

Targeting Teachers' PD Needs

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Who is English Australia?

- Peak body & member association
- Around 120 member colleges
- Main areas:
 - **Leadership & Advocacy:**
‘Voice of ELICOS sector’
 - **Professional Development**



- *English Australia Journal*
- English Australia Conference
- Workshops, PD Fests, webinars
- Action Research in ELICOS Program
- New CPD Framework





www.englishaustralia.com.au

Continuing Professional Development Framework

THE ENGLISH AUSTRALIA CPD FRAMEWORK:



PROFESSIONAL
DEVELOPMENT FOR
ELICOS TEACHERS

www.englishaustralia.com.au/cpd-framework.html

Session Overview

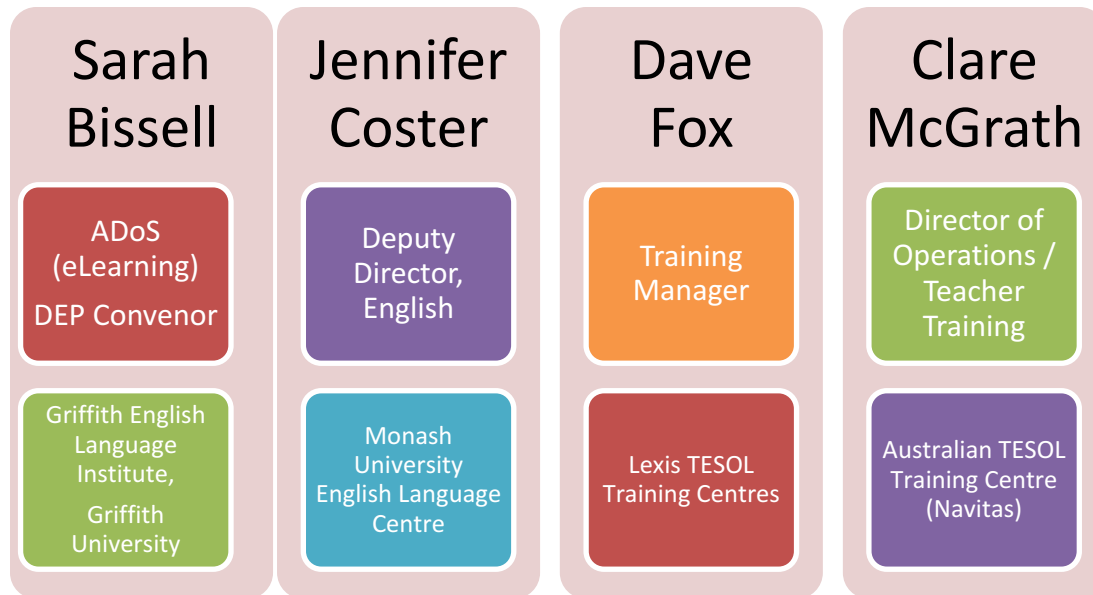
- What is the CPD Framework? How was it developed?
- How to use the CPD Framework.
- Key ideas: 1) Keep a PD Portfolio
2) Be proactive with your CPD journey

Over to you

- 1) What professional development activities do you do?
- 2) How do you record these activities?
- 3) Do you experiment with new ideas learnt from PD in the classroom?

Framework Development

- Steering Committee:



- Research about Continuing Professional Development
- ELICOS sector consultation

Personalised, self-directed PD



Novice



Mid Career



Late Career

Development Areas:

- Methodology
- Assessment/feedback
- Lesson & course planning
- Classroom interaction & management/customer service
- Intercultural competence
- Content knowledge
- Digital media
- Research

Stages of the Teaching Lifecycle

Areas of development

	Phase 1	Phase 2	Phase 3	Expert
Methodology				
Assessment/ feedback				
Lesson and course planning				
Classroom interaction /customer service				
Intercultural competence				
Content knowledge				
Digital media				
Research				

How to use the CPD Framework

Four easy steps:



1) Determine
PD needs



2) Match
needs to CPD
Framework
resources



3) Undertake
and record PD
activities



4) Reflect,
discuss,
experiment,
share

1. Determine PD Needs

- Teachers can request an indication of their specific development areas from their managers.

- Teachers can use recent observation feedback to inform their choices.

- Self-assessment using the *Cambridge Development Tracker* or the *European Profiling Grid* self-assessment tool for teachers.

Needs self-assessment

tracker.cambridgeenglish.org/

Cambridge English

Teacher Development Tracker

Understand where you are in your professional development.

TAKE SELF ASSESSMENT

CREATE NEW ACCOUNT

LOG IN

Create an account to save information about your development progress and track it over time

[About](#) | [Suggestions to Develop](#) | [Privacy and Data Policy](#) | [Terms of Use](#)



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge
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Cambridge English

Teacher Development Tracker

Learning and the Learner

STEP 1 OF 4 LEARNING THEORIES

How much do you understand about the theories of how people learn languages?

(e.g. critical period, implicit/explicit learning, immersion, comprehensible input, L1 transfer, individual differences)

I have a **basic** understanding of them.

I have a **reasonable** understanding of them.

I have a **good** understanding of them.

I have a **sophisticated** understanding of them.

Do these theories guide you when you are planning lessons or teaching?

These theories **rarely** guide what I do.

These theories **sometimes** guide what I do

These theories **often** guide what I do.

These theories **almost always** guide what I do.

NEXT

SAVE PROGRESS

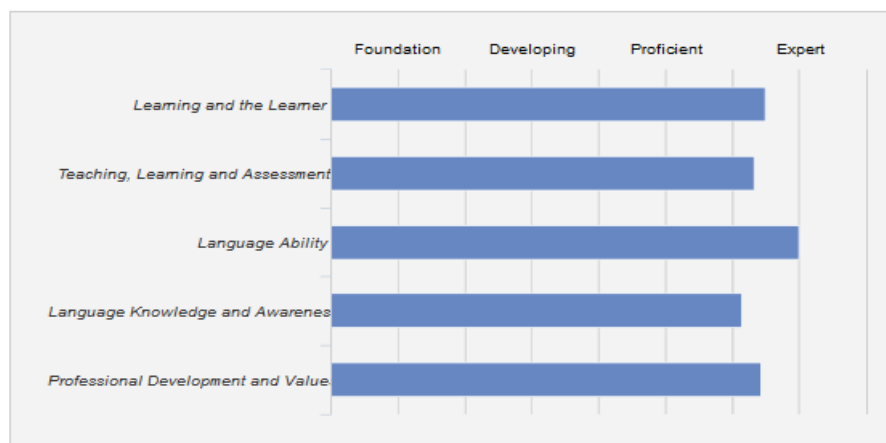
Needs self-assessment



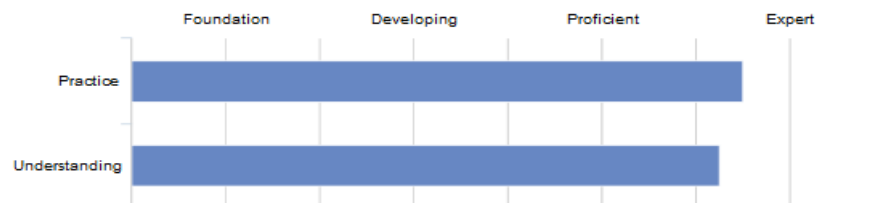
Cambridge English

Teacher Development Tracker

Your Profile



Understanding vs. Practice



In-Depth Analysis



2. Match needs to CPD Framework Grid resources

Stages of the Teaching Lifecycle

Areas of Development

	Phase 1	Phase 2	Phase 3	Expert
Methodology	W1 Bringing real-life into the classroom: five inspiring ideas R1 Utilising art museums as learning and teaching resources for adult English language learners: The strategies and benefits	W1 Bringing real-life into the classroom: five inspiring ideas W1 Scaffolding critical thinking: A process approach to teaching writing W1 Bookclub Cafe: A new recipe for extensive reading R1 Utilising art museums as learning and teaching resources for adult English language learners: The strategies and benefits	W1 Scaffolding critical thinking: A process approach to teaching writing W1 Bookclub Cafe: A new recipe for extensive reading WK4 The use of learners' own language in multilingual classrooms (NSW, SA)	R1 The 'academic literacies' approach in action: Teaching a pre-sessional EAP program
Assessment, feedback & reporting	W1 Understanding assessment – what every teacher should know	W1 Understanding assessment – what every teacher should know W1 What is Learning-Oriented Assessment?	W1 What is Learning-Oriented Assessment? R1 English Australia Guide to Best Practice in Assessment Moderation and Validation	W1 What is Learning-Oriented Assessment? R1 English Australia Guide to Best Practice in Assessment Moderation and Validation
Lesson & course planning/time management	W1 How to get from Course Book to Classroom?	W1 How to get from Course Book to Classroom? W1 How to write effective classroom materials	W1 How to write effective classroom materials W1 Blended Learning Design (upcoming)	W1 Blended Learning Design (upcoming)
Classroom interaction & management/customer service	W1 Peer observation – how can we make it work? R1 Managing mixed ability classes	W1 Peer observation – how can we make it work? R1 Managing mixed ability classes WS3 Learning outside the classroom: How well do we know our students?	W1 How to avoid teacher burnout WS3 Learning outside the classroom: How well do we know our students?	W1 How to avoid teacher burnout
Intercultural competence	W1 The Development of Intercultural Competency (ICC): A structured approach for practical classroom application (upcoming)	W1 The Development of Intercultural Competency (ICC): A structured approach for practical classroom application (upcoming)	W1 Developing critical intercultural competence in language education (upcoming) R1 Lessons from China: Understanding what Chinese students want R1 Uncovering and understanding international students' prior learning	R1 Lessons from China: Understanding what Chinese students want R1 Uncovering and understanding international students' prior learning
Content knowledge/knowledge of specialisation	W1 Enjoyable activities for EAP W1 Decoding the Phonemic Chart (upcoming)	W1 Enjoyable activities for EAP W1 Making Pronunciation Instruction Accessible: Rhythm and Fluency Techniques W1 Decoding the Phonemic Chart (upcoming)	W1 Making Pronunciation Instruction Accessible: Rhythm and Fluency Techniques R1 'According to ...': Analysing learner development of referencing and evidence integration	R1 'According to ...': Analysing learner development of referencing and evidence integration W1 Teachers Coaching Teachers
Digital media	W1 Mobile pedagogy VWS Apps for action, interaction, learning and teaching	W1 Mobile pedagogy R1 Using wikis and forums for writing practice in ELICOS courses VWS Apps for action, interaction, learning and	W1 Changing our Default Settings (to technology) R1 Using wikis and forums for writing practice in ELICOS courses VWS Apps for action, interaction, learning and	W1 Changing our Default Settings (to technology) R1 Using wikis and forums for writing practice in ELICOS courses

2. Match needs to CPD Framework Grid resources



	Phase 1	Phase 2
Methodology	<p>VWS1 Bringing real-life into the classroom: five inspiring ideas</p> <p>R1 Utilising art museums as learning and teaching resources for adult English language learners: The strategies and benefits</p> <p>R1 Helping students to form and express opinions</p> <p>R1 Exploring academic articles with lower level students</p>	<p>VWS1 Bringing real-life into the classroom: five inspiring ideas</p> <p>W1 Scaffolding critical thinking: A process approach to teaching writing</p> <p>W1 Bookclub Cafe: A new recipe for extensive reading</p> <p>R1 Utilising art museums as learning and teaching resources for adult English language learners: The strategies and benefits</p> <p>W1 Building Schema and Connecting through Listening (upcoming)</p> <p>R1 Exploring academic articles with lower level students</p>

Key W = webinar R = reading WS = workshop VWS = videoed workshop

1,2,3 = 1,2 or 3 CPD credit point(s) ➔ More about **CPD credit points & weightings**

Framework activities are assigned points:

Key	Weight	Mode
1 hour activity: Passive (P)	1	P
1 hour activity: Interactive (I)	2	I
1 hour activity: Lead (L)	3	L

Example activity	Duration	Mode	Points
Webinar attendance	1 hr	P	1
Workshop attendance	2 hrs	I	4
Lead group workshop	4 hrs	L	12

CPD Points Guidelines

Suggested points guidelines help teachers and managers:

CPD participation	Recommended CPD points per year
Minimum	20
Good	25
Excellent	30

3. Record PD activities

Development goal(s)		
PD activity	Date	Duration & CPD points
Reflections/Key take-aways	Action I intend to take/ How I can implement this in my teaching?	Action completed?

4. Reflect, discuss, experiment, share



- Teacher/group of teachers attend a PD event
 - Meet afterwards to discuss topics
 - Conduct peer observations on specific new area
 - Teachers lead workshop for colleagues

4. Reflect, discuss, experiment, share

- Group of teachers choose a webinar
 - Discuss topic before webinar
 - Attend webinar
 - Read a reference article from webinar
 - Hold an article/webinar discussion group



Over to you

- 1) How could you use the CPD Framework to assist on *your* PD journey?
- 2) Would you like to make any comments about the CPD Framework? Do you have any questions?

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To receive English Australia PD Updates:

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QUALITY | SUPPORT | ASSURANCE 