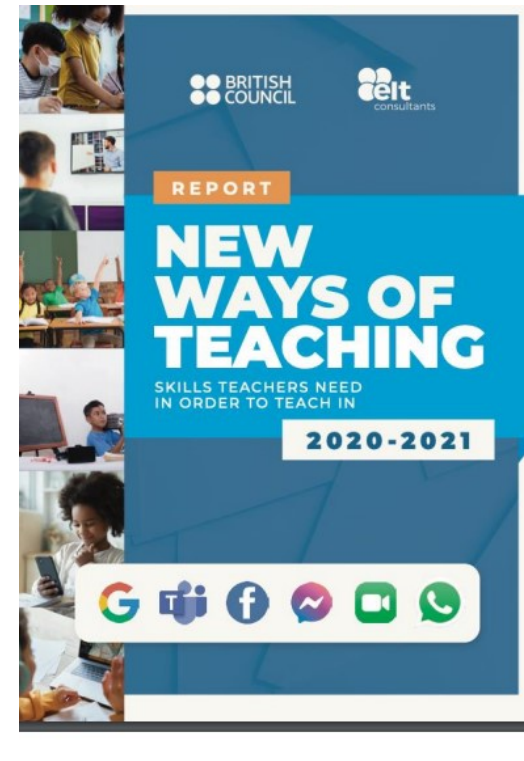
Research and Analysis of Schools Closures Response in the Americas (RASCRA) - 2020

Final Report - February 2021

BRITISH COUNCIL

https://americas.britishcouncil.org

RASCRA: Key Findings (1/3)

- The educational community highly valued **participative spaces** for dialogue and thought in the process of government decision-making. This allowed for more **contextualized solutions** within the emergency situation.

- By forcing school closures, in the context of inadequate **technological infrastructure** in the majority of students' homes, the COVID-19 crisis sharpened the **inequity in access** to learning.

- Teachers were driven to **customize learning**, designing **personalized resources** and strategies due to the heterogeneity in students´ contexts and experiences.

RASCRA: Key Findings (2/3)

- The transition from face-to-face to distance education largely implied the incorporation, in some cases unprecedented, of **digital technology** to the teaching and learning process.

- Collaborative professional **learning spaces** were highly valued by teachers and that they played a fundamental role in their training, support and containment, particularly in the face of an unprecedented teaching context and with the need to **adapt** their **practices**.

- The need for **contextualized solutions** gave space for broader decision margins at the institutional level, resulting in an increase of schools' autonomy.

www.britishcouncil.org

RASCRA: Key Findings (3/3)

- A greater interest in developing instances of **formative assessment**.

- The complexity of the context increased the appreciation of the **role of teacher** and the **school space** as key elements for the education of students.

- The crisis has made visible and strengthened the **link** between **the school and the families**.

- The crisis has made visible the importance of working with other actors in the community, such as **third sector organisations** and the **private sphere**.

RASCRA: Curriculum & Communication

- **50.7%** of the teachers consulted made curricular adaptations to suit their students.

- According to the survey results, the **most used resources** were **materials developed by the teachers themselves**

- Most effective strategies = **asynchronous** with **follow-up and facilitation by the teacher** and that involved materials that the teachers themselves developed,

- Much of the follow-up of students happened through **direct communication between teachers and students**.

- **74.5%** of the teachers claim to have communicated with **50% or more** of the class at least once a week

- **25.4%** of the surveyed teachers could only communicate with **30% or less** of their students.

RASCRA: Teachers' well-being during Covid-19

- **46%** of teachers stated that household chores affected the process of teaching.

- In many countries, teachers live in households with school-age children with whom they shared a **single computer or mobile device**.

- In these cases, the **use of the device** was **divided into shifts** so that the teacher dictates the class and his/her children learn, causing a shift of schedules and work in hours outside the stipulated framework.

- **Even in private schools**, with greater resources for teachers, **problems related to teacher's mental health** were evidenced by the overload caused by working from home.

RASCRA: Continuing professional development (CPD)

- **51%** of the teachers interviewed considered that the most important allies in training were their own colleagues. **27%** said the **school authorities**, **7% the government** and other.

- *"Teachers who quickly adopted ICTs usually trained their colleagues. A pyramid was built, and the second sector was found —those who come to adopt the technology with a little more effort—. They were the ones who could best accompany their peers. Each month, they led different initiatives, implementing different practices, and that is where it started to work."* (Mexico)

RASCRA: good practices

- Inclusion of **socio-emotional content** in the curriculum and teacher strategies.

- Developing and emergence of **communities of practice**

- **Engagement of families** in the learning process

- Building **new channels for teacher participation** in ministry decision-making process and material development.

RASCRA: experience in focus

Although there is still not enough information regarding student learning and the effectiveness of the programs and policies implemented in the different countries, the analysis of the selected experiences in focus and the perception of the teachers who participated in focus groups, allows us to glimpse some significant points.

- Those **programs or initiatives that have a long-term vision** gave a **more contextualized and meaningful response** to the closure of schools.

- The greater **diversification of strategies** or comprehensive proposals had a **greater influence** and were **able reach more students**.

- The **initiatives that promoted collaboration spaces** and the construction of **professional learning communities** were **fundamental for the support** and **training of teachers**.

- Countries that had **digital preparation** and **clear objectives prior to the pandemic** were able to **face the closure of schools without great difficulties**

Exploratory Action Research (EAR)

We can also picture Exploratory Action Research like this ...
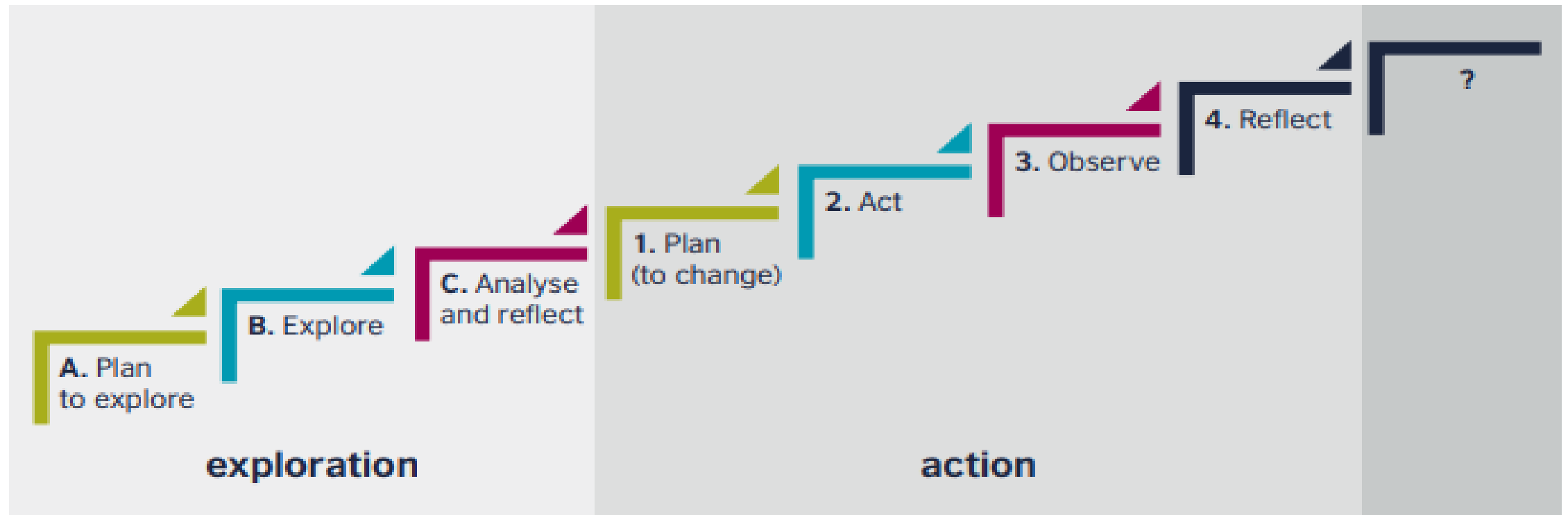
Steps of Exploratory Action Research

Smith, R. and Rebolledo, P. *A Handbook for Exploratory Action Research*, British Council (2018)

Exploratory Action Research (EAR)

www.teachingenglish.org.uk/article/a-handbook-exploratory-action-research
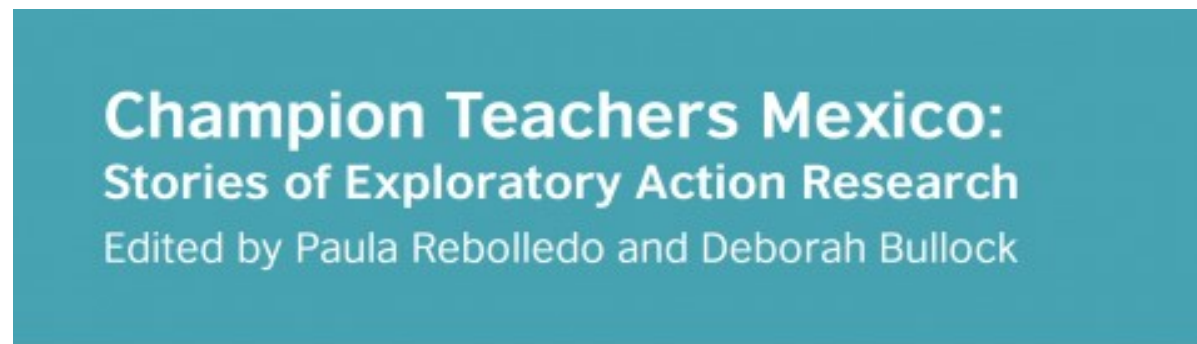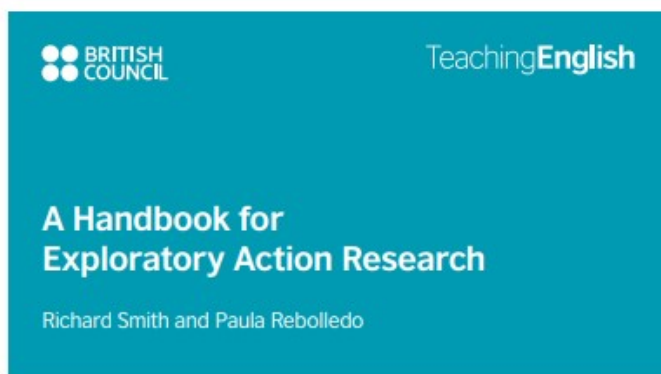
ww.teachingenglish.org.uk/article/champion-teachers-mexico-stories-exploratory-action-research

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English for Educational Systems (EES)

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New Ways of Teaching: Continuous Professional Development (CPD)

November 2021. Graham Stanley graham.stanley@britishcouncil.org

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What is CPD?

'Continuing Professional Development (CPD) is a **planned**, **continuous** and **lifelong process**. Through it, teachers **develop** their **personal** and **profesional qualities**, and **improve** their **knowledge, skills** and **practice**. This **improves** their **profesional autonomy**, their **performance in the classroom** and the **development of their organisation** and **learners**.'

Adapted from Padwad, Amo; Dixit, Krishna (2011) Continuing Professional Development: An Annotated Bibliography. British Council

https://tinyurl.com/p3drctxa

What is CPD for you?

What about you?

CPD is usually...

A. ...decided by my institution

B. ...decided by me and the other teachers I work with

C. ...something I do unsupported by my institution

D. ...not something I do much (or any) of

Your turn...

What is CPD for you?

KASA Framework self-reflection

what is **ELT** ?

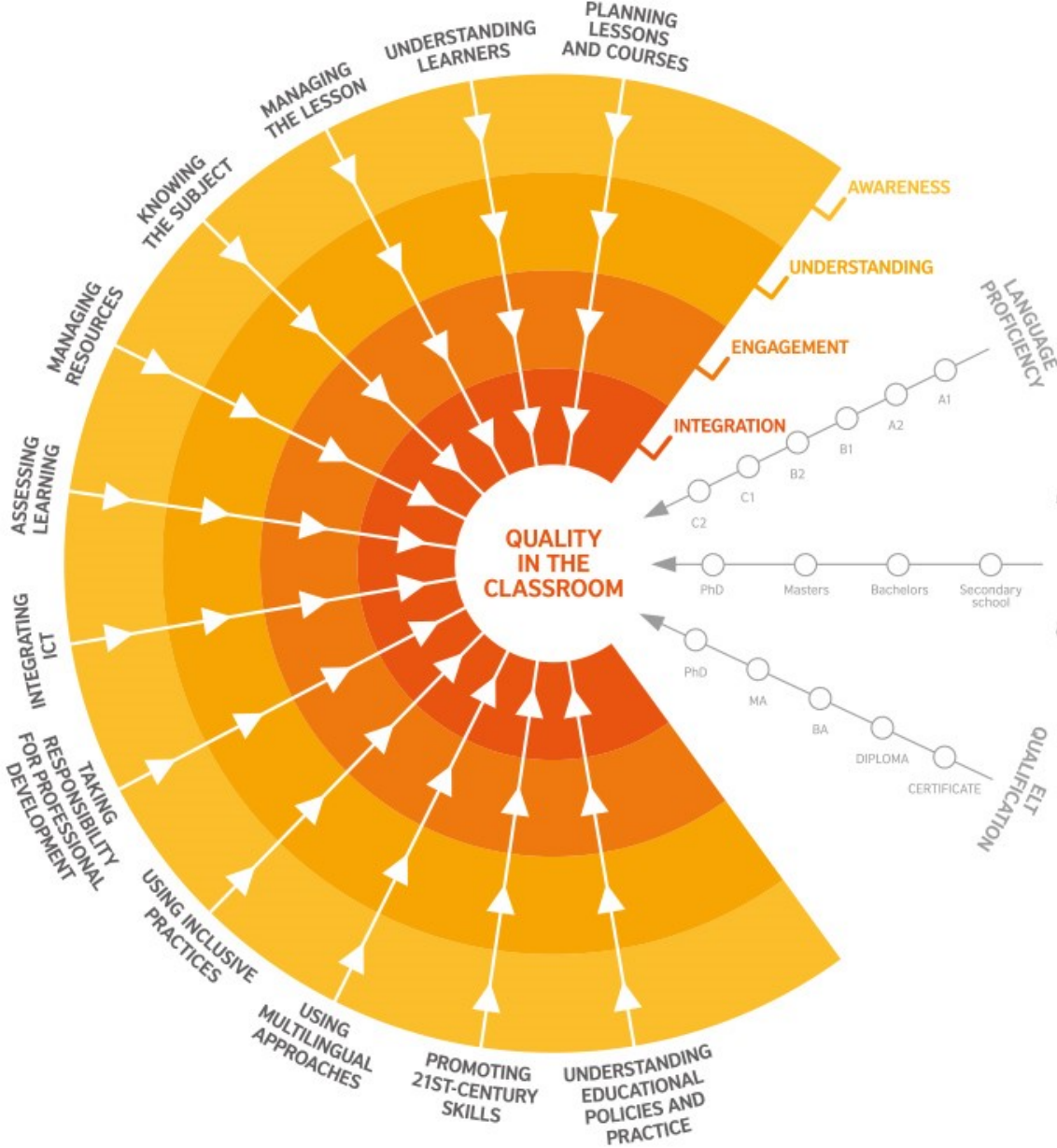|	Strengths	Areas for improvement	Action Plan
Knowledge			
Awareness			
Skills			
Attitude			

Reference: Freeman, D. (1989) Teacher training, development and decision making: a model of teaching and related strategies for language teacher education. TESOL Quarterly Vol 23.

www.whatiselt.com/single-post/2017/10/26/What-is-the-KASA-Framework

The KASA framework
Donald Freeman in 1989

Knowledge - what we know about the subject matter, the learners' background, language level and also context.

Awareness – how we can perceive the impact and effectiveness of our actions, and the response of the learners.

Skills - teaching kills such as classroom management, etc. Attitude - the way we think about the profession, our learners and the learning process, etc.

Left diagram — QUALITY IN THE CLASSROOM

Stages: AWARENESS, UNDERSTANDING, ENGAGEMENT, INTEGRATION

Segments: PLANNING LESSONS AND COURSES, UNDERSTANDING LEARNERS, MANAGING THE LESSON, KNOWING THE SUBJECT, MANAGING RESOURCES, ASSESSING LEARNING, INTEGRATING ICT, TAKING RESPONSIBILITY FOR PROFESSIONAL DEVELOPMENT, USING INCLUSIVE PRACTICES, USING MULTILINGUAL APPROACHES, PROMOTING 21ST-CENTURY SKILLS, UNDERSTANDING EDUCATIONAL POLICIES AND PRACTICE

LANGUAGE PROFICIENCY: A1, A2, B1, B2, C1, C2

ELT QUALIFICATION: PhD, Masters, Bachelors, Secondary school

QUALIFICATION: PhD, MA, BA, DIPLOMA, CERTIFICATE

Right diagram — QUALITY IN TEACHER EDUCATION

Stages: FOUNDATION, ENGAGEMENT, INTEGRATION, SPECIALISATION

Segments: UNDERSTANDING THE TEACHING CONTEXT, UNDERSTANDING HOW TEACHERS LEARN, KNOWING THE SUBJECT (ENGLISH), PLANNING, MANAGING AND MODERATING TEACHER LEARNING, MANAGING AND DEVELOPING LEARNING RESOURCES FOR TEACHERS, DEMONSTRATING EFFECTIVE TEACHING BEHAVIOUR, SUPPORTING AND MENTORING TEACHERS, MONITORING TEACHER POTENTIAL AND PERFORMANCE, RESEARCHING AND CONTRIBUTING TO THE PROFESSION, TAKING RESPONSIBILITY FOR OWN PROFESSIONAL DEVELOPMENT

ENABLING SKILLS

SELF-AWARENESS FEATURES

www.britishcouncil.org/education/schools/teaching-for-success

IATEFL

https://ltsig.iatefl.org

TAGs – Teacher Activity Groups

The British Council's approach to CPD is called **Teaching for Success**, provides frameworks, resources and support for needs-based and contextualised teacher development.

One aim of Teaching for Success is to raise awareness among educational authorities that conventional top-down, short-term, large-scale cascade models of in-service teacher education are not delivering visible and sustained changes in teaching and learning.

In recent years the British Council has promoted additional forms of CPD which, in line with international insights into effective teacher learning (Desimone, 2011; Earley & Porritt, 2009; Zepeda, 2019), have sought to provide teachers with **opportunities to learn collaboratively,** over time, and in a manner which is **more teacher-driven** and **linked to what happens in classrooms**.

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TeachingEnglish

Professional development through Teacher Activity Groups
A review of evidence from international projects

Simon Borg, Amy Lightfoot and Radhika Gholkar

www.teachingenglish.org.uk/article/professional-development-through-teacher-activity-groups
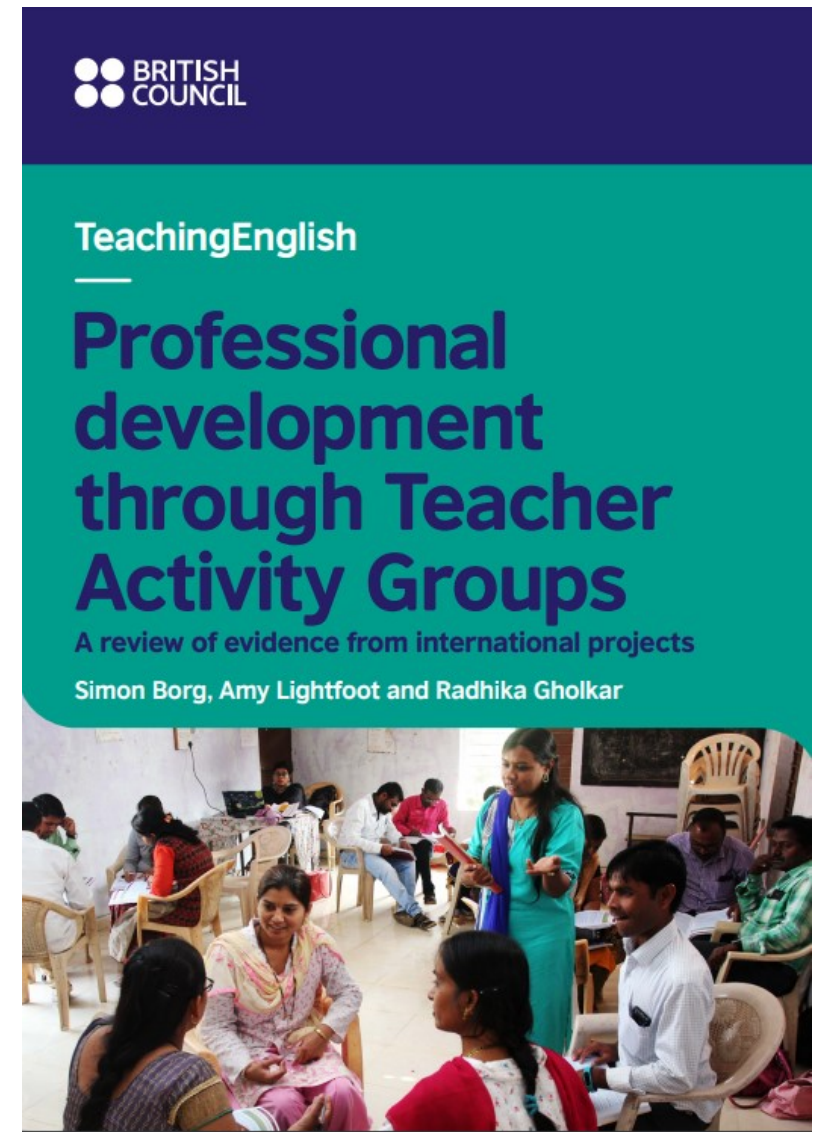
Helping groups of Teachers with their CPD

What are TAGs?
TAGs are peer-led support groups which teachers can join as part of their professional development. In English and Education projects, TAGs often focus on teachers helping each other expands and practise their skills and sharing new teaching ideas and techniques. TAGs encourages teachers to take responsibility for their own learning, connecting it directly to the issues they face in the classroom. TAG facilitators do not take the lead in a training role, but enable focused discussion, sharing of experience and collaborative learning.

An example of Collaborative Expertise at work.

What is your approach to CPD?

What about you? Are you...

A. ...a member of a Teacher Association or Community of Practice?

B. ...an organiser / committee member of a TA or CoP?

C. ...not involved but now interested in joining a TA or CoP?

Your turn to talk. Find a colleague and discuss

Reflect on the above and talk about your experience?

What do you think belonging to a TA or CoP could do for you?

What about TAGs? Are you interested in joining or starting one?

Would your TAG be about something in particular? What would that be?
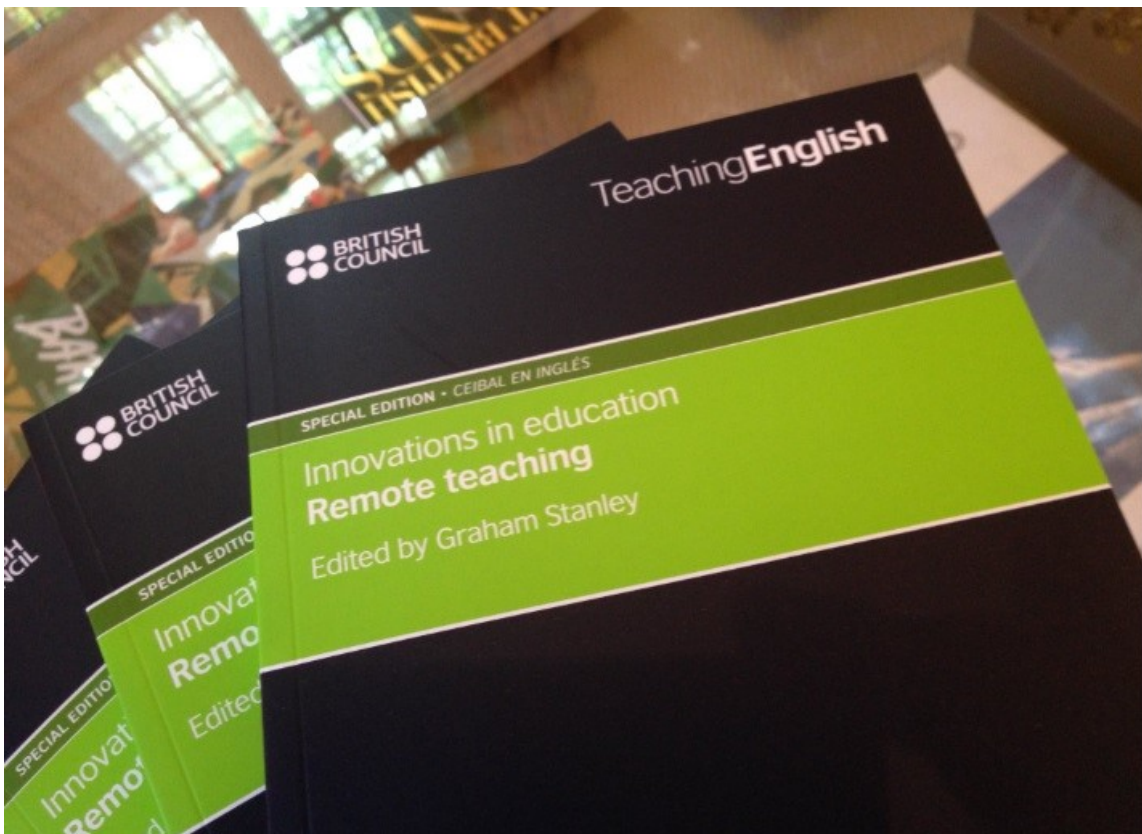
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New Ways of Teaching: Remote Teaching

November 2021. Graham Stanley graham.stanley@britishcouncil.org

Remote teaching

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https://www.teachingenglish.org.uk/article/
innovations-education-remote-teaching

https://ltsig.iatefl.org/new-research-book

Remote teaching and Teacher training

BRITISH COUNCIL | **BBC**   TeachingEnglish

Teaching kids   Teaching teens   Teaching adults   Teacher development   Training courses   Events   Magazine

Home » Continuing professional development » Integrating ICT

Innovations in education: Remote teaching

★★★★★
Average: 5 (1 vote)

Remote Teaching is a collection of articles, research papers and case studies t
practitioners and policymakers insight into live online language teaching and te
training.

INNOVATIONS SERIES

Innovations in education
Remote teaching
Edited by Graham Stanley

Many of the chapters focus on *Ceibal en Inglés*, an innovative programme teaching primary children in Uruguay. Others take a more general view, and there are also case studies from the UK, Argentina, Mexico and Iraq.

Ana Cristina Pretas - Six Degrees of Integration

Ann Foreman: Using social networks and media to support our continuing professional development

Assessing and Evaluating English Language Teacher Education, Teaching and Learning

Audio exchange project

Ben Goldstein - A history of video in ELT

Keeping students engaged and motivated

Eye contact and screen presence. How can you best establish eye contact with students when teaching remotely?

Don't be just a talking head. If you want your lesson to be memorable, don't just present yourself as a talking head.

Body language. Exaggerate gestures and face expressions. Gesticulate, use mannerisms, posture and stance to convey emotion

Use of Voice. Vary the Volume; change the tone; vary the pace.

Minimise distractions. Keeping the attention of students online can be a challenge.

Use of the camera. Use realia; zoom in and out; show something other than yourself.

Be familiar with the technology. Keeping the attention of students online can be a challenge.

Troubleshooting. Try to learn how best to solve technical problems yourself.

https://www.britishcouncil.org/voices-magazine/remote-teaching-how-keep-learners-attention

Remote Teaching & CPD Pre-and-Post-COVID-19

Adapting the CPD framework for remote teaching

REMOTE LANGUAGE TEACHING AND CONTINUING PROFESSIONAL DEVELOPMENT

Alicia Artusi & Graham Stanley

Abstract

Remote language teaching, the innovative practice of teaching a language interactively via videoconferencing, requires an innovative approach to continuing professional development (CPD) for those teaching remotely. This chapter looks at how remote teaching is different from face-to-face classroom teaching and how that affects the approach to CPD. After taking a general look at CPD and remote teaching, the chapter uses the large-scale remote teaching project that the British Council is undertaking in Uruguay in partnership with Plan Ceibal to examine how an evidence-based approach was used to understand the needs of teachers to provide CPD based on the British Council's *Teaching for Success* framework.

DIGITAL INNOVATIONS AND RESEARCH IN LANGUAGE LEARNING
Edited by Sophia Mavridi and Vicky Saumell

A Project of iatefl   LT SIG
IATEFL Learning Technologies Special Interest Group

www.britishcouncil.org

https://ltsig.iatefl.org/new-research-book/

A good remote teacher... (1/2)

...adapts the objectives of the lesson to the characteristics of the class, culture, age, needs and interests

...anticipates problems of teaching remotely and thinks of solutions with the classroom teacher

...deals with the unexpected

...uses props, toys, posters, puppets, etc.

...is well-prepared and ready before starting the class

...finds ways of communicating effectively at a distance

...demonstrates tasks and checks understanding

DIGITAL INNOVATIONS
AND RESEARCH IN
LANGUAGE LEARNING
Edited by Sophia Mavridi and Vicky Saumell

A Project of iatefl LT SIG
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https://ltsig.iatefl.org/new-research-book

A good remote teacher… (2/2)

…trains students to use the learning management system so they become independent learners

…promotes collaborative work in the LMS

…has resources ready before starting the lesson

…makes use of a whiteboard to share new vocabulary, etc.

…uses gestures, smiles, stands-up (i.e. does not sit all the time)

…includes a variety of tasks and routines to provide a dynamic and safe environment

…is camera-aware and tries out new ways of transcending the screen

…keeps the students active during the lesson

DIGITAL INNOVATIONS
AND RESEARCH IN
LANGUAGE LEARNING
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