



Bell
EST 1955

Differentiation in teacher learning: making it happen

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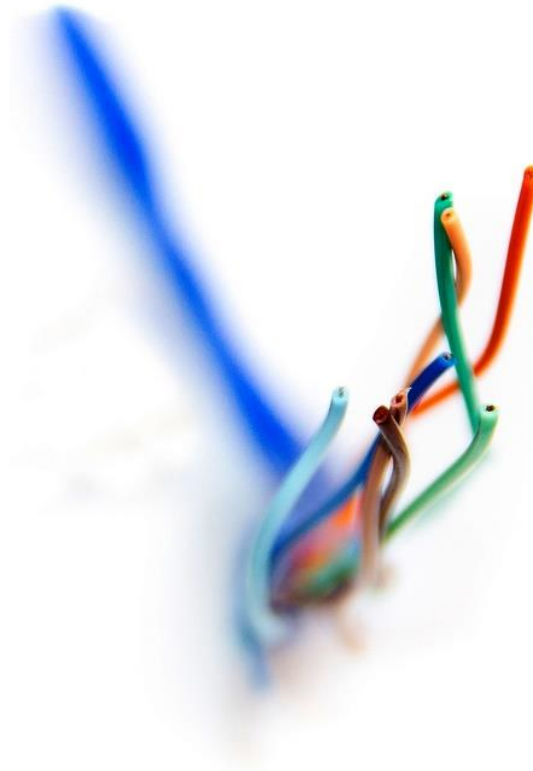
Welcome to the wonderful (not) world of INSETT!



Diversity in the staffroom

nationality
work experience
gender professional qualifications
personality
beliefs about how languages are learnt
beliefs about teaching and learning motivation
educational background learning preference
expertise age life experience
first language

Welcome to the wonderful (not) world of INSETT!



Teachers' levels – different learning needs



Cambridge English
Teaching Framework





6 teacher levels



Development Phase 1

1.1

1.2

Development Phase 2

2.1

2.2

Development Phase 3

3.1

3.2



6 teacher levels

1	Starting	A trainee teacher of English taking initial training (or an unqualified but practising teacher of English).
2	Newly-qualified	A qualified teacher of English in the first two years of practice.
3	Developing	A qualified teacher of English with more than 2 years of experience, needing to develop essential skills.
4	Proficient	An experienced qualified teacher of English with strong all-round knowledge and skills.
5	Advanced	A highly experienced qualified teacher, who may also be starting to take on specialist roles.
6	Specialist	In leading and advising roles, as teacher trainer, manager, materials writer, researcher, ELT adviser.



Many INSETT programmes...

Undifferentiated

in the same room

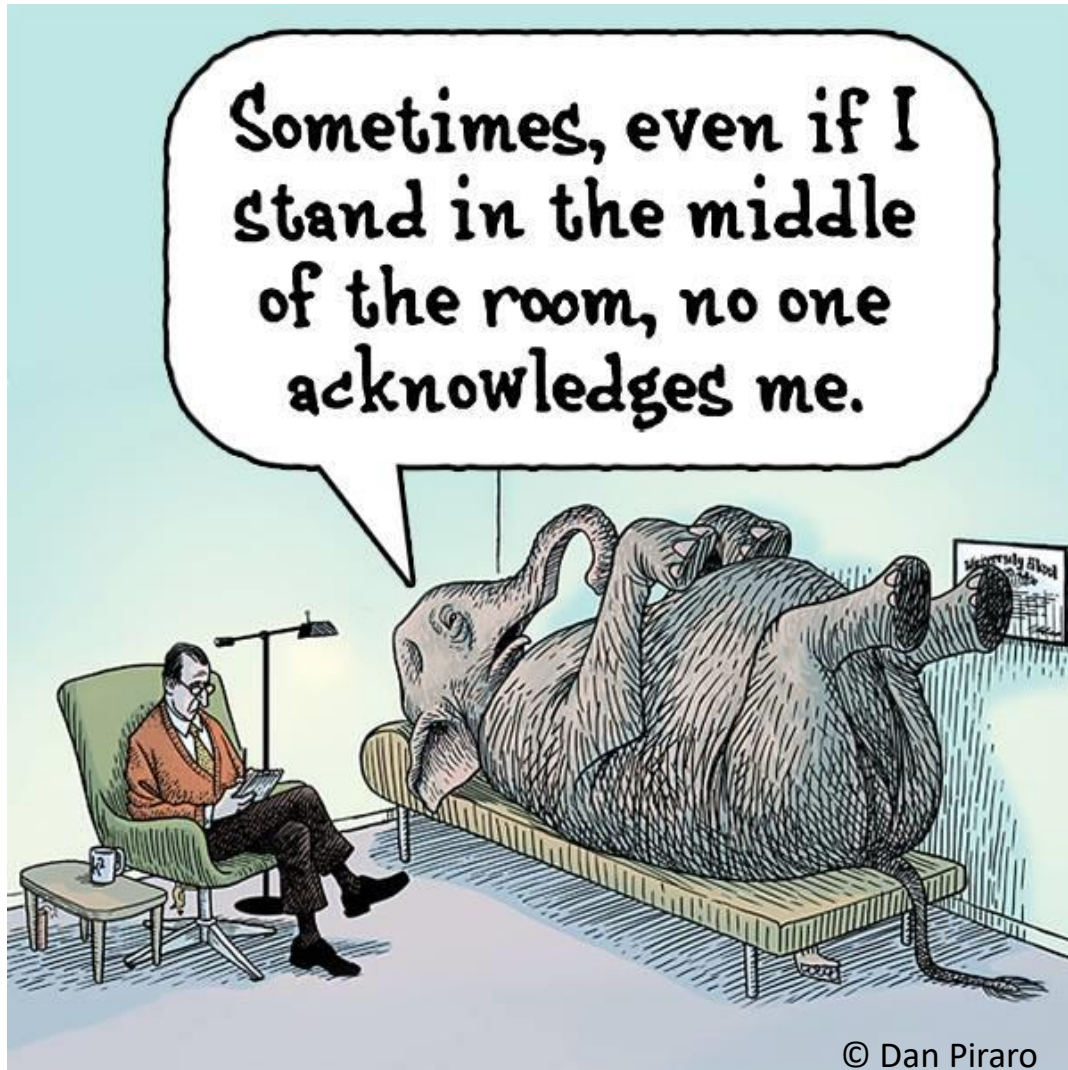
at the same time

with the same materials

at the same pace



The elephant in the staffroom



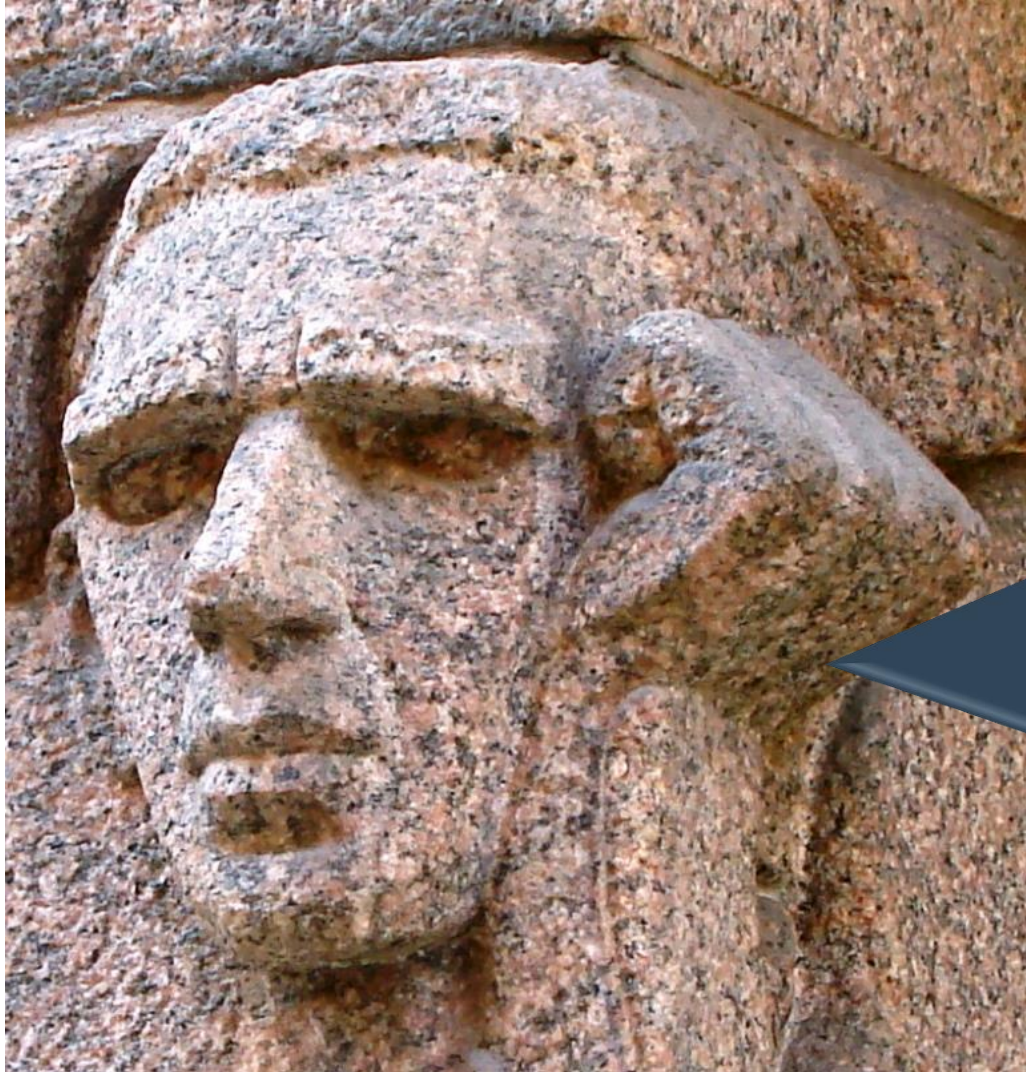
Stupid questions



Why do we place students in classes at different levels, and not teach them all together?

Why do we analyse learners' needs, have 1:1 tutorials, write ILPs?

A key question



*Why accept
development activities
that don't reflect
in their execution
what we know about
good teaching
and learning?*

Villeneuve-Smith, West and Bhinder (2009)

INSETT is an ineffective model



Useful
for absorbing
information
and updating
knowledge



Not likely
to lead
to skills
development

Villeneuve-Smith, West and Bhinder (2009)

INSETT is an ineffective model



**CPD that makes
a difference:**

What research tells us

Effective CPD programmes...



Diaz Maggioli and Richardson (2018)



IMPACTFUL



- programmes are impactful when they address the diverse needs of teachers and their learners
- result in students' enhanced learning

Diaz Maggioli and Richardson (2018)

NEEDS-BASED



- respond to the daily challenges that teachers and students face
- teachers have a say in the construction of their CPD programme

Diaz Maggioli and Richardson (2018)

SUSTAINED



- one-off sessions and short courses are not effective in creating the necessary conditions for deep and lasting changes

Diaz Maggioli and Richardson (2018)

PEER-COLLABORATIVE



- regular support and feedback from colleagues and experts is crucial, and should therefore be a key component of a CPD programme

Diaz Maggioli and Richardson (2018)

IN-PRACTICE



- classroom-based focus on teaching practice
- i.e. teachers learning through doing, tackling real issues and developing practical solutions

Diaz Maggioli and Richardson (2018)

REFLECTIVE



- the practical component of CPD programmes has been found to be more powerful when it is framed within inquiry cycles of investigation, action, evaluation and refinement

Diaz Maggioli and Richardson (2018)

EVALUATED



- teachers need to evaluate the effect that their teaching has on their students' learning
- institutions need to evaluate the quality and impact of their CPD programmes on a regular basis

Diaz Maggioli and Richardson (2018)

Effective CPD programmes



Collaborative, classroom-focused inquiry has greater power to change classroom practices and learning outcomes for the better than any other factor.

James et al (2006)

Effective CPD programmes

The more teachers are involved in selecting **their own professional development activities**, the more they report improvements in their subject knowledge, their commitment to teaching, their teaching practice, and the learning of their students.

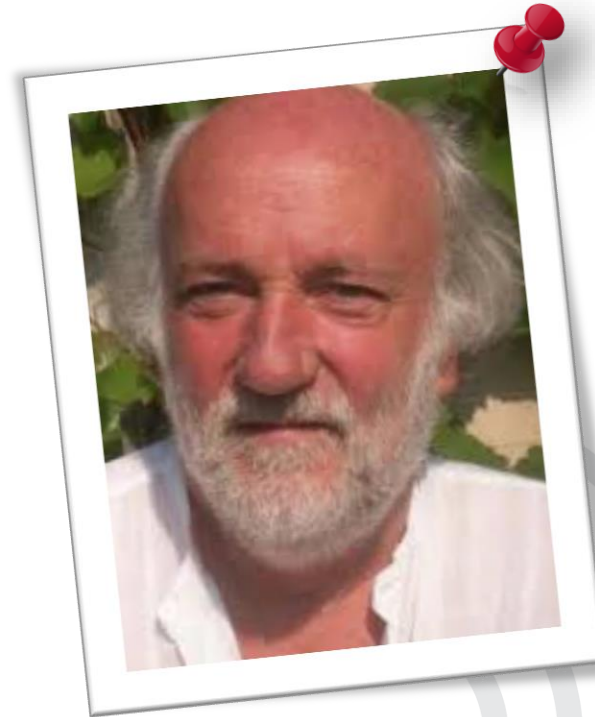
(Moor et al., 2005; Cordingley et al., 2005; White, Lim & Chiew, 2006 in Walter and Briggs, 2012).

**CPD that makes
a difference:**

Possible approaches

Supported Experiments

Petty (2006)



What are supported experiments?

An approach to teacher development that provides an opportunity for teachers to try out new strategies with the support of a peer or 'expert' colleague, who takes on a coaching role, aids reflection and provides feedback.

Supported experiments in teams



A photograph of a modern classroom with large windows and blue walls. In the foreground, a group of five students (three women and two men) are seated around a white, curved table, working on projects or assignments. They are looking at books and papers, some using pens. In the background, another group of students is visible at a similar table. The room has a bright, airy feel due to the natural light from the windows. A large, semi-transparent white circle is overlaid on the left side of the image, containing the text.

**What happens
during a supported
experiment?**

A teacher tries
a teaching strategy
new to them.

A modern classroom with large windows and blue walls. In the foreground, a group of five students (three women and two men) are sitting around a white, curved table, working on projects or assignments. They are looking at books and papers. In the background, another group of students is working at a similar table. A teacher is standing near the background table, observing the students. The room has a blue carpet and a white ceiling with recessed lights. There are bulletin boards on the wall, one labeled 'Students' Work' and another labeled 'Academic'. A map of the United Kingdom is also visible on the wall.

What happens during a supported experiment?

The teacher researches
current practice and
pedagogy and plans the
experiment.



**What happens
during a supported
experiment?**

The experiment
is adapted and repeated
until teacher and students
are used to the new strategy.

What happens during a supported experiment?

During the trial the teacher has supportive discussions with colleagues about the experiment and receives feedback and coaching.



What happens during a supported experiment?



*That worked
really well
for us!*

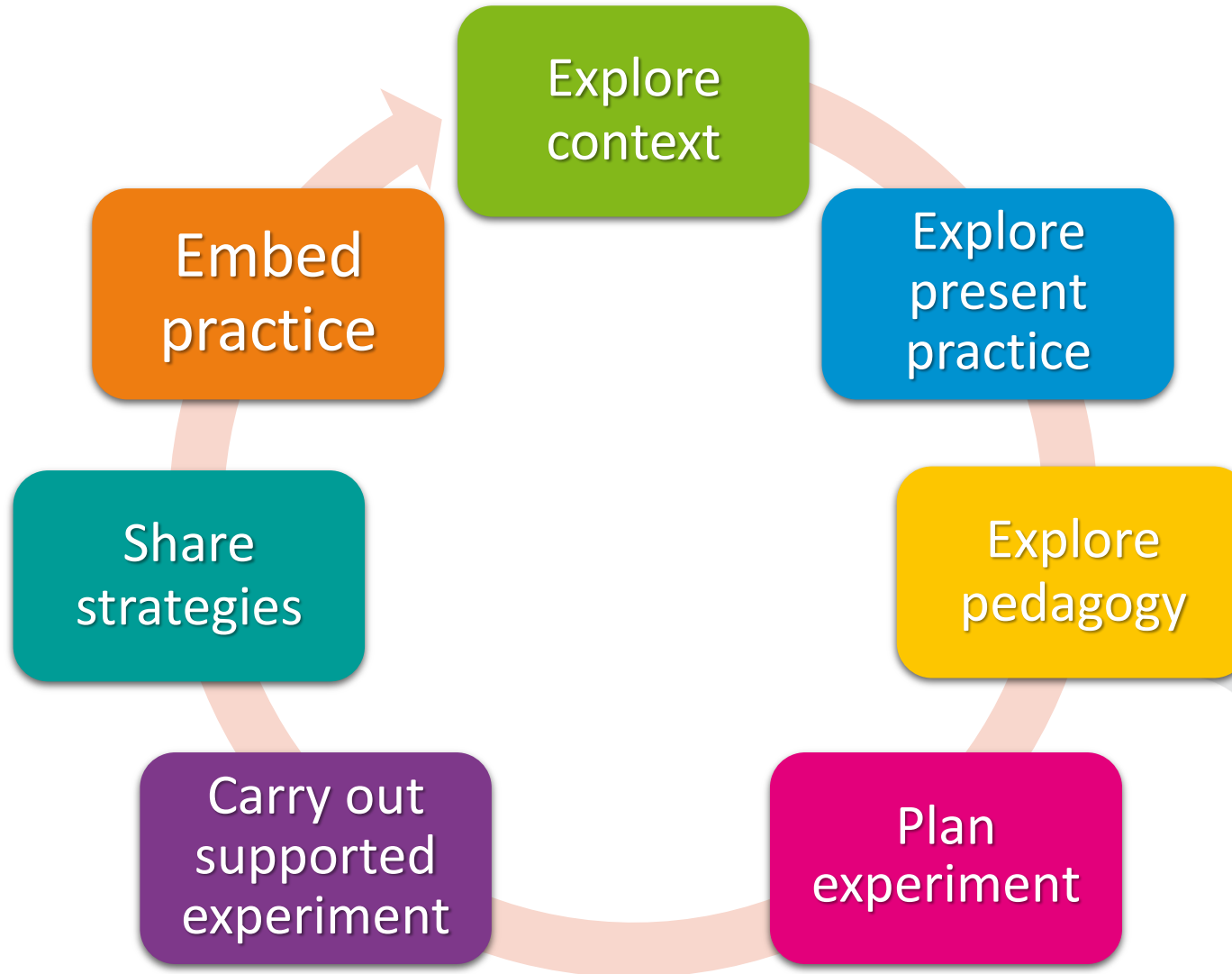
Eventually the teacher decides whether their experiment has worked or not in their context.

**What happens
during a supported
experiment?**

The teacher reports
back to other
teachers.



The supported experiment cycle





Example supported experiments

Encouraging retention of emergent vocabulary

Does doing timed reading activities help to improve reading speed?

Taking AWL further – more interesting ways of presenting it

Using apps effectively to practise the AWL

Benefits of supported experiments



- ✓ help prevent teaching skills from 'plateauing' and becoming stale
- ✓ develop a culture of continuous improvement
- ✓ include all teachers at different stages of development
- ✓ have a positive impact on teaching
- ✓ have a positive impact on learning



Diaz Maggioli and Richardson (2018)



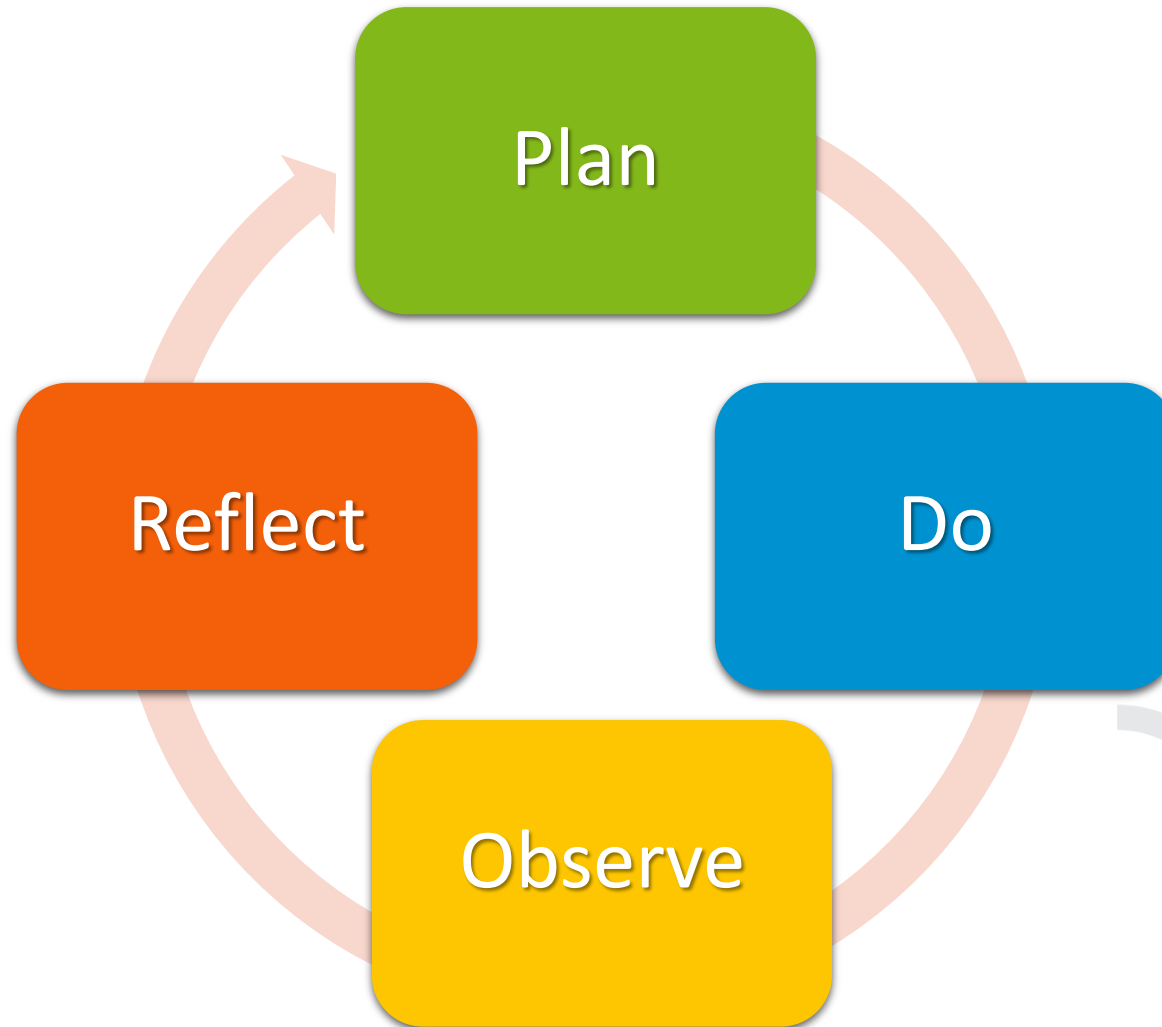
Action Research



What is action research?

- A **practical** way for practitioners to **explore** the nature of their **practice** and to **improve** it
- **systematic** and **rigorous**
 - carried out by **individuals**, although these individuals may work collaboratively
 - may use a **variety** of **research methods**

The action research cycle



Example action research

What strategies do students employ when doing an IELTS reading test?





“The best part for me was carrying out the research with a colleague and the questions and discussions after the presentation. As we often work alone in our classrooms, teachers are very keen to spend time together sharing ideas and experiences.”

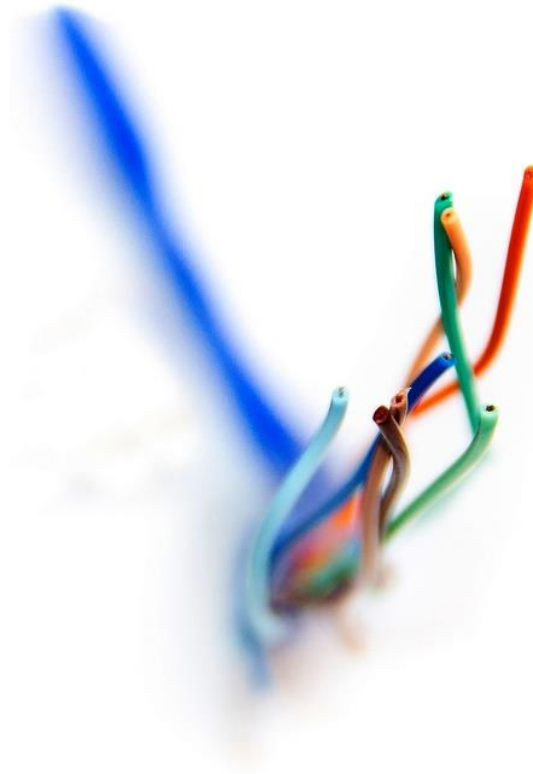
Possible issues...

*Action Research? NOT for
me!*

*I'm not the 'academic'
sort!*



So...



CPD that works

- ✓ **Push your manager to upgrade the INSETT programme**
- ✓ **Use approaches to CPD that make a difference**





Thank you!



Q&A





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