



Effective CPD Sessions

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This Guide

CPD (continuous professional development) is an integral part of the HR policy of any (quality) language school. Nevertheless, providing CPD is not always easy. Moreover, if the audience is made up of teachers. Teachers who, during your session, are in the position of students.

It's therefore very important to offer effective CPD sessions to your teachers, not only in content but also in its delivery.

In this guide, we will discuss important aspects of effective CPD sessions, give you examples, tips, do's and don't's as well as useful resources.

This guide is a result from the Erasmus + project TGSC (teaching grammar for spontaneous communication) as part of its second intellectual output (IO2) called "CPD programme on the development of grammatical knowledge for spontaneous communication in L2 teaching"

For more information about this innovating project, please visit our project website: www.tgsc-erasmus.site.

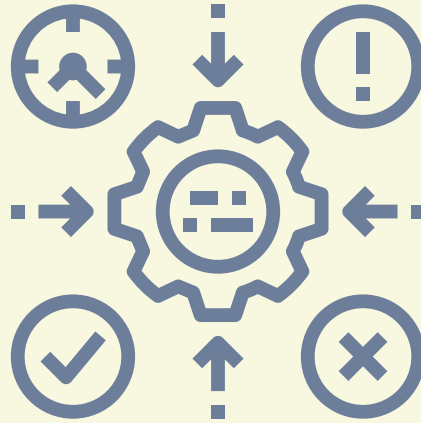
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Co-funded by the
Erasmus+ Programme
of the European Union

01

Different contexts of language teaching



When teaching a language, there are different contexts related to the classroom. Sessions can be group or individual. With individual learning, the problem is that the classes are more expensive and you only interact with the teacher, whereas if the learning context is in a group, you will meet new people, learn with them, and you will have the opportunity to take part in activities with your classmates.

Teaching practice may take place in one or several very different contexts. For example, you might be teaching in a local public school/college or a private language institute. Depending on the context, the students you teach may be children, teenagers, adults etc. from a variety of different social, economic, cultural, and educational backgrounds. Different teaching contexts present different ideas of the process of learning to teach.

Whatever the context in which an educator will be teaching, they need to develop not only the skills of teaching but also the norms of practice expected of teachers in an organisation - both inside and outside the class. That can include understanding such things as the role of the prescribed curricula, the institution culture, the routines of the class, and the institutions' procedures for lesson planning, as well as learning how to interact with students/colleagues and others.

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It's important to take into consideration that different teaching contexts represent different learning processes; the methodologies used should differ based on the needs of the students. Language schools are usually set up to teach groups of students, ranging from teenagers to adults, who could require anything from general language learning to examination classes. In addition, students can usually also opt for private one to one lessons.

Teaching can also take place online, in public schools, community colleges, prisons, and the voluntary sector, for example, charities supporting refugees and asylum seekers. These settings can either provide intensive courses, where learners undertake courses which are high-pressure and with specific vocabulary, or extensive courses where learners take classes which are less intensive and have long-term aims. Courses for Specific Purposes and Open Educational Practices (OEP) are examples of intensive courses that offer different challenges to a general language learning course. Classes differ by size and format (e.g., discussion, lecture, online or hybrid). It is important to consider the unique characteristics of class composition and to tailor the course structure, assignments and activities to best support learning. Paying attention to these details will create a learning environment in which you can successfully meet learning objectives.

These different contexts need to be carefully considered before being able to produce an effective Continuing Professional Development session (CPD). CPD is used as an umbrella term to indicate professional growth, learning, and development of teachers. In a broader sense, CPD refers to diverse educational experiences connected to an individual's work.

Professional development (PD) can be supported effectively online both for private and group classes in the following ways:

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School professionals can gain knowledge and skills through remote PD, ultimately leading to increases in outcomes. There is mixed evidence as to whether remote PD is more or less effective than traditional PD, but there is no strong evidence that school-based PD should be delayed until it can be delivered face-to-face.

Combining synchronous and asynchronous delivery and combining face-to-face and remote learning can offer specific benefits by enabling you to feel part of a community while retaining travel cost savings, flexibility and social distance during remote and asynchronous elements.

Asynchronous delivery has the advantage of being self-paced, meaning you can fit study around your life in a way that works best for you; you have the freedom to study and complete your coursework 24/7 from anywhere and at any time that suits your busy schedule.

In online group classes you may have opportunities to work on group projects and collaborate with international peers. Insights into other cultures, attitudes, and problem-solving approaches can inform your own approaches to teaching. While increasing your knowledge and skills in your professional area, you'll also be honing your digital skills on the most sophisticated online learning technology. As you continue to learn and study in an online world, you'll become confident and highly productive using interactive online tools such as online tests, shared drives for homework, collaboration tools and video presentations.

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Creating Rapport



Creating rapport means creating a positive emotional context that enhances both teaching and learning. Whenever people have rapport, it means that they work well together, they enjoy each other's company and they coordinate their efforts to achieve shared goals. It is the basis of a positive work environment and high job satisfaction.

If we accept that rapport has real educational consequences, then logic dictates that best-practice teaching includes regular attempts to improve one's level of rapport with students. This is also true for teachers in CPD sessions. Unfortunately, time constraints limit potential opportunities to create rapport both in the classroom and in CPD, but it is still possible to use some simple strategies:

- Create and use personally relevant class examples
- Arrive to the session early and stay behind after to chat with your learners
- Get online - use e-mail and social media to increase accessibility to your learners
- Interact more, lecture less - emphasise active learning
- Reward comments and questions with praise
- Be enthusiastic about teaching and passionate about your subject matter
- Lighten up - crack a joke now and then
- Be humble and, when appropriate, self-deprecating
- Vary activities to increase energy and motivation
- Be respectful

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- Create a positive atmosphere during sessions or classes with everyone
- Always involve the members of the group so that they feel part of it and learn from each other
- Be creative by offering a variety of activities
- For online sessions, ask the learners to turn on their cameras. It is much easier to establish a personal connection when you can see people's faces and they can see yours
- Don't forget to smile!

It is also important to clearly communicate expectations and objectives. Before the session, share the agenda with the students. This way they will know what to expect and how to prepare in advance, for example by watching a video or reading an article that will be discussed during the session.

Asking questions regularly during the session keeps learners active. This can be done by using polls, asking questions directly to participants, or having them share a simple thumbs up or thumbs down in the chat to check their understanding if it is online. Frequent feedback keeps learners interested and engaged in the session and combats learner passivity. Remember to see the session from the learners' point of view. Imagine you are the learner following and participating in the session. What keeps you motivated to pay attention to the session?

Asking questions should not be limited only to asking about the topics at hand; getting to know your pupils can be highly effective in building a rapport. You might want to ask about their short-term and long-term goals to understand their motivations better and gain a sense of who they are. Equally, rapport is strengthened when they learn a bit about you too. Do not be afraid to show your personality, express your interests, acknowledge your faults, and generally show that you, too, are human.

Aside from directly asking questions, observation can also be very useful. Observe how they interact with others, how they react to challenges (or lack thereof), and what seems to get them motivated. These observations can be taken into consideration when building rapport as you get to know more about what makes them tick.

Lastly, let them know that you are there to support their learning and are available for questions and feedback whenever they need it. Be sure that the feedback you give is honest and do not do too much sugar-coating when giving your opinion. If one of your teachers could do a better job teaching pronunciation, tell them. If they are too relaxed about classroom management, tell them. There is no harm in this and it will serve as constructive criticism that they can take back with them into the classroom; just be sure that you always provide a suggestion for improvement rather than simply criticising without any provided solutions. Be careful though, the delivery of your feedback should not be too blunt or it could damage rapport. There is a fine line between sugar-coating and being too harsh, so be sure to balance criticisms with compliments where appropriate.

Whichever way you choose to build rapport, it will be you that benefits too. Teachers whom you have a good rapport with will be more inclined to listen to, trust, and work for you, making your job easier and more enjoyable. In the long run, they will remember you and the connection you formed with them and thus be more open to learning from you.

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How to engage your audience



CPD is what keeps teaching alive and provides an important sense of purpose; however, the risk is that for many teachers it might turn into just another burdensome task on a seemingly never-ending to-do list. Winston Churchill once said, “personally, I’m always ready to learn, although I do not always like being taught.” This is how most of us see learning and development.

Nowadays, teachers are working longer hours and the number of teachers reporting high levels of stress and even burnout is increasing. Therefore, effective CPD has to be an enriching and motivating experience.

CPD requires an active learning style which involves self-assessment, risk taking, self-discovery, and the ability to manage difficult situations, for example, those requiring assertiveness, listening, conflict management, giving feedback, or delegation.

During CPD sessions specifically for language teachers, it is useful to focus on different methods for teaching grammar, pronunciation, listening, writing, or exam skills by sourcing new or different activity books and sampling the exercises from a student's perspective. Teachers who know their students best will be able to gauge from these sessions whether or not the new or different materials would be a useful addition to the setting in addition to this. It allows a break from over-reliance on a

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single textbook which may not suit every individual student. Lessons can be better tailored to suit the individual needs of the student and keep the lessons student-centred.

When designing and delivering useful and effective CPDs, there are key components which should always be taken into account. Good teachers always strive to grow and improve and are constantly seeking new ways to do this. CPDs are a key instrument in doing so. Over 90% of teachers are motivated to stay in their careers by the opportunity of making a difference in their students' lives, so they welcome any opportunity to create this type of impact.

Generally, using the Presentation, Application, Feedback (PAF) model is reliable. It comprises of the following stages:

Presentation - You will need to provide participants with the content. We usually tend to think of a formal presentation, however there are several other options to consider. These could be:

- Lectures
- Audio clips and narrations
- Images and graphics
- Texts (articles, excerpts from books)
- Explanatory videos
- Webinars

Application - In this part the focus could be on providing those taking part with opportunities to practice the theory learned. Some methods which may be used are:

- Simulations
- Practical exercises
- Problem solving
- Case studies
- Games
- Preparation of materials (checklist, diagram, mind map, outline, summary)

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Feedback - This is when you evaluate the exercise, give each participant your assessment and answer any questions. This is also the moment to analyse the effectiveness of the training and whether the participants have learned something.

The following tools may be used:

- Videos - for example, if you have given a practical exercise, you can then show a video that illustrates a possible solution by applying what you have learned. You can also record the participants and comment on it.
- Interactive questionnaires
- Presentations
- Images and graphics
- Comments
- Discussions

The audience should keep in mind the idea of how important each CPD session is. Being aware of the benefits helps everyone stay engaged. Some examples of these benefits are:

- Keeping knowledge and skills current
- Maintaining professional qualifications
- Providing a professional sense of direction
- Building and enhancing confidence and credibility
- Showing their achievements with a new qualification or knowledge
- Promoting advancement in career progression

The CPD process allows teachers to manage their own development on an ongoing basis. CPD should be relevant to the needs of individual teachers. In a language teaching setting with multiple members of teaching staff, there will undoubtedly be people with different levels of experience. Phillippa Cordingly, chief Executive of CUREE, stated that "...the staff in a school are like a class; each teacher has different levels of experience, different priorities they want to focus on and different ways they like to learn. It can't be presumed that one style of professional learning will fit all." Thus, effectiveness rests on the adaptation to different levels and learning styles.

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Logistical factors need to be considered when planning a session as well. The size of the group and the time allowed for the sessions, aims and objectives should be clear and understandable. A small number of key topics and ideas should be focused on and these should be introduced clearly and referred back to throughout the sessions. Keeping things proportional and relevant will maintain the flow of the session.

Maintain your audience by also being flexible in your delivery; listen to the feedback your audience gives you, even the 'negative' feedback. Teacher input allows them to feel a part of their own development. All feedback stems from valid concerns, so showing that you have received their concerns and will work to address them can make them feel heard and respected. Openly discussing any concerns that arrive provides the opportunity to come together as a team and work toward a solution.

For teachers engaged in online learning, CPDs are also essential. They need access to virtual communities in order to be able to collaborate with others and make online learning more effective. Holding a regular weekly meeting online can engage them and open the way to sharing new techniques, discussing the week, and giving advice. This can work to engage and motivate the teachers by building rapport and sharing new ideas.

Whilst teaching should be evidence-based, CPDs should allow for the freedom and encouragement of experimentation within both the classroom and online. Teachers should be allowed the opportunity to try fresh approaches to adapt to different situations and environments. According to Inside Government, "critically engaging with research should not just be about introducing new, effective approaches to teaching, learning and assessment, but also about the identification and rejection of existing, ineffective practices – for example, differentiating activities to cater to students' so-called 'learning styles.' In this way, teacher workload can also be reduced."

When delivering CPDs it is essential that they are fun and inclusive. Becoming attuned to changes in the room's energy and refocusing the room is a good technique. Short breaks or cheerfully re-engaging those who are on the quiet side can serve to refocus the group. External training, workshops, conferences, events, e-learning, best practise techniques and ideas sharing should be highlighted and discussed during CPDs. External resources such as these should be made easily accessible.

Giving sessions where younger staff assist older staff looking to upskill or become more familiar with new technologies will ensure all staff are comfortable with the forms of technology that are available in the setting and that they are getting the most out of all the resources to hand. According to FluentU, research suggests that:

- 96 percent of teachers think technology in the classroom boosts student engagement.
- 86 percent of teachers believe classroom tech to be important and essential.
- 89 percent of teachers believe that technology in the classroom will increase student outcomes.
- 92 percent of teachers would like more tech in their classroom.

Intergenerational learning has many benefits, one of them being increased engagement in learning, and thus can be harnessed in an environment where teachers of different ages work together.

Additionally, regular peer observation should be organised within the learning setting where possible. Observing other lessons and different techniques of teaching can only work to further enhance the aim of professional development. Being able to give and receive constructive criticism is key; do not merely point out the negatives, but provide suggestions on exactly how to improve.

Overall, CPD sessions should stick to a few important general guidelines in order to keep the participants engaged and hopefully ensure that they take what they learned with them into the classroom:

- Keep it short - Be respectful of teachers' time and implement trainings that are effective yet concise. Look for engaging professional development experiences that are evidence-based so you can ensure you're making the most of teacher and staff time.
- Focus on active learning - Active learning—a hands-on approach involving interactivity, discussion, feedback, etc.—leads to a more engaging professional development experience that is proven to help trainees retain more information in less time.
- Personalise the sessions - It is expected that most teachers will have a different knowledge base, level of experience, and learning pace. Therefore, it is recommended to cater to the masses by offering options where possible. For example, if you are giving the session in an online format, you can allow the teachers to do the training on any device and on their own time.
- Connect to the moment - Create audience involvement by sharing your own experiences, referring to your listeners' experiences, or relating the material to a recent event and local circumstances.
- Summarise the aims and objectives of the session - reinforce what the main takeaways from the session should be

Good practices in CPD sessions



CPD is most effective in improving teachers' practice and achievement when it is sustained and evaluated. It is recommended to only focus on practising elements that create the most value rather than the limitless amount of other activities they could plausibly be spending time on. Identify which elements are the highest priority for teachers to put into practice so that their learning is streamlined and it is clear what the takeaways should be. One way to do this is to take student feedback into consideration and focus on the 'weakest' points based on that.

It is a good practice to begin the session with an informal chat with the participants. You can ask them to recommend films they have seen, or you can also show a slide with a conversation starter, such as a meme, joke or trivia question. Log on a few minutes before the session starts and make small talk online, too, just like in the face-to-face classroom.

Another basic good practice is to provide visual support for your session, but also remember the technical complications that could arise (connection, video, audio, etc.). Make sure you have short explanations, pictures, file sharing or information for the learners. If the learner can visualise the topic, then they will be more focused and follow the session.

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One of the fastest ways to improve performance is to improve feedback. Feedback gives immense advantages. Feedback works best when it is given and used immediately. Make putting feedback into practice right away the expectation. Timing of feedback beats strength of feedback every time. Referring back to the PAF model described earlier, it is suggested that you consider the application and feedback stages as an essential part of your training session. 18 minutes should be the maximum amount of time spent on these stages, as it has been shown through research that humans are only able to pay full attention for that amount of time. This rule should apply for all aspects of your CPD sessions. If you have a lot of content, divide it into modules. For each module you can apply the PAF structure and focus on learning one or two concepts with no more than 18 minutes per activity. The following are work-based learning activities which can and should be employed during CPD sessions:

- Learning by doing
- Supervising
- Project work
- Work shadowing
- Reflective practice/self-evaluation
- Coaching
- Significant analysis of events
- Discussions with colleagues

Teachers can also progress and enrich their careers by being encouraged to partake in any of the following professional activities:

- Lecturing/teaching
- Involvement in a professional body or group
- Mentoring
- Attending conferences and seminars
- Planning and running courses

According to the Chartered Institute of Professional Development, it is advisable to design your CPD sessions based on a cycle. The cycle goes:

Stage 1: Identify and Plan

Start by identifying what exactly you want your participants' learning outcomes to be. Pre-session questionnaires are a great way to understand where your teachers are and where they want to be career-wise. This feedback will allow you to plan how to achieve these desired outcomes.

Stage 2: Act

Each planned activity during your CPD session should relate directly back to the desired learning outcomes. The 'Act' stage should focus on ensuring that participants are actively involved in their learning and also allow them to practise what was learned.

Stage 3: Reflect

Reflective practice enhances critical thinking, improves communication skills, and deepens self-awareness. The participants should be given the opportunity to reflect on their learning towards the end of the CPD session; this could involve writing about or discussing what was learned and analysing how it affected them.

Stage 4: Apply

Participants should also be given opportunities to apply their learning in 'real life' outside of the classroom (and inside theirs). You can encourage them to work one thing they learned into their next lesson, or at least develop a long-term strategy that they are willing to try in their class. Then during the next session, ask which aspect of the last session they applied in their class and how it worked out.

Stage 5: Share

Sharing insights and tips is something that teachers tend to do naturally anyway, but this sharing can go beyond the break room – it can also be shared in online learning communities such as LinkedIn and Facebook, or during informal "TeachMeets" which will be described later in the handbook.

Stage 6: Impact

In order to assess the impact of your CPD session, it must be evaluated. This can be done orally, with a questionnaire, with a written survey, or any other means you have of collecting feedback. Whichever way you choose to evaluate, be sure that you ask questions pertaining to the learning outcomes, how it will be applied in their work, and which takeaways they got from the experience.

Then, the cycle restarts and it's back to the Identify and Plan stage. This structure can be used as a basic guide on how to design an effective CPD session.

Ideally there should be sessions scheduled at regular intervals, for example once every four weeks. Materials that are to be used during a CPD should be distributed beforehand to give participants time to prepare for the session, understand the aims and objectives and consider any additional input they may have. A good CPD plan should establish learning goals, set expectations for the audience, and provide a clear purpose for why it would be beneficial for them to participate and hear what you have to say. In addition, try to review aims and outcomes from previous CPDs, discussing and reflecting upon what has worked and what has not worked and the reasons why.

Previous CPDs always need to be taken into consideration. The audience's view of past sessions, requesting and discussing feedback and then addressing any issues is essential for future successful development. The presenter needs to have a clear view of who their audience is prior to delivery. Pre-session interviews or questionnaires is an excellent tool to get to know your audience and their needs.

Sessions should be as interactive as possible, using the best technology available and including and inviting participation from those in attendance will serve to hold the audience's attention. The person leading the CPD session should not have the floor the entire time; the audience should have plenty of opportunity to engage in the lesson.

When the session has finished, it is important that the person delivering the session should remain behind for any questions from individual staff members. This could provide opportunities for further feedback that you wouldn't have got otherwise.

Any technology that is used by students should be regularly employed and used during CPD sessions so teachers can not only experience this from a student's perspective, but also use any technology confidently. In the words of Dylan Wiliam, 'every teacher needs to improve, not because they are not good enough, but because they can be even better.'

Online CPDs are an effective way to create a network for those working remotely or perhaps even in settings where they are the sole teacher, such as in the voluntary sector, and have no access to alternative CPDs. Lesson plans, ideas and anecdotes are all easily shareable with the modern advances in digital platforms. In this ever-changing environment, it is essential for teachers to keep their skills up-to-date. Online CPDs also have the added benefit of allowing participants to access content at a time that suits them.

In order to be an effective CPD session leader, consider employing some or all of the following practices that have been reported to increase engagement and ensure that the intended learning outcomes will be met. The following is a non-exhaustive list of such practices:

- Do some background research before running a CPD session. This may seem obvious to some, but being able to demonstrate proficiency and up-to-date knowledge in your subject area is a must. This can be as simple as searching for any recent news articles pertaining to your subject(s), or as complex as presenting a brief literature review of the most recently published journal articles on the topic. This will also show your teachers that you are making informed decisions regarding the resources and theories they should be applying. Especially for language teachers, new methodologies and linguistic findings are constantly arising from current research so it is very important to stay informed.

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- Show your understanding of the teaching context. This involves knowing information on the national, regional, local, and institutional policies and practices that teachers are obliged to adhere to.
- Demonstrate familiarity with the process of evaluation. You should be able to provide your teachers with methods, tools, and resources that concretely measure student learning. Evaluation not only consists of student performance, but also their potential, so be sure that your teachers are comfortable evaluating both.
- Adapt learning materials to your teaching context. It is your responsibility to make effective use of equipment and technological platforms that support learning, so this may involve adapting existing materials to better fit your specific needs. For example, online teaching is becoming increasingly popular, so you might spend time adapting some of your face-to-face materials into a format that is accessible online as well, then inform the teachers that these new resources are available.
- Teach by demonstration. Theory is important to discuss when talking about language learning, but teachers also benefit greatly from practical materials and activities that they can use as soon as they receive them. Instead of presenting an activity that they can do in class, have them actually do the activity themselves.
- Enable skills and self-awareness features. These features are part of the CPD framework for teacher educators. They involve communicating effectively, working in a team, thinking critically, building relationships, effective organisational skills, increasing motivation, and leadership/supervisory skills.

Fun activities for CPD sessions



As mentioned previously, part of keeping the audience motivated and engaged in a CPD session is not only the expectation that they will learn something from it, but also that they will enjoy themselves while doing it. To do this, as a CPD session leader you must also enjoy yourself. Do not be afraid to joke around, chat, and organise fun activities for your teachers when designing a CPD session. Language learning can be a particularly rich source of fun activities for the classroom as there are endless games and activities that foster language learning and help to build rapport between students.

Play is also highly influential in language learning. The term 'play' covers all the fun activities listed above and more. The terms "games," "problem solving," and "tasks" have surfaced continually throughout the literature on language pedagogy over the years.

Bringing games, fun or humour into a CPD will make a session more memorable and enjoyable. As with the teacher/student setting activities, break up the monotony of the session. Include activities such as word searches or quizzes whilst working in pairs or groups, which can only serve to enhance the learning experience. Teachers

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who have a repertoire of fun activities up their sleeves become more effective teachers by knowing how to implement active activities.

This is especially important for foreign language contexts. So, be creative by offering a variety of activities. See the list below for some ideas of activities that are generally known to be fun and educational:

- **Roleplays**

This consists of setting up a realistic situation in which participants apply the skills or knowledge they have learnt, assuming certain roles or roles. The role play could be 'giving feedback,' for example, to practice dealing with conflict and how to give and receive constructive criticism.

- **Debate**

Two people, or two groups, defend opposing positions on the same issue. They take turns alternating. The aim of the exercise is to explore as many relevant aspects of the issue as possible.

- **Interview**

An expert or person related to one of the course topics is invited and participants can ask questions.

- **Storytelling**

Although you may be a little saturated from hearing so much about storytelling, the truth is that narratives, tales and stories have always been one of the most important learning and knowledge transmission tools for human beings.

- **Joint reading**

Participants are given a text (article, summary, guide, manual, etc.) to read or review in order to share the main ideas obtained by each participant.

- **Trips**

Participants are taken to the place where the tasks they are learning or related activities are carried out. To be really useful the visit should be planned from start to finish.

- **Gamification**

It is important to introduce elements such as rules of interaction, rewards and incentives that motivate participants to want to explore and learn.

- **Projects**

Projects make it easier for participants to demonstrate and apply their knowledge. Projects start with an open question or challenge. Participants must research, analyse, experiment and construct their own solution.

- **Brainstorming**

The trainer proposes a topic or a problem and the participants contribute their ideas spontaneously. During brainstorming, ideas are not judged or evaluated. Once the brainstorming phase is over, they are grouped and classified. Ideas can be proposed as a group or individually.

- **Reading**

The leader distributes short passages of text with nonsense words replacing words from different parts of speech, songs, word searches, etc.

- **Kahoot! / Smart board quizzes**

These quizzes could consist of grammar points, multiple choice or true or false questions.

- **Original activities**

You might try getting teachers to create their own fun activity that could be trialed in the learning setting.

- **Short presentations**

Participants split up into small groups and create a short presentation around an idea they've thought of, possibly a solution to a problem they normally face in class.

'What we learn with pleasure we never forget'

Alfred Mercier

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Other useful information



Try to make sessions as interactive as possible by including practical activities or group discussion where all attendees are involved. A good CPD session is:

- Focused on real and specific improvements in pupil learning
- Sustained for several months on the same goal
- Collaborative and teacher-driven
- Supported by an external expert
- Built upon evidence of approaches that work

CPD with all of these characteristics has been shown to lead to genuine improvements in students' learning and enthusiasm, as well as help teachers enjoy their jobs and gain more confidence. The key to sustaining the focus on improving teaching for several months is by combining different approaches to CPD. Here are a few suggestions for promoting CPD opportunities that you might find suitable for your context.

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- Organise TeachMeets. These are informal meetings for teachers in your local area to share ideas and exchange good practices. They are intended to be an inspiring and motivating way to get new input from people you would not normally have the chance to interact with, like a teacher from another school. One potential issue with these is that teachers tend to speak from personal experience which can be biased and isn't always supported by research.
- Create a group for your teachers on social media or any type of shared messaging platform. Facebook groups, Slack, WhatsApp, LinkedIn, and Twitter are all places teachers can share links and attachments with any useful activities or suggestions they have. The con here is that a constant flow of notifications could be very bothersome, so teachers should be allowed to mute or opt out of the group.
- Lesson study is popular in parts of Asia and is a great way for teachers to collaborate and learn from each other. It involves writing lesson plans as a group, then watching each other implement them. Afterwards, they give the teacher feedback and reflect on how to improve the lesson. Lesson study can improve teamwork skills and staff rapport, but one drawback of this approach is that it can be rather time-consuming.
- Find or create opportunities for professional development by sending your teachers on a course. The Erasmus+ programme, for example, offers EU-funded teacher training opportunities in many different countries which can be an exciting and educational experience that will motivate them to apply new ideas in their classes. It can also be an opportunity to do some networking and learn from highly-regarded experts.

Resources:

1. Express Virtual Meetings, Create an engaging CPD webinar in 6 steps, available online:
<https://www.expressvirtualmeetings.com/en-au/blog/creating-an-engaging-cpd-webinar>
2. The CPD Standards Office, What are the benefits of CPD?, available online:
<https://www.cpdstandards.com/what-is-cpd/benefits-of-cpd/>
3. Patzer, R., Effective Teacher CPD: 10+ points to consider before choosing a course, 2020, available online: <https://blog.irisconnect.com/uk/effective-cpd-for-teachers>
4. Qorum training, Influencing and Rapport Building Skills, available online:
<https://www.quorumtraining.com/our-courses/influencing-rapport-building-skills/>
5. Skills You Need, Building Rapport, available online:
<https://www.skillsyouneed.com/ips/rapport.html>
6. Jack C. Richards, Thomas S. C. Farrell, Understanding the Teaching Context, 2011, available online: <https://www.cambridge.org/core/books/practice-teaching/understanding-the-teaching-context/A7AFE13E31C260DED7CB5C72E81FB632>
7. Health&Care Professions Council, Several different types of learning count as CPD activities, 2019, available online: <https://www.hcpc-uk.org/cpd/your-cpd/cpd-activities/>
8. Teacher Development Trust, What makes effective CPD?, 2013, available online:
<https://tdtrust.org/2013/09/05/what-makes-effective-cpd-2/>
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