

# **TEACHING FOR SUCCESS: APPROACH AND PROJECTS**

**SDG 4 TEACHER CONFERENCE (ARAB STATES)**

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# TEACHING FOR SUCCESS APPROACH

# MEETING DIVERSE NEEDS

- Ministry of Education staff: Who need to make the education system better, more modern and effective; who need to improve the quality of teaching so that learners get better results
- Education managers: Who need guidance on supporting teachers in their schools and developing as leaders
- Teacher educators: Who need resources to help teachers develop their skills and knowledge, both face-to-face and online; who need to develop their own skills as teacher educators
- Teachers: Who need professional development that suits their context, experience and confidence levels

# APPROACH AND PRINCIPLES

The British Council brings its global professional expertise to create sustainable teacher development solutions which:

- Build local CPD systems and the human resource to maintain them
- Meet the identified teacher needs and government priorities
- Have a positive and lasting impact on quality in the classroom
- Manage the factors across the whole education system that impact on teacher development and quality
- Embed equality, diversity and inclusion at every level
- Make the most effective use of technology for learning

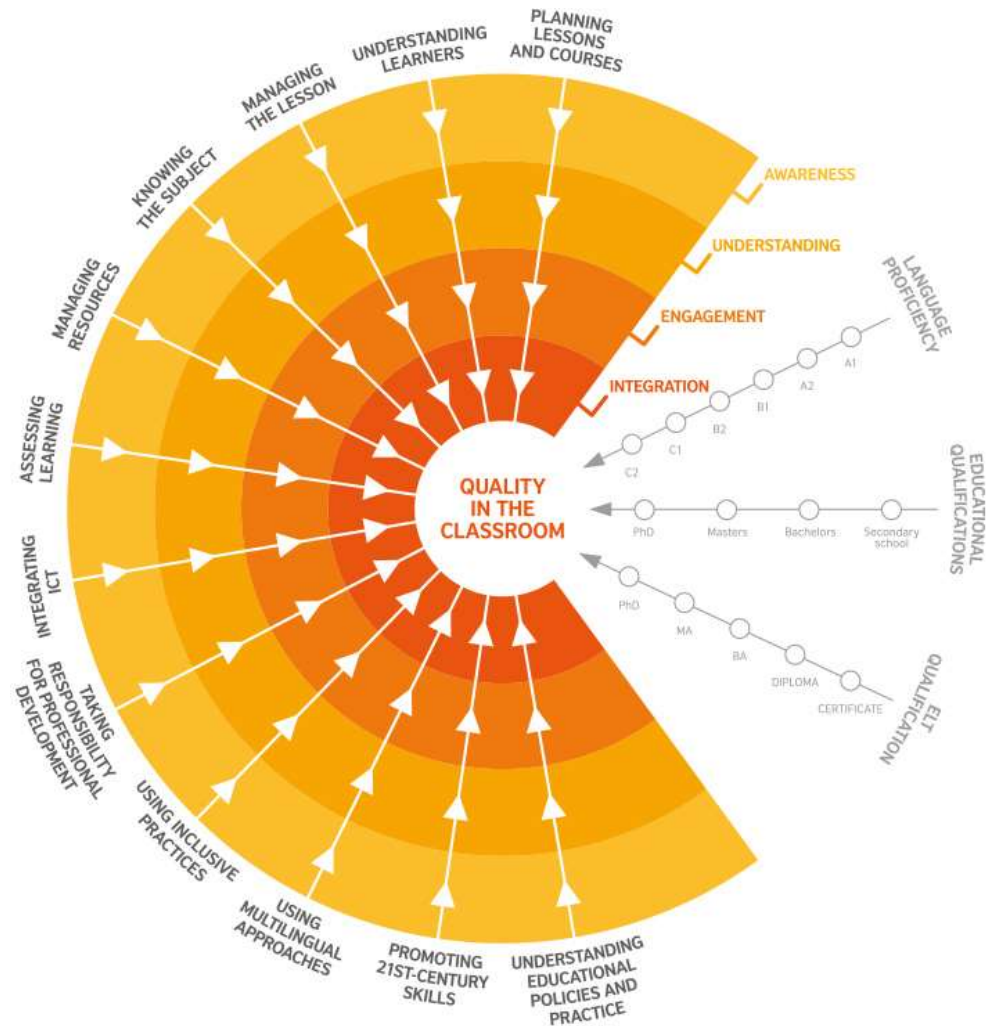
# DEVELOPING QUALITY TEACHERS

- The ultimate outcome of Teaching For Success is that teachers are competent, knowledgeable, highly motivated, committed to their profession and able to innovate and to achieve the best for their learners
- We support this with:
  - consultancy and quality assurance services
  - provision of teacher development activities and resources for teachers
  - English language proficiency and methodology training for teachers

# THE CPD FRAMEWORK

12 professional practices and their elements

4 stages of development



# 12 PROFESSIONAL PRACTICES

- 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 national policies and practice

# 4 STAGES OF DEVELOPMENT

## Understanding learners involves:

Making decisions about teaching and assessment by applying an understanding of the following learner characteristics:

- level of attainment
- preferred ways of learning
- group dynamics
- any special educational needs
- personality
- education, social, cultural and linguistic background
- age
- interests
- motivation to learn
- level of autonomy.

Exploring theories of learning and applying them to my context and learners.

Conducting needs analysis and applying the results.

Applying an understanding of the impact of the learning environment on my learners.

Reflecting on my approach to understanding my learners and the impact this has on their learning.

Each professional practice is described in detail.

Training modules are mapped to the elements of each professional practice.

The elements form a detailed syllabus of what a teacher needs to know and do.



# 4 STAGES OF DEVELOPMENT

<b>Awareness (A):</b>	you have heard of the professional practice
<b>Understanding (U):</b>	you know what the professional practice means and why it's important
<b>Engagement (E):</b>	you demonstrate competency in this professional practice at work
<b>Integration (I):</b>	you demonstrate a high level of competency in this professional practice and it consistently informs what you do at work

# TEACHING FOR SUCCESS PROJECTS

# CASCADE TRAINING AND FOLLOW UP COACHING

- UNICEF Retention Support Programme (2016-2018) and UNHCR Foreign Language Groups (2017), Lebanon
- Cascade training – British Council experts train NGO trainers/coaches and Government of Lebanon teachers, who train teachers/facilitators and university students
- Coaching and follow-up of coaches, teachers and university students by British Council experts and government of Lebanon trainers

# TEACHER ACTIVITY GROUPS (TAGS)

- Jordan and Palestine (around 48 TAGs involving 900 teachers in Palestine)
- Monthly professional development meetings for teachers, facilitated by Coordinators trained by the British Council
- Teachers practice their English, read and discuss an article about teaching methods or techniques, watch a video about teaching, share ideas and experiences from their classes, make an action plan for things they will try in lessons.

# SCHOOL-BASED PEER MENTORS AND SUPERVISORS

- Al Azhar University project, Egypt, English Training Centre with 27 teachers for 750 teachers
- Now training the school teachers to be mentors for 25 teachers in their local areas who are receiving training
- Also giving supervisors an orientation on the teacher development programme and training them on educational project management tools and skills

# **‘MULTI-MODAL’**

- Connecting Classrooms project (started 2008 in Lebanon, phase 3 June 2015 - June 2018), Egypt, Morocco, Palestine, Lebanon, Jordan, Iraq and Yemen
- Building capacity of teachers, school leaders and policy makers to integrate core skills into the curriculum
- Professional partnership, CPD, school leadership, awards and certificates for schools, school policy dialogue