

# Needs-driven continuous professional development – it's in your hands.

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**“This house believes that teacher training is a waste of time”**

**IATEFL Conference debate, 2016**

**What do you think?**

# About me

**Director – Academic and Training, Garnet Education**  
**In ELT for over 35 years.**

**Teacher, teacher educator, conference speaker and writer.**  
**British Council Algeria, Iraq and Sierra Leone.**

***Author of *Training the Trainer – A Resource Book for ELT Professionals*, Garnet 2020.***

***Contributing editor of *21st Century Skills in the ELT Classroom – A Guide for Teachers*, Garnet 2020.***

**Regular contributor to ELT journals and blogs.**

**Co-founder of ELT Footprint.**

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# Who are the stakeholders?

**Schools**

**Teachers**

**Management**

**Administrators**

**Students**

**Parents**

**Exam providers**

**Publishers**

**School associations or groups**

**PD providers**

**Conference organisers**

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# CPD

**What makes for good CPD?**

**Self-selected, needs-driven professional development.**

# **Continuous Professional Development – what are the issues?**

**Development – a continuous dynamic of growth or change.**

**Teacher development – understanding of teaching and growing self-awareness.**

**Interpretation of self and experiences.**

# **There are no new ideas in life**

**Confucius (c500)**

**"By three methods we may learn wisdom:  
First, by reflection, which is noblest; second,  
by imitation, which is easiest; and third by  
experience, which is the bitterest."**

# **Reflective practice – a definition**

## **Reflective practice**

**A way of assessing our own thoughts and actions to facilitate personal learning and development.**



# Reflective practice – a definition

Using:

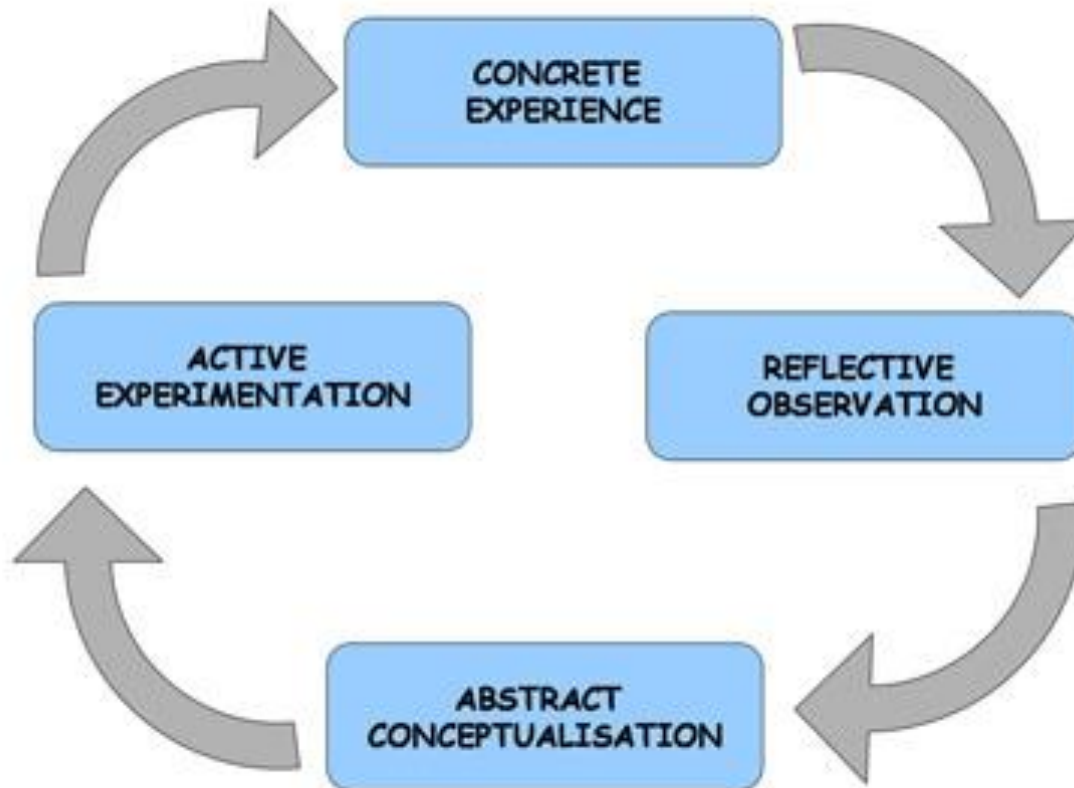
how we see ourselves and situations now,

and

how we see ourselves and situations in the past to improve our present and future.

# David Kolb

## The Experiential Learning Cycle



(adapted from Kolb and Fry, 1975)

# **KASA – Donald Freeman**

**Knowledge**

**Awareness**

**Skills**

**Attitude**

**Record patterns rather than one-offs.**

# KASA

## **Knowledge**

various adult methodologies, language itself +  
phonology, testing -

## **Awareness**

local context, cultural setting +  
local exam structure -

## **Skills**

presentation skills, collating data +  
interpersonal, team playing -

## **Attitude**

helpful, friendly +  
empathy, generous with time -

# **KASA** let's try it out

Knowledge

Awareness

Skills

Attitude

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# Issues in reflective practice

## Objectivity

Objectivity – it's about us, so being subjective is normal. Especially when stressed or upset.

Reflection leads to action, so needs to be based on accurate data to avoid unhelpful results.

# Issues in reflective practice

## Timing

**Immediate reflection can solve a problem reactively but lacks the broader context and the facility to develop strategic improvement and change.**

**The quality of changes based upon reflection may be connected to how quickly reflection takes place.**

# Issues in reflective practice

## A military approach

Hot reviews can be emotional and subjective, and develop quick fixes with no strategy for improvement.

Cold reviews are more objective and contextualised. Better reflections, higher self-awareness – usually better outcomes.

Analysing using both approaches gives you a fuller picture.



# **Reflective practice in your classes**

**Some ideas – most can be ‘hot’ and ‘cold’.**

**Reflective journal, notes or diary.**

**Reflective forums or blogs.**

**Reflective conversations.**

**Peer observation – two way.**

# Reflective practice in your classes

## Images

Classroom-based research projects.

Can be very small scale – it's not a PhD.

Can just be shared within your institution or local association. <http://resig.weebly.com/>

# Reflective practice in your classes

**Audio recordings – useful for TTT. What do you say, how much and when? How much do students speak? How do you interact with them? How do you correct them?**

**Video recordings – your position in class, how do you move around class? What are your gestures like?**

**Student feedback.**

# What next?

## What to do next

Collate and manage data

Examine objective and subjective ideas. Subjectivity matters too

Think

Write

Talk

Read

Ask?

Conclusion

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# What next?

**Remember, repeated situations – not one-offs are indicative of an issue.**

**The context matters a lot and your behaviour and reaction may be conditioned by external issues.**

# What next?

**Reflection**  
**Understanding**  
**Action**

**Action is likely to be the creation of some sort of CPD path, within or outside the employer.**

# Some CPD thoughts

CPD can be sub-divided into 'chunky', top down training like the DELTA

and

informal, specialist content that enriches teaching.

CPD often comes to you, rather than your coming to it.

The effectiveness of CPD is hard to measure.

**How do we avoid 'one-size fits all'  
CPD?**

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# 21st Century CPD

Official CPD is probably a given.

Make your own learning path and follow it online.

Reflection-driven needs analysis.

Alone or in peer groups or associations.

# British Council Teaching for Success CPD Framework



**British Council**

**<https://www.teachingenglish.org.uk/>**

**IATEFL <https://www.iatefl.org/events>**

**TeacherTrainingVideos (Russell Stannard)**

**<http://www.teachertrainingvideos.com/>**

**EFL Talks <http://www.efltalks.com/index.html>**

**TEFL Commute**

**<http://www.teflcommute.com/what-is-tefl-commute/>**

**International Teacher Development Institute**

**<http://itdi.pro/itdihome/>**

**ELT Jam**

**<https://eltjam.com/training-academy/>**

# Last but not least



<https://www.garneteducation.com/podcast/>

# References

Confucius. (c500). The Analects: ch2.

Kolb, D. A., & Fry, R. E. (1974). Toward an applied theory of experiential learning. MIT Alfred P. Sloan School of Management.

Freeman, D. (1989). Teacher Training, Development, Decision Making: A Model for Teaching and Related Strategies for Language Teacher Education. TESOL Quarterly, 23(1), 27-45.

British Council

[https://www.teachingenglish.org.uk/sites/teacheng/files/CPD\\_framework\\_for\\_teachers\\_WEB.PDF](https://www.teachingenglish.org.uk/sites/teacheng/files/CPD_framework_for_teachers_WEB.PDF)

**Thanks for your time**

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