

I don't want to be a manager – now what?

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Outline

- The “teacher → manager” problem
- A possible solution
- The B.C. framework and how to use it
- Resources

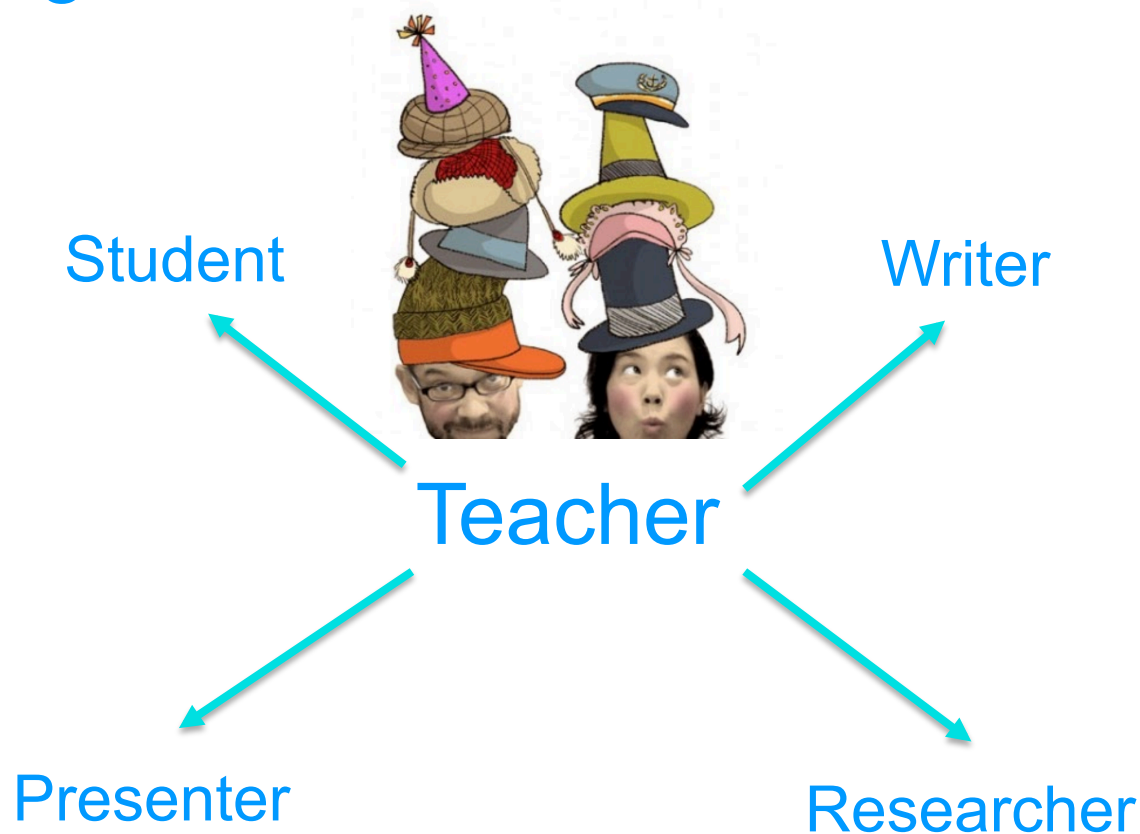
Career progression

- Teacher → Senior Teacher/ADOS → DOS/Manager
- £ → ££ → £££

But I'm happy staying in the classroom

- If I don't follow that path, then what?
- If I stay in the classroom, how can I make progress/grow/develop?

Teacher → Senior Teacher/ADOS → DOS/
Manager

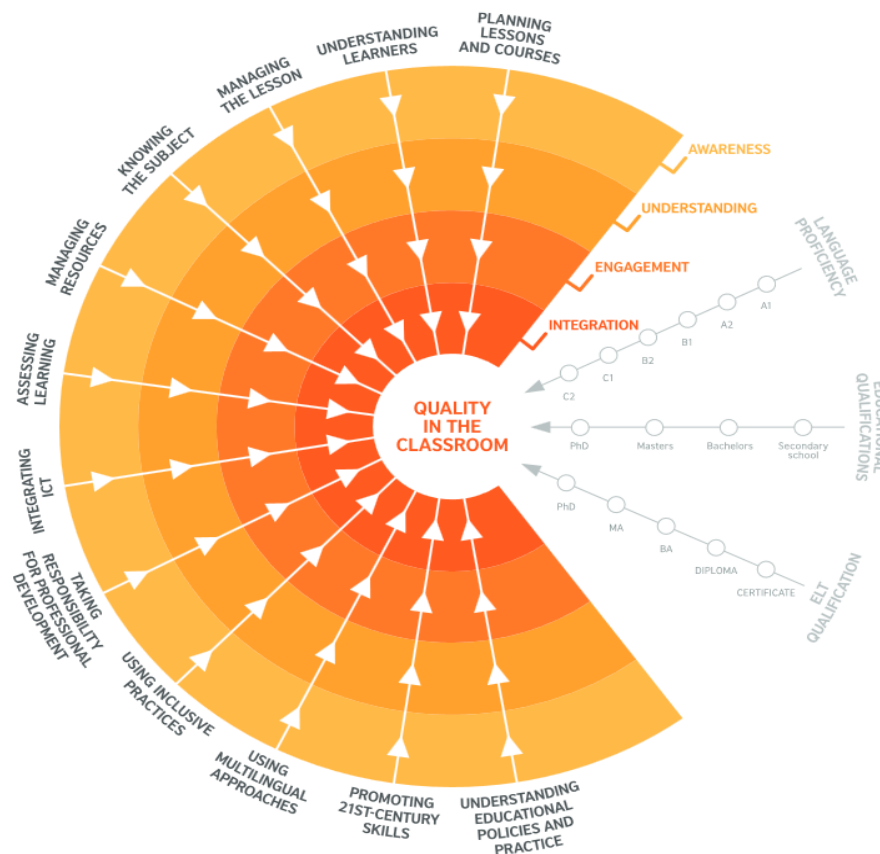


What about the British Council framework?

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The British Council CPD framework consists of 12 professional practices covering the range of knowledge and skills a teacher needs

Stages of development



What does it offer?

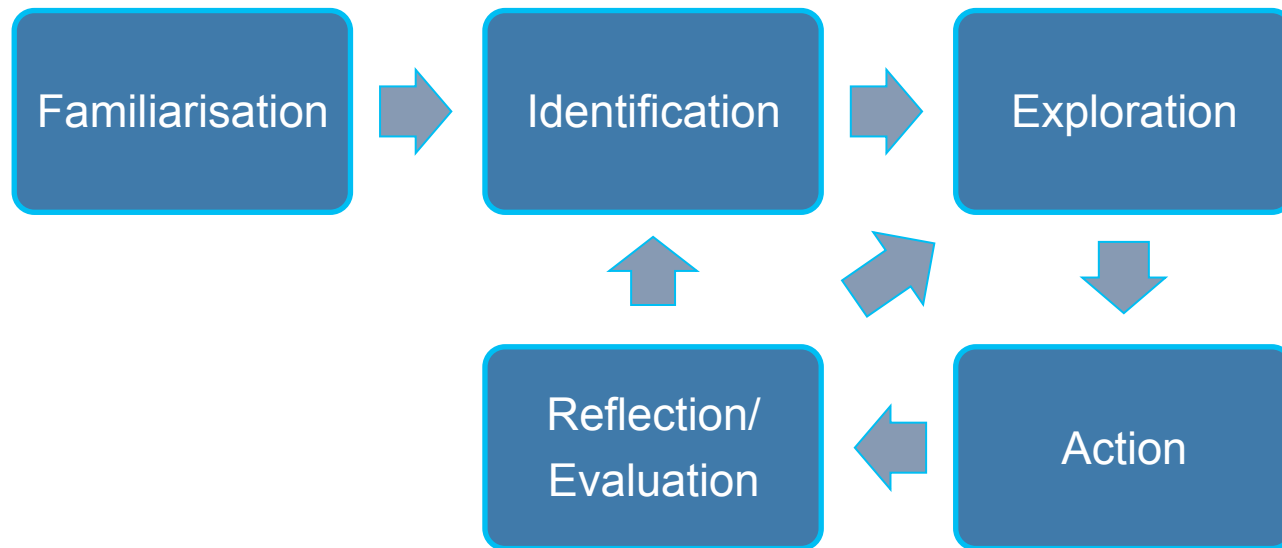
- Focus, specificity, ideas

“CPD is important. I need to do some.
Errr...”

Vs

“I would like to know more about x. More
specifically...”

Using the framework



Familiarisation

- What are the 12 professional practices?
- What are the knowledge and skills within each?



Identification

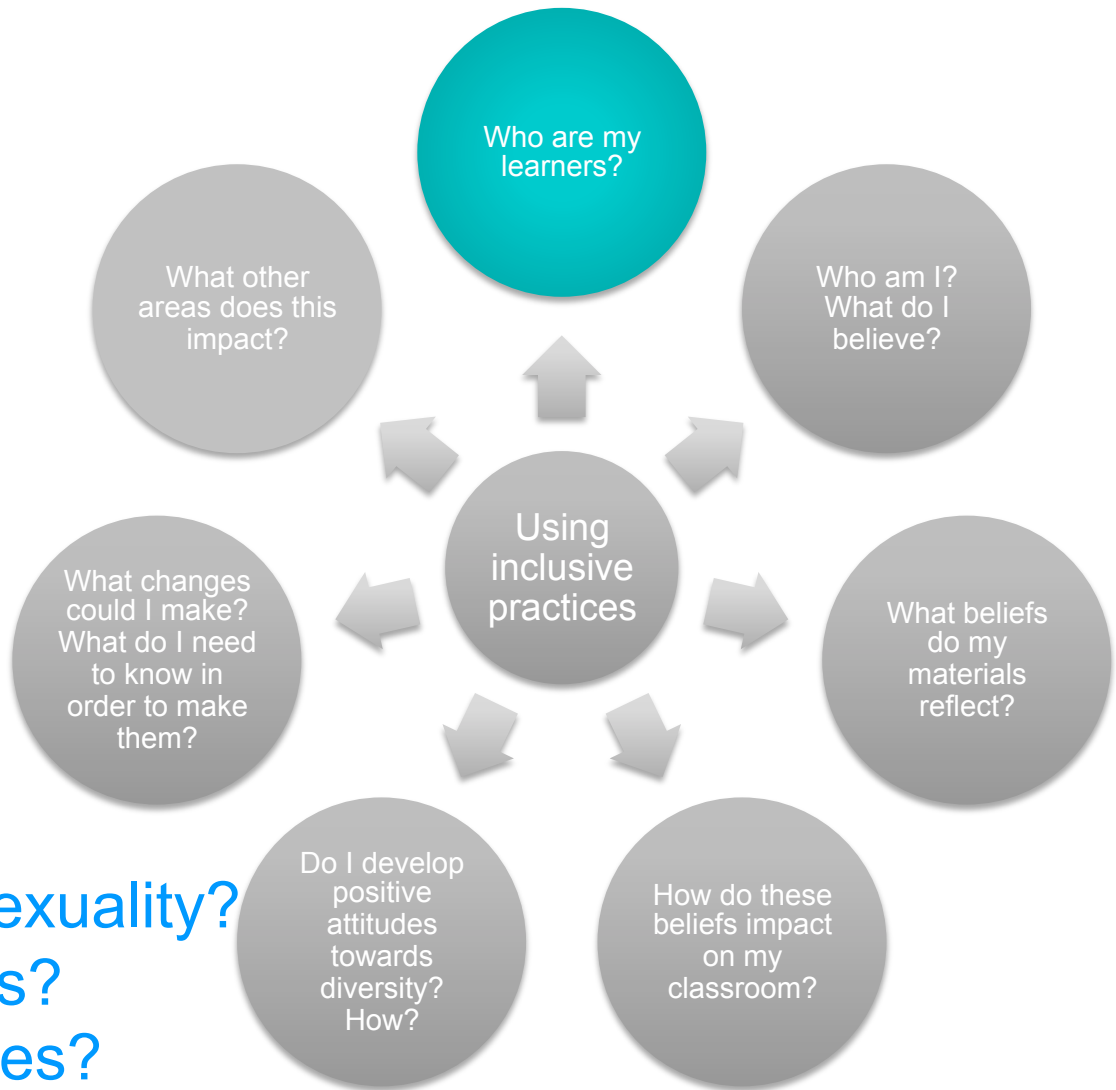
- Manual
- Digital (British Council Teaching English website)
- Remember: you are human

Exploration

- Pick an area
- Interrogate* it
- Interrogate yourself and your practice*
(*in the nicest possible way!)
- Find out what you want to know/change in your practice

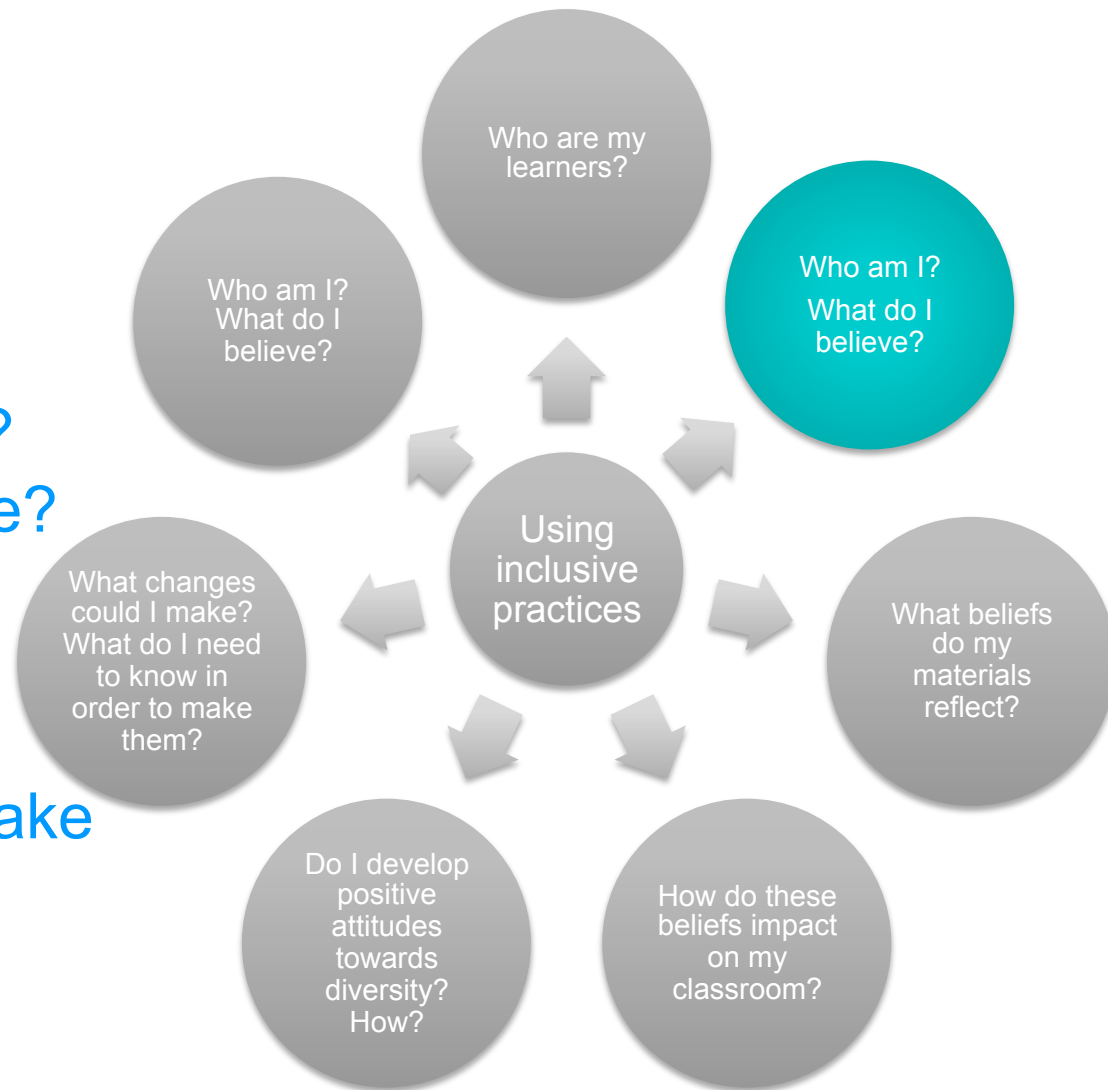
Example of Exploration

- How old are they?
- Are any disabled?
- Do any have learning difficulties?
- What about religion? sexuality?
- What spread of cultures?
- What range of languages?
- Where are they/we?



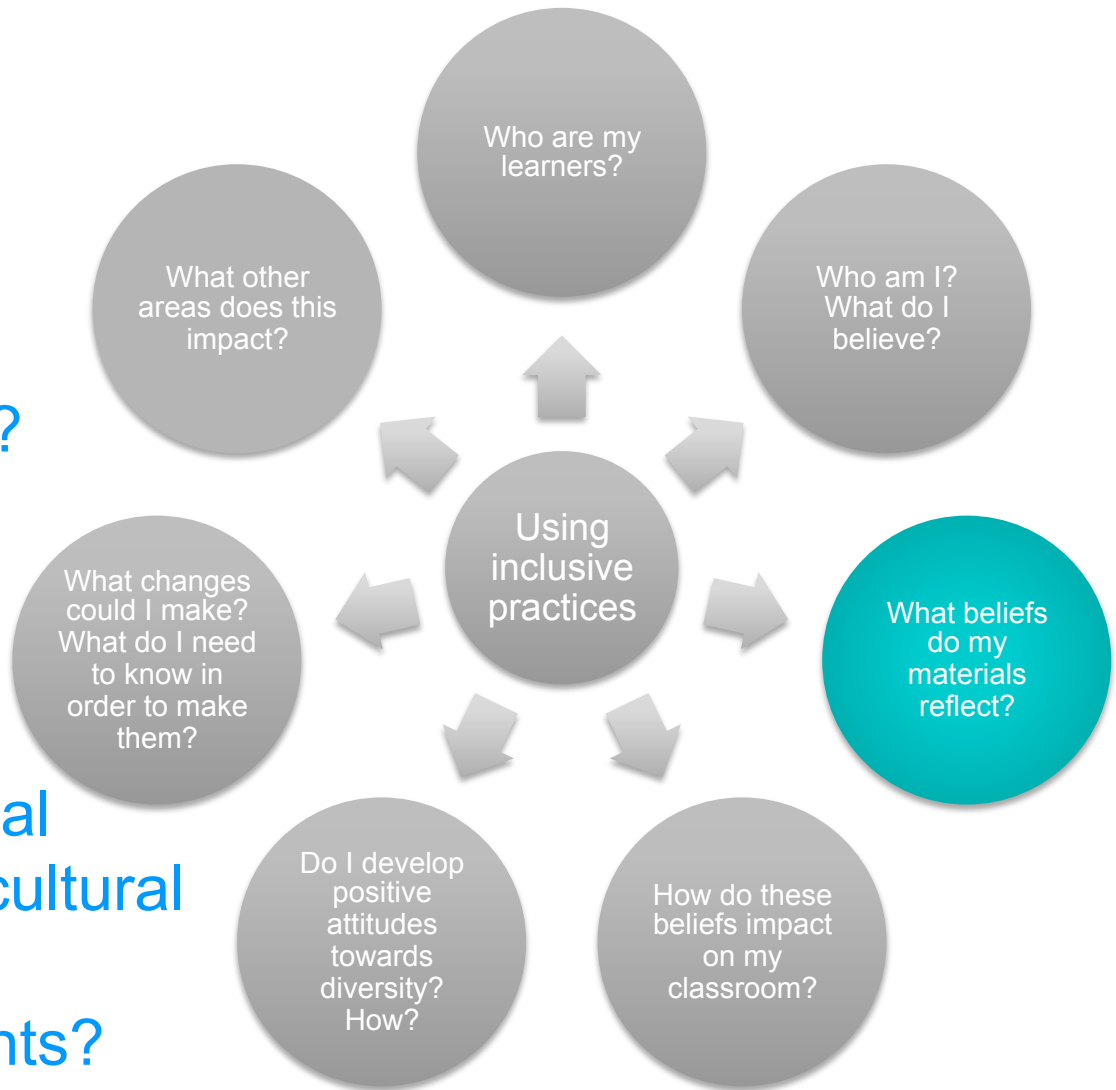
Example of Exploration

- Is learning affected?
- How is learning affected?
- Is my classroom inclusive?
- How?
- Am I accidentally excluding anybody?
- Could I do anything to make it more inclusive?



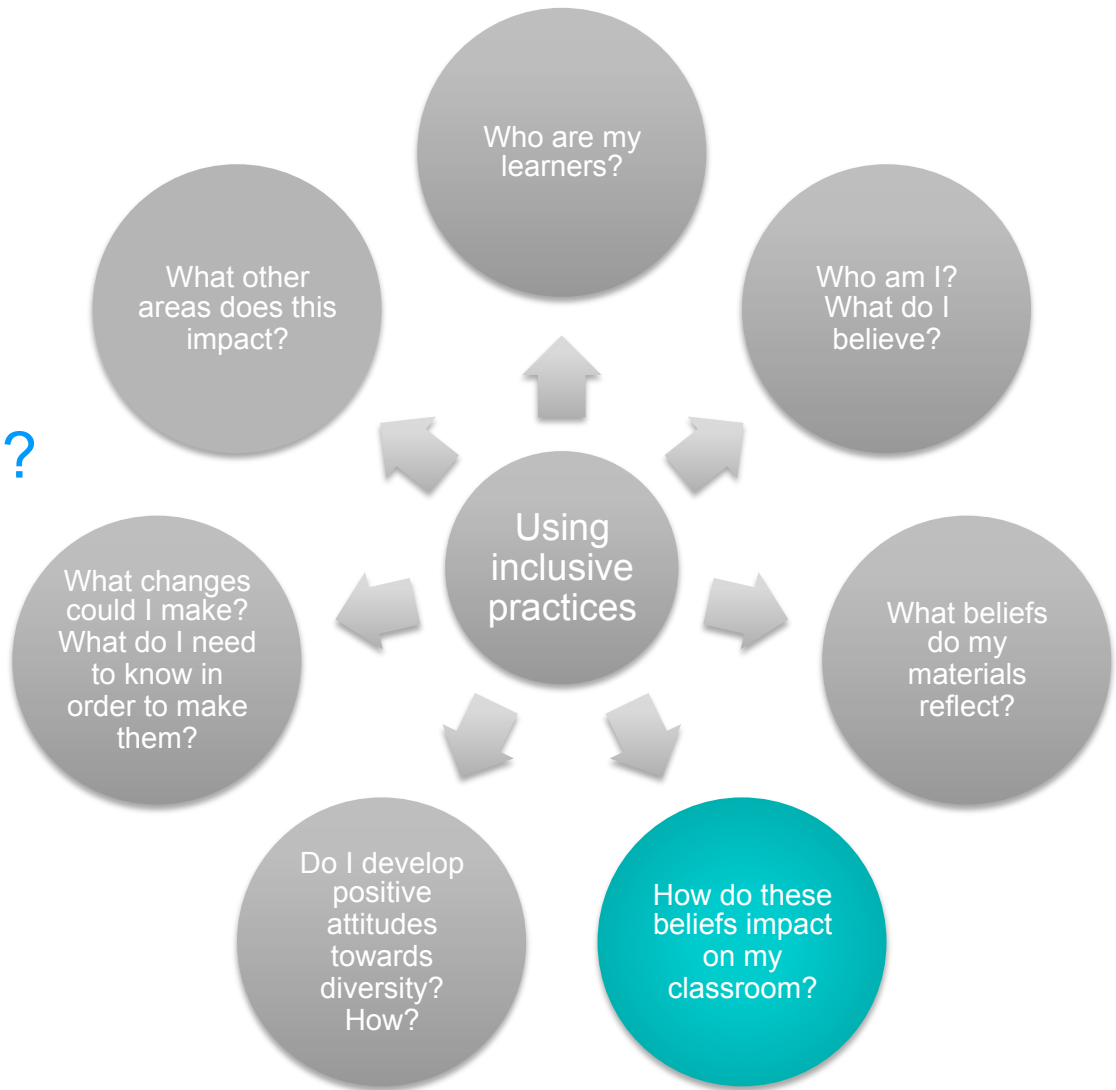
Example of Exploration

- What materials do I use?
- Who is represented?
- Who isn't represented?
- How does this match up with the context?
(Government educational policy, school policies, cultural expectations etc)
- How do they help students?
- Which students do/don't they help?



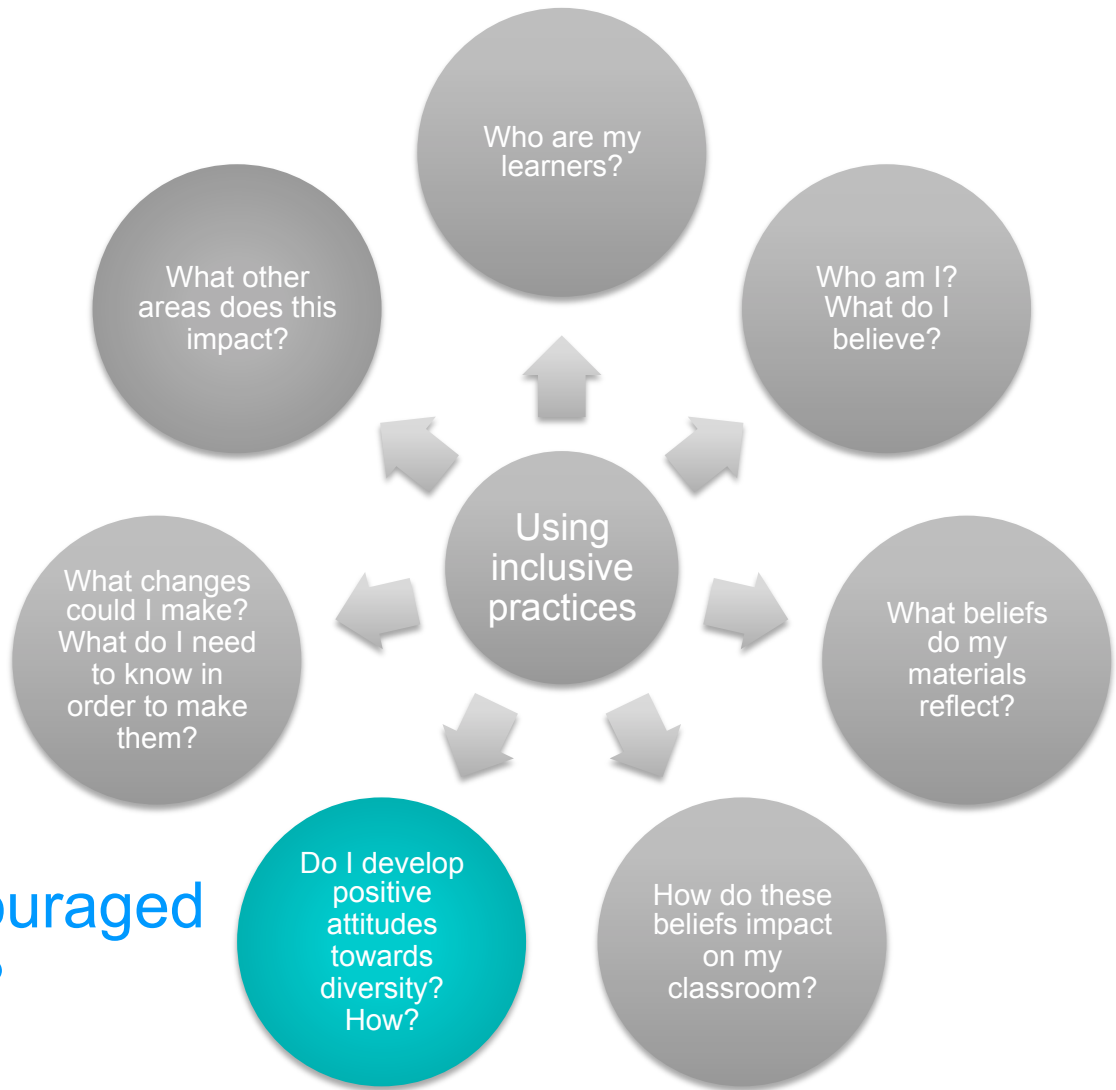
Example of Exploration

- Do my learners all feel recognised and valued?
- Do I enable learning for all?
- Do my lessons cater for all learners? How?



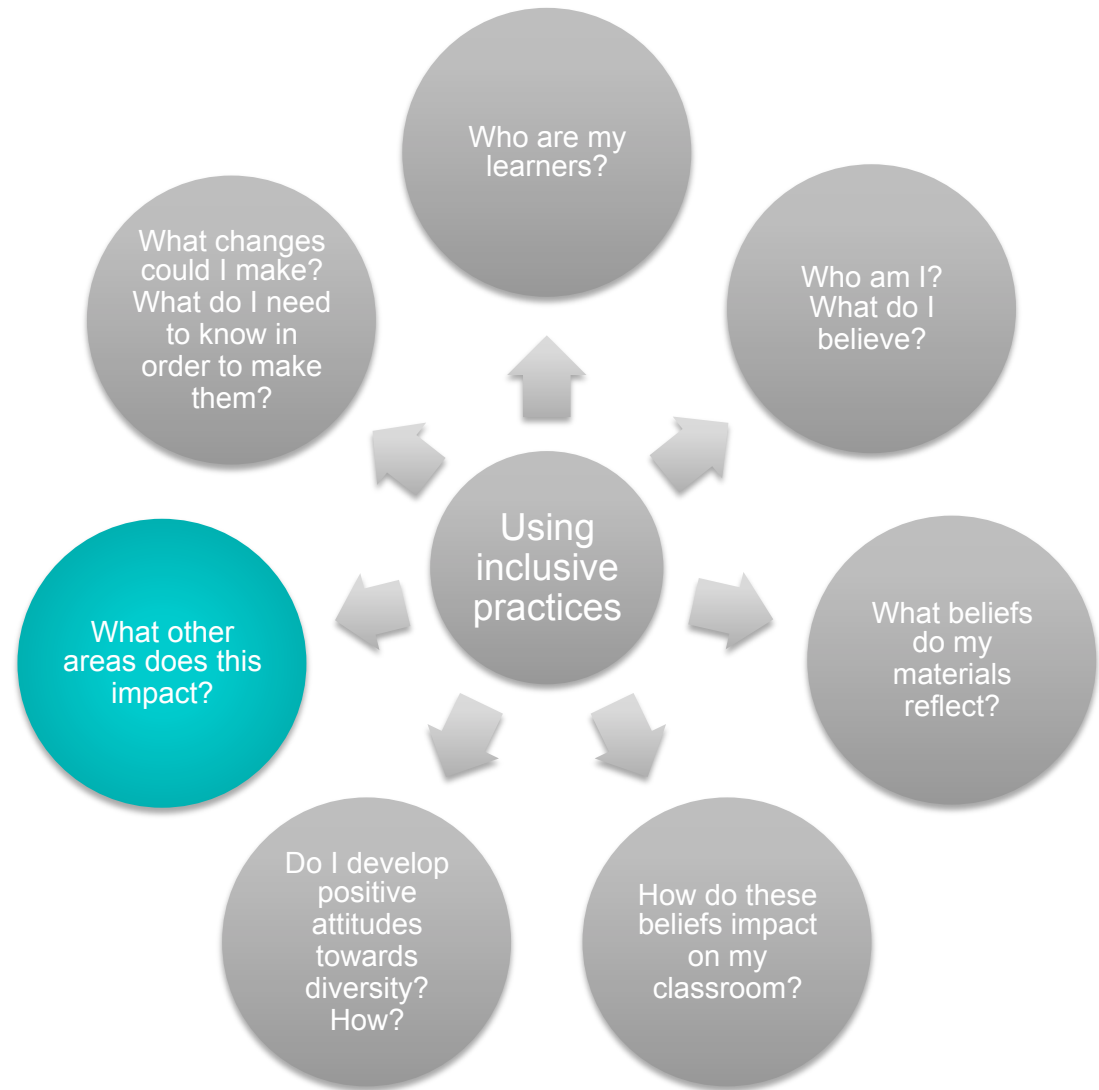
Example of Exploration

- How do I recognise diversity in the class?
- How do my materials recognise diversity?
- How are students encouraged to recognise diversity?



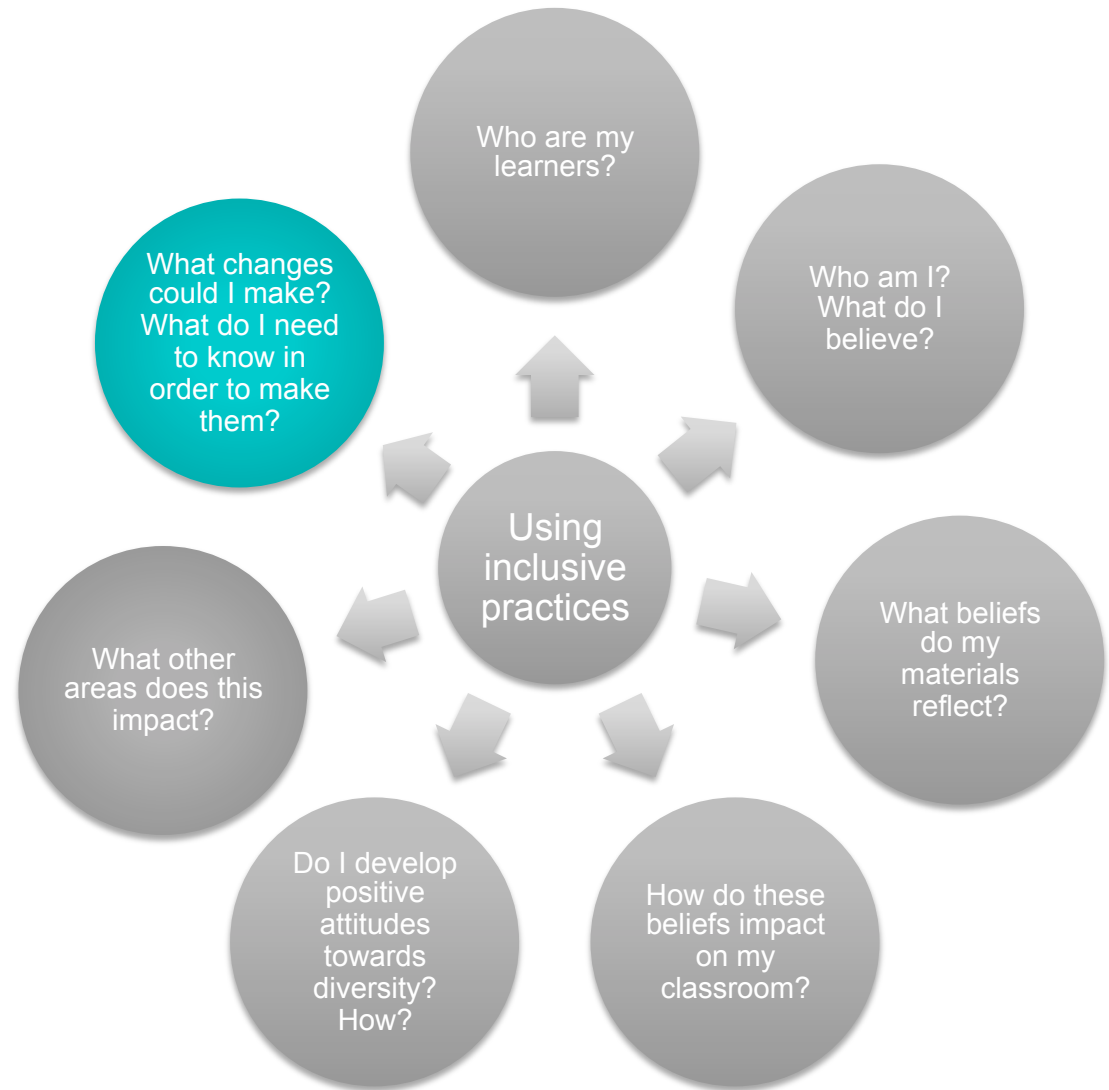
Example of Exploration

- Assessing learning
- Managing resources
- Managing the lesson
- Understanding learners
- Understanding educational policies and practices



Example of Exploration

- BCL modules
- Materials development
- FutureLearn
- Discussion
- Blog posts
- Journal articles



Summary of “Exploration”

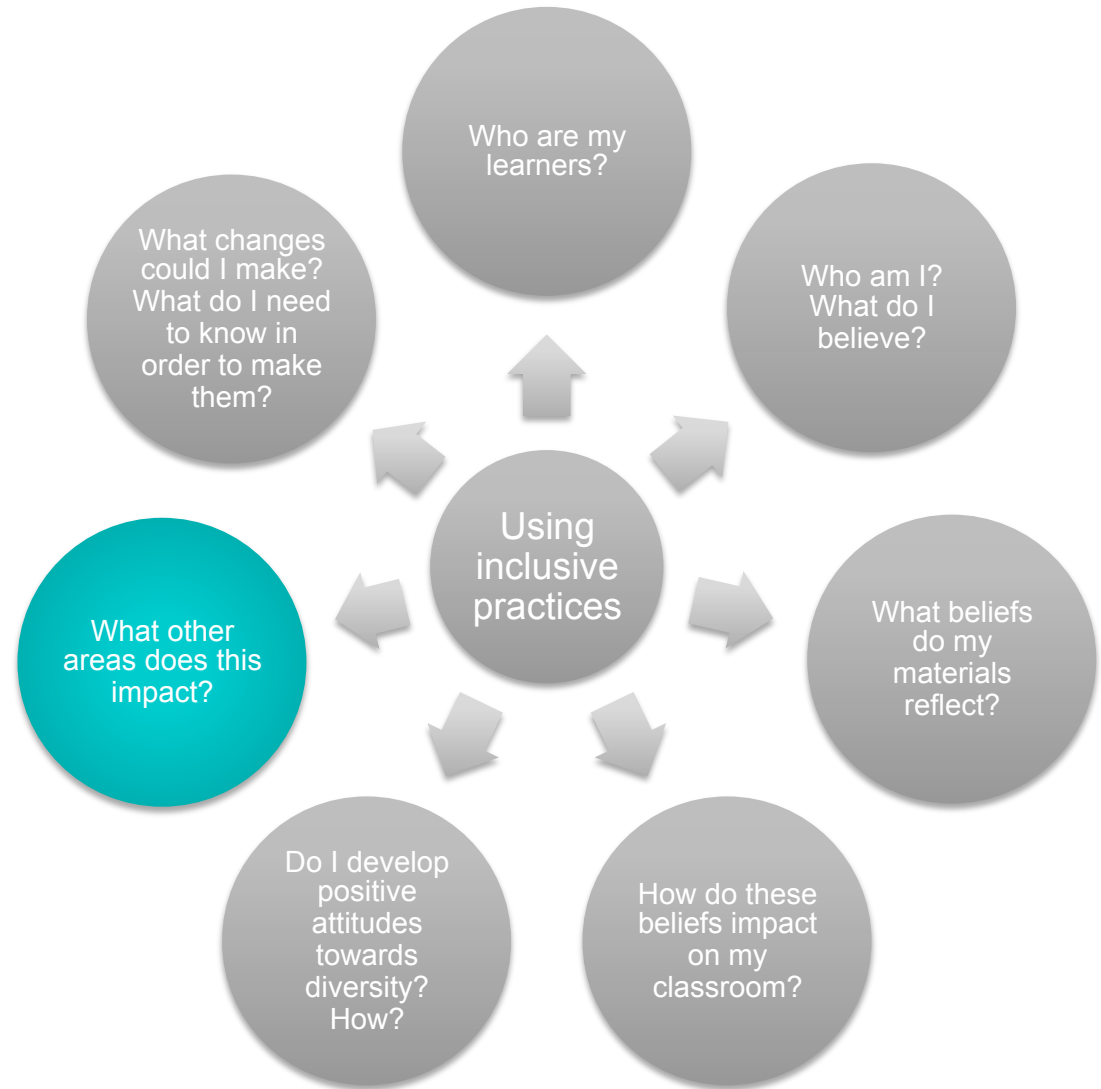
- Ask yourself questions
- Ask yourself more questions
- Think about the answers
- Think about how you could start to answer the unanswered questions

Action

- Pick your focus (a question, a theme, a niggle)
- Make a plan (First..., Second...,)
- Carry out your plan
- Monitor the process (keep notes, make adjustments if needed, branch out if needed)

Example of Exploration

- Assessing learning
- **Managing resources**
- Managing the lesson
- Understanding learners
- Understanding educational policies and practices



Managing Resources

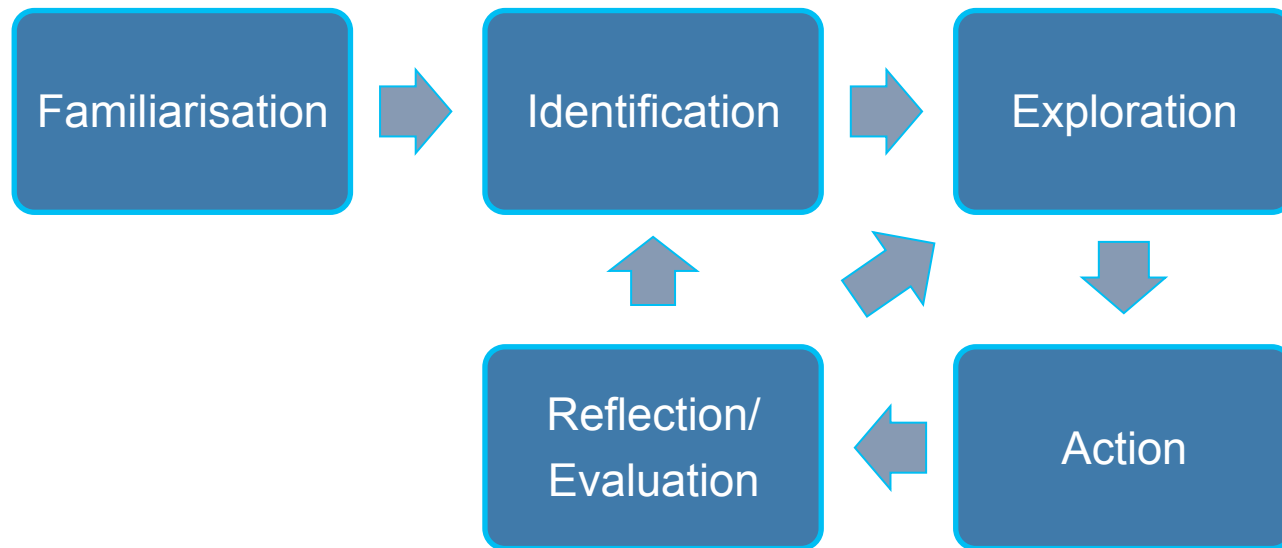
Developing and adapting materials and resources:

- ELT Teacher 2 Writer (module on...?)
- Make materials* for my students
- Evaluate and refine them
- Submit to Onestopenglish “Lesson Share”/??

Evaluation/Reflection

- What have I learnt?
- What changes did I make? Why?
- What effect did they have?
- Was it anticipated/desired?
- How do I feel about the changes and results?
- What next?

Using the framework



Resources

- British Council TeachingEnglish (courses (£12 → 3 hour module; wealth of free publications/posts etc)
- Futurelearn (free courses)
- SIGs (blogs, Facebook pages/groups)
- Teacher blogs (see what others are doing)
- IH World (courses, blog)
- Books for teachers

Resources

- Facebook/Twitter/LinkedIn
- English Teaching Professional/Modern English Teacher/IH Journal
- ELTJ/Academia.edu
- Your lesson observation feedback
- Video recordings of your class/other teachers' classes (Sandy's blog post)

Resources

- Onestopenglish (materials, articles)
- Your staffroom
- Webinars (e.g. IATEFL, TeachingEnglish)
- Conferences (local, international)*
- Teacher Associations (local, international)

**scholarships*

Conclusion

- £-££-£££ → not necessarily, sorry! BUT..?
- Richer* professional life
- Growth in all directions not only up → unlimited “things to do”, a lifetime journey

*more fulfilling, interesting, not always more money



Disclaimer

****Not on commission from British Council****



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To
Discover
And
Understand.