

Worksheet 1

Trainer Version

A. Start by asking the participants the following questions:

Have you ever felt professionally lost? Fed up? Stuck? Do you sometimes think your students are no good and all your efforts are in vain?

In a whole-group discussion establish why this has happened and how it can be avoided.

B. Give out *Worksheet 1*. Show picture slide show. Participants work on the following task.

1. While looking at the picture slide show, try to decide:

- Who is/are in the pictures?
- Where were these pictures taken?

(English teachers, teacher trainers; at DIITT; at a restaurant; in Bucharest University; in front of a hotel; in Iasi, inUniversity; in Blagoevgrad, in South-West University....)

You might like to show the slide show again eliciting from participants how the people in the pictures feel (enthusiastic, inspired, interested, having fun, relaxed, etc.) and expand on the importance of sharing with colleagues, doing things for one's teaching outside the classroom.

C. Group participants in groups of 4. Ask them to work on task 2.

2. In groups of four, share:

- What does **teacher development** involve?
- How can an English teacher develop professionally?
- When and what was the last teacher development event you attended?

Hopefully, participants will mention: seminars and longer courses, reading methodology books, magazines and articles, visiting a library, browsing internet sites like onestopenglish.com, Dave's ESL café, etc., joining a discussion group on the net, observing colleagues' lessons/inviting colleagues to one's lessons, starting on the upgrading system valid for Bulgaria, writing an article, doing a project, gaining an online degree, a CELTA?DELTA certificate, etc.

You might like to add your own perspective of teacher, teacher trainer, project participant, project manager, conference presenter, materials author.

Show (Slide N) **Teachers' voices**.

D. (Slide title: The future???) Mention the role of teachers today. Make the relation to the *National Strategy for Development of School and Pre-school education (2006 – 2015)*. **Chapter VII Raising Teachers' Authority and Social Status:** invest in teachers' qualification, develop a model for teachers' career development, introduce a system for differentiated payment to enhance teachers' motivation and raise the quality of their teaching, to establish a steady tendency of increasing payment for teachers adequate to the social importance of their work. (Slide N ...)

Make it clear that these are still suggestions and that the necessary normative basis has not been created!

Priorities: refreshing subject-specific and methodology knowledge and skills; acquisition of new teaching methods; ICT training

Career development aspects: (Slide title....)

- horizontal– through differentiating a teacher’s job into five levels: junior teacher, teacher, senior teacher, teacher-in-chief, teacher trainer (on the basis of duration of teaching experience; compulsory in-service training and evaluating the results.
- vertically – a change in the requirements for occupying administrative positions (head teachers, deputy-head teachers, experts and heads of RIE)

E. Establish that there is a public need to discuss education and teacher development and that is why it is important to look at how teachers are going to be evaluated. Ask participants to do task 3.

3. In your groups, share

- What do you consider the most important teacher evaluation criteria?
- Have you had any experience so far developing such criteria for your school?

(Slide N...) Suggested Evaluation Criteria:

- Planning, organizing and carrying out teaching
- Using interactive and innovative methods and ICT in teaching
- Teamwork towards development of a suitable school environment
- Working with children and students a) likely to drop out of school, b) belonging to risk groups, c) from multicultural environment, d) of special education needs and/or chronic diseases.
- Working with students towards participation in and winning contests and Olympiads on a local, regional, national and international level.
- Sharing with fellow-colleagues and mentoring novice teachers
- Developing and carrying out projects
- Winning professional awards
- Criteria specially developed by the respective school or kindergarten

Uchitel'sko delo Newspaper, N 5/12.02.2007

F: The picture so far

(Slide N...) Ordinance N 5/29.12.1996

Upgrading system for Bulgarian teachers

Level 5: An oral methodology exam (theory and practice)

Level 4: A written methodology exam (theory and practice)

Level 3: A year-long specialization in a particular field of study, ending in Thesis Paper Defense (based on teacher-generated Action Research)

Level 2: Thesis Paper Defense (based on teacher-generated diagnostic procedure relevant to classroom needs)

Level 1: Thesis Paper Defense (based on teacher-generated innovation/experiment in a particular aspect of TEFL relevant to classroom needs)

Mention that many conference participants and some presenters have gone through this system and this can be taken as proof that it is efficient in enhancing professional confidence.

G. Going back to participant-generated ideas about TD.

Relate the previous to the initial ideas about CPD participants voiced at the beginning by pointing out that apart from the officially acknowledged upgrading levels, there are a variety



of ways that lead to improving one's teaching skills and one's professional motivation. Ask participants to suggest the following:

4. Whole-group brainstorming:

- What do you consider valuable about teaching English?

H. Refer participants to task 5.

5. Think about your own teaching practice. Put down three things about it that you would like to share with your colleagues. How exactly would you share them?

Elicit individual responses.

Sum up by pointing out that there is a variety to share your own bright ideas with other people and give out Handout 1 explaining that these are just several out of the many such opportunities.

I. Round off on a positive note by showing again (Slide N...) **Teachers' voices**. You may wish to show the pictures once again.



Worksheet

1. While looking at the picture slide show, try to decide:

- Who is/are in the pictures?
- Where were these pictures taken?

2. In groups of four, discuss:

- What does *teacher development* mean?
.....
- How can an English teacher develop professionally?
.....
.....
- When and what was the last teacher development event you attended?
.....
.....

3. In your groups, share

- Have you had any experience so far developing such criteria for your school?
- What do you consider the most important teacher evaluation criteria?
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.....

4. Share with a partner:

- What do you consider valuable about teaching English?
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.....

5. Think about your own teaching practice. Put down three things about it that you would like to share with your colleagues. How exactly would you like to share them?

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.....

6. Finish the sentence:

- After this pre conference event I feel



**16th BETA – IATEFL Annual Conference, AUBG, Blagoevgrad
Up the Down Staircase (Pre-conference Event)
Nicolina Tsvetkova, Department of Information and In-service Training of Teachers**

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Handout

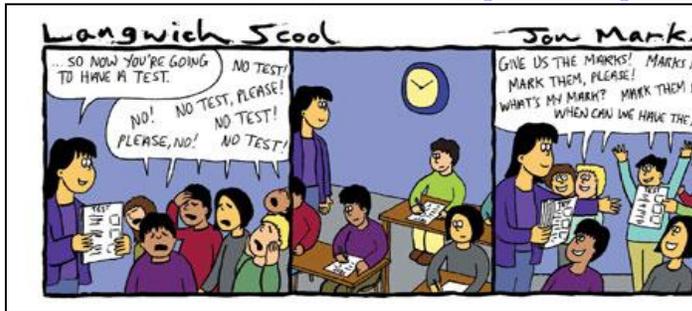
Some ideas on where you can publish

1. *Humanising Language Teaching* - <http://www.hlomag.co.uk>

Joke At the ...

- Can I have a return ticket?
- Where to?
- Well, actually, I do want to come back here.

2. *English Teaching Professional* - <http://www.etprofessional.com/>



ENGLISH TEACHING *professional* (ETp) is always looking for new writers with ideas for articles that will appeal to our readers. For further information about writing for ETp, please contact the editor, Helena Gomm, Email:

 editor@etprofessional.com

3. *TESL-EJ* publishes original articles in the research and practice of English as a second or foreign language. TESL-EJ welcomes studies in ESL/EFL pedagogy, second language acquisition, language assessment, applied socio- and psycholinguistics, and other related areas, for quarterly publication.

4. *The Teacher Trainer* - <http://www.tttjournal.co.uk/> ...is a practical journal for those involved in modern language, especially TESOL, teacher training. Whether you are a teacher who tends to be asked questions by others in the staff room, or a Director of studies with an office of your own, whether you are a mentor or a course tutor on an exam course, an inspector going out to schools or a teacher educator at a university, this journal is **for you**.

5. *English Teaching Forum* - <http://exchanges.state.gov/forum/manuscripts.htm>

English Teaching Forum is an international, refereed journal published by the U.S. Department of State for teachers of English as a foreign language (EFL). *Forum* accepts submissions of previously unpublished articles from English teachers, teacher trainers, and program administrators on a wide variety of topics in second/foreign language education.

6. *iContinuing Education* - <http://www.diuu.bg/ispisanie/> The electronic magazine of DIITT welcomes original contributions from practicing teachers of all subjects