

A User's Guide to Institutional CPD

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Centre of
English Studies

What does TD look like in CES?

1. A Biannual Teacher Development Plan based on Feedback from Teachers, Students, and observations. Events inc.

- I. Workshops
- II. Action Research Groups
- III. Professional Development Groups
- IV. Mentor Sessions

2. Observation/Appraisals process

3. Support for further education

4. Support for external involvement in TD opportunities



Teacher Development Plan (Jan-June 2018)

Centre of English Studies

Teacher Development in CES

Rationale

An academic institution with the scale of the Centre of English Studies must ensure that all areas of the company develop in tandem. Therefore, alongside growth in other areas there should be a conscious and active effort made to develop the quality of teaching provided.

Initial teacher training provides a base level of quality but there must be some sort of structure within the institution within which standards can be set and quality can be measured.

The CPD Department can provide a forum for teachers to discuss any problems or questions they may have with their teaching, allowing them to evaluate their own performance and proactively address any issues they may have in a formalised and supportive environment.

The framework of the CPD Department encourages teachers to actively participate in their own development by providing scope for research projects, charring of knowledge-share sessions, attendance at teacher development days, conferences, and webinars, and the delivery of workshops themselves.

The CPD Department can provide a medium through which new information and innovations in the ELT industry can be disseminated throughout the teaching staff, be it through workshops, knowledge-share sessions, notices on the CPD noticeboard, or posts on the CES Teacher Website (<http://teachers.ces-schools.com/joomla/>).

Key Principles

- Continuous Professional Development in the Centre of English Studies aims to be as collegiate and teacher based as possible. Sharing experience is and will be a strong feature of all CPD activities.
- By way of decentralising the CPD activities within the school, the establishment of action research groups are encouraged and facilitated. The purpose of these groups is to allow the development of teacher autonomy and agency when it comes to certain stated aspects of teaching. The establishment of these groups will help to ensure a cascading of authority and responsibility for one's own CPD throughout the academic staff.
- Guidance and directing is favoured over lecturing and 'infodumping'. The focus is on facilitation of professional development and education as to 'best practice' where necessary.
- Practicality is favoured over theory. There is to be a strong focus on the realities of teaching in a busy language school.
- CPD activities are to be tailored for teachers with different interests and at different levels of development and experience and with different interests and development agendas.

Creation of the TD Plan for 2018

Teacher Development Priorities

1. Implementation of the new Curriculum Framework Document to create a clearer signposting in lessons and encourage classroom experiment.
2. A focus on integrating Pronunciation into classroom practice.
3. A focus on improving the quality of Assessment in the classroom.
4. A review of ways to integrate technology into the classroom
5. A procedure whereby each teacher development event is assessed and actioned.

Provisional Teacher Development Workshop Plan for 2018

Half 1: Jan-Jun

1. Workshops

Title/Topic	Date
Visual Learning	January 29th
Building Assessment into lessons	February 26th
Developing and Assessing Listening Skills	March 12th
Discipline and dealing with difficult students	March 26 th

1. Series of Workshops (approx. 9 every 6 months)
2. Action Research Groups:
 - Small groups, 3 month periods
 - Set focus: Video Obs., Inclusivity, Homework.
 - Ends with Knowledge Share
3. Professional Development Groups:
 - 6-8 Ts. PDG Room (every Friday/Monday afternoon)
 - Group Leader sets discussion/research topic
 - Sits for 2 months, discusses several focuses, presents findings
 - Intended to better inform INSET/AR sessions
4. Mentoring:
 - Set programme in summer
 - On demand at other points

As a teacher...

- a. End of Workshop feedback forms
- b. Mentor/PDG/AR sessions as way of exploring preferences, interests.
- c. Encouragement and support to do further study (MA, Delta, Online Courses, etc.)
- d. Encouragement and support to 'get involved' in the wider ELT world (conferences, articles, etc.)

For the Future:

To make PDGs and AR groups an imbedded part of what we do as a school, increase the Teacher input into TD programme.

