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Contents

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Phil Dexter manages the production of the *Pilgrims Teacher Trainer Journal*, has worked as a teacher trainer for Pilgrims since 1997 and is now a freelance educational consultant. Phil worked for the British Council for over 30 years in English and education projects in teacher development and inclusive education. Phil's most recent consultancy advice in inclusive education involves working with governments across the world in a variety of contexts in the UK, Europe, Africa, Asia and Latin America – supporting applying approaches to inclusive teaching and learning. Phil has also worked with Cambridge University Press, supporting ways of adapting coursebooks to be more inclusive.

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www.teachingenglish.org.uk/article/creating-inclusive-school-environment

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About *The Teacher Trainer*

The Teacher Trainer is a practical journal for those involved in English and modern language teacher training, teaching and training subjects through the medium of English, and teaching and training in wider education fields. Whether you are a teacher who tends to be asked questions by others in the staff room, a director of studies/head of department, a mentor or supervisor, an inspector going out to schools or a teacher educator at a university or you do all this online or in blended/hybrid ways – which is most likely today – this journal is for you.

Our aim is to provide a forum for ideas, information and news, to encourage collaboration and innovation between professionals, to understand how trainers in other fields operate and to continually learn from each other.

Editorial

I am very pleased to welcome you to the third issue of the new digital *Pilgrims Teacher Trainer Journal*. As I write this editorial my thoughts are very much focused on the major international events in our lives.

Firstly, we are moving into new phases in living with the Covid-19 pandemic. Our lives are beginning to return to some kind of "normality" though the virus very much remains with us and will continue to be so. There are many significant implications for this in our work as we respond to new learning realities – a return to face-to-face engagement though a very different reality remains in what we understand as blended and hybrid ways of working. What this actually means for us is a continuing challenge for everyone – learners, teachers and teacher educators. How can we deepen meaningful engagement in learning while ensure we remain healthy and safe?

Secondly, thoughts on the continued unfolding tragedy regarding the war in and on Ukraine. Who can predict the situation when you actually read this? Hopefully, we will have moved towards a peaceful resolution by then. It may seem that educational concerns are secondary to what so many people are faced with surviving, whether in Ukraine or in recreating a new life (however temporary) outside Ukraine. I know that many in our ELT profession are doing so much to support those whose lives have been so tragically uprooted. Of course, there are so many theatres of war across the world as we inevitably have our focus on Ukraine.

Two words that are much in my mind in these times are ***resilience*** and ***community*** and the *Pilgrims Teacher Trainer Journal* in its small way has always been about supporting the development of ***communities of practice***. I do hope that we can contribute to fostering and supporting a ***community spirit*** through the sharing of ideas in our profession. Hopefully, we can do more than that but ***sharing, caring and contributing in ways we can*** is at least a start.

The Austrian psychotherapist, Viktor Frankl, was a holocaust Auschwitz survivor who lost most of his family. He dedicated his life to survivor support and ways of positively overcoming trauma through his Logotherapy approach and his celebrated work *In search of meaning*. Perhaps we need to see what this can mean for us all.

"Between stimulus and response there is a space. In that space is our power to choose that response. In our response lies our growth and freedom." Viktor Frankl.

In this issue we have a strong international representation reflecting an important ethos of the journal: sharing and communities our different realities reflecting our work in Argentina, Germany, Greece, Italy, North Macedonia, Poland, South Africa, Turkey, Venuzuela, UK and USA. This again takes us back to our theme of ***communities of practice***. I am really pleased to say that in this issue we also connect strongly with broader education beyond a language, including an interview looking at how CPD is planned and managed in what we may call a "feeder field" – a personal perspective from the UK National Health Service.

The Teacher Trainer Journal continues to be free to access, as is the whole back digital archive going back to 2006. We are still planning changes and watch this space for news that will be available on our website https://pilgrimsttj.com and through the usual social media channels.

We hope you find this very much another content rich edition, as we intend every edition to be. The journal is all intended to be YOUR VOICE in reflecting and sharing global ideas on teacher education.

As always, we welcome contributions for the journal, and these can be sent to me at phil.dexter@pilgrimsttj.com at any time for future publication. Please contact me for further information and details are also available on the website.

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Welcome from Pilgrims

Dear *Teacher Trainer Journal* reader,
Welcome to another issue of the *Pilgrims Teacher Trainer Journal*.

We live through turbulent times; we live in a state of perma-crisis as it's been defined by some analysists and psychologists alike. As we're barely getting out of a harsh pandemic, we're being hit with a war that's been raging in Europe. Make no mistake: this war is no worse than the many other wars that we have witnessed over the last decades: only, the proximity of it makes it more real, in a way.

It is evident that talking about teaching and training issues may seem preposterous when one can almost hear the sirens and the air raids cutting through the Ukrainian skies, when the broken voices and the tearful eyes of thousands terrified people won't leave us.

But teaching is that quintessentially human activity: it's done by people with people for other people. It's an act of love, and it's what the world sorely needs. Without wishing to romanticize what we do, the interpersonal skills that we need in the classroom, the pastoral care we have to be able to offer, the skills we use to pay close attention to the people who are with us, the obligation to listen hard and acknowledge the multitude of differences to include everyone can lead to wider understanding and a peaceful world. And this belief is what has to carry us through.

Enjoy this issue.

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Developing as a teacher educator: A new framework from the British Council

By Ellen Darling, Italy

Introduction

In this article I describe the British Council's revised continuing professional development framework for teacher educators. I give an outline of the main features of the framework and suggest how it can be used for professional development by both individuals and institutions. I also give some ideas of where to find useful self-access resources and describe the forthcoming re-launch of a global online community of practice for teacher educators.

Background

The role of teacher educator can take many shapes and forms, for example, from senior teachers and managers who give support to teachers in private language schools; to university lecturers on pre-service and in-service teaching degrees; from state school inspectors and school leaders to trainers working on teacher development programmes run by Ministries of Education. Professional materials writers, teaching curriculum developers, researchers and teachers in schools acting as teacher mentors may also be considered as having a fundamental role in teacher education.

Furthermore, teacher educators work in diverse environments including both state and public sector organisations, small and large institutions, or they may work as freelance consultants. Their work may be quite isolated, or they may be part of a teacher training team or faculty and their teacher educator role may or may not be formally recognised by their employee. In some cases, particularly in school-based environments, they may not self-identify as having a teacher educator role at all. Added to this, a teacher educator often has more than one role and may also be a manager, an administrator or a leader with different priorities pulling them in all directions, both in terms of time and priorities.

While it is difficult to define the many kinds of teacher educator out there, it is indisputable that teacher educators are fundamental in supporting and driving successful learner outcomes in the classroom. With the push for ever greater efficiencies and value for money, teachers and teacher educators undergo deeper scrutiny about the effectiveness of their work, so it is important to support them in understanding and making clear what skills and knowledge are required to do their jobs well. An effective evaluation of teacher educator work requires the laying out of unambiguous criteria with explicit reference to what teacher educators are expected to know and do.

As members of the education profession, most teacher educators understand the importance of lifelong learning and continuous development to maintain professionalism, motivation and enrichment in their lives and careers. Furthermore, many teacher educators identify a desire and need for CPD because they lack formal training or induction, having entered such roles as a result of

their teaching experience, seniority or graduate status. Research shows, however, that teacher educators face obstacles in this area. A report by the European Commission in 2013 stated that "teacher educators do not always get the support and challenge they need, for example in terms of their education and professional development."

What is a continuing professional development (CPD) framework and why is it useful?

Any practical professional development plan needs to come from an analysis of strengths and weaknesses of skills, knowledge and behaviours, whether this is performed at an institutional level or for an individual's own professional development planning. In 2015, the British Council devised a set of three professional development frameworks for teachers, teacher educators and school leaders in order to enable this analysis and reflection, primarily when working with teachers and teacher educators within government institutions. All three frameworks were produced after internal and external consultation and piloting. By outlining an explicit, shared understanding of the key skills, knowledge and behaviours that contribute to effective practice, it is hoped that the frameworks can be applied at different stages of professional learning and to the diverse contexts where teacher educators work.

Specifically, the teacher educator framework was based on international research into teacher educator competences and feedback from the British Council's global network of teacher educators. It included ten professional practices broken down into smaller elements within the practices, as well as seven enabling skills and five self-awareness features of competent teacher educators. The framework has been used within the British Council to support the professional development of teacher educators; to guide the design of material used on trainer training courses; to evaluate teacher educators and to guide decisions about their recruitment.

Why has the framework been revised?

In 2018, feedback was collected through an in-house survey which revealed that there were some areas of the teacher educator CPD framework that could be improved. The main criticisms were that, in trying to reflect the complexity of roles teacher educators take, the framework was too long and had too many elements. Furthermore, given that the primary use of the framework was with government education programmes, it was felt that the framework should include more awareness of low-resource teacher education contexts, needed to be written in simpler English and needed to include a focus on equality, inclusion and diversity.

In March 2020, the education world was swept off its feet by Covid-19 and the ensuing lockdowns and school and university closures meant that teachers and teacher educators were thrown into a world of emergency remote teaching. An initial survey of teachers and teacher educators carried out by the British Council (2020) revealed that most respondents had not worked remotely before and that they felt they needed further input and training in remote teaching pedagogy. Now that this mode of teacher education has become more established over time, it was felt that the teacher educator framework needed to be updated to incorporate new ways of working, including using digital technologies and other forms of remote working. In light of this, Maggie Milne, Senior Consultant at the British Council commissioned a review of the framework to make it more streamlined and to ensure that it encompasses inclusion and remote support of teachers.

What does the new framework look like?

There are now eleven Professional Practices, divided into the areas of knowledge, skills and development and each of these areas has a number of elements:

Knowledge		
Knowing the subject	**Understanding the educational context**	**Understanding teacher learning**
Teacher educators need:	**Teacher educators' work is informed by an understanding of:**	**Teacher educators' work is informed by an understanding of:**
proficiency in the subject, such as communicating effectively in English	key features of the socio-cultural context and educational system (including educational policies) that influence teaching and learning	the competences teachers need to be effective practitioners
explicit knowledge about language systems, such as grammar, vocabulary and pronunciation	local pre-service and in-service teacher education systems	key theories of adult and professional learning and behavioural change
subject–specific theoretical knowledge regarding teaching methods, student learning and assessment	key aspects of teachers' profiles, such as qualifications, experience and motivation	key processes in professional learning, such as collaboration, reflection and inquiry

Knowledge		
knowledge of a wide range of current teaching and learning resources (print and digital) that are available in the subject area	teachers' professional learning needs	how teacher attitudes, beliefs and motivations affect professional learning
awareness of key themes and findings in current research and professional debates in the subject area.	features of their educational system that support and hinder teacher learning and change.	overcoming barriers to effective professional learning.
Skills		
Planning teacher learning	**Managing teacher learning**	**Evaluating teacher competence**
In planning effective teacher education courses and sessions (such as workshops, lectures and seminars), teacher educators should be able to:	**While delivering teacher education sessions, teacher educators should be able to:**	**To evaluate teacher competence effectively, teacher educators should be able to:**
use needs analysis and evaluations of any previous courses and sessions to inform planning decisions	communicate clearly, for example, when presenting new information or giving instructions	define appropriate criteria for evaluating teachers' skills and knowledge
define teacher learning objectives that are clear, achievable, appropriate given the teachers' profile and (where relevant) linked to previous courses or sessions	use a range of participant-centred and interactive strategies, activities and resources to promote learning and the development of 21st century skills	evaluate teachers' skills and knowledge using a range of tools and methods, such as observation, self-assessment and student feedback
identify and select appropriate learning channels (F2F, virtual, hybrid)	make effective use of technology	give teachers oral and written feedback that is clear, specific and related to the evaluation criteria
identify, select, design and adapt appropriate resources (including digital content) and activities to support these objectives	manage teacher learning activities effectively for example, by controlling pace, time, and interaction patterns	evaluate teachers formatively and use the results to support teacher learning
organise the course and sessions into coherent and logically ordered stages	monitor teachers' level of understanding and, as a result, make formative instructional decisions	evaluate teachers in a manner that is transparent, fair and which supports their professional learning.
identify how and when teachers' skills and knowledge will be assessed.	model effective teaching behaviour (in F2F, virtual and hybrid settings).	
Supporting ongoing teacher professional development	**Adopting inclusive practices**	**Supporting remote learning**
To support teachers' ongoing professional development, teacher educators should be able to:	**To be inclusive, teacher educators should be able to:**	**To support remote learning, teacher educators should be able to:**
explain, in a manner that motivates teachers, the value of professional development	recognise, value and promote positive attitudes to diversity among teachers	use different learning channels (F2F, virtual, hybrid), and synchronous and asynchronous tools and platforms both generally and in order to support teacher learning
increase teachers' awareness and experience of a range of individual and collaborative professional development activities, including those that make use of technology	identify barriers to inclusivity and take action to address these	identify, select and create digital content that supports teacher learning
advise and mentor teachers, including through developmental lesson observations and post-lesson discussions	use teacher education practices that create an inclusive learning environment	create a motivating, supportive and inclusive remote learning environment for teachers

Skills		
provide regular opportunities for teachers to develop their reflective skills	treat all teachers fairly and with respect	manage remote learning effectively, including basic technical troubleshooting
guide teachers in defining their own career goals and identifying professional development action plans to support these goals.	use assessment and evaluation methods that give all teachers the opportunity to demonstrate what they know and can do.	use and integrate technology in a way that is safe, legal, ethical and responsible.

Approaches to development	
Taking responsibility for own professional development	**Contributing to the profession**
Teacher educators who take responsibility for their own professional development:	**In contributing to the profession teacher educators:**
reflect regularly and seek feedback on their work to assess both their strengths as teacher educators and areas for further development	share their own practices and experiences with other teacher educators, including through social media
strengthen awareness of the impact of their behaviour as it relates to openness, conscientiousness, interactivity, empathy and resilience	create and support teacher communities of practice
seek professional improvement by identifying and engaging in independent and	conduct (individually and collaboratively) small-scale research and share the results with other professionals
collaborative professional development activities (including online) relevant to teacher educators	organise and contribute to professional events, discussions, articles and associations, including online and through social media
keep up-to-date with current trends in their field	display attitudes and behaviour that promote trust, respect, professional identity, motivation, agency, well-being and resilience.
define career goals for both the shorter and longer term.	

How can a teacher educator use the framework for professional development?

The British Council's framework includes four stages of development within each practice:

1. **Foundation** – You have the foundation of teaching skills and knowledge on which to build your role as a teacher educator.
2. **Engagement** – You have developed your skills and knowledge as a teacher educator through practical experience and professional learning.
3. **Integration** – You have achieved a high level of competence as a teacher educator.
4. **Specialisation** – You act as a point of reference for other teacher educators and as a source of expert opinion.

One way to use the framework as a guide for personal professional development is to look at each element in the framework and honestly evaluate progress according to present skills, knowledge and experience in each area, in order to identify strengths and areas for improvement. Once an element or group of elements has been identified as an interesting and relevant area to work on, suitable activities to build up skills can be considered. These could include taking taught courses and in-school training, looking for coaching and mentoring opportunities, observing fellow teacher educators, self-study, action research and reflective journaling.

How can institutions use the framework?

Likewise, institutions can ask individual teacher educators to evaluate themselves and then collate responses to develop an organisational profile of priorities for development. This information, alongside feedback from teachers, and observations of teacher educators at work can be used to devise relevant and appropriate training and development activities. Furthermore, the framework could be used to feed into recruitment processes, formal appraisals or materials and curriculum development for teacher training and development courses.

Are there any resources to support teacher educators in using the framework?

Initial training in essential skills is important for teacher educators, but reflective practice and collaborative learning provide further relevant, sustained and continuous development opportunities. To this end, the British Council has developed an online community of practice for teacher educators, to facilitate peer collaboration and learning. The existing community is currently moving to a new enhanced platform and the launch date for the new community will be in April 2022.

The plan is to introduce the revised framework there with articles and online live information sessions. News of the launch will be posted on the TeachingEnglish website. All interested teacher educators from around the world are invited to come along to these events, which we hope will be a renewed start to a global online community supporting teacher educators in their work and professional development.

The British Council's TeachingEnglish website also has resources for teacher educators. For example, there is a wide selection of publications which are relevant to the specific interests of teacher educators. In the teacher educator professional development section of the website, there are articles and webinars on a range of subjects including planning teacher learning and taking responsibility for your own professional development. There is also a free monthly newsletter for teacher educators who would like to hear more about relevant articles, events and news.

The role of the teacher educator is often not well-recognised in many education systems and consequently there are few established qualifications for teacher educators. To fill this gap the British Council has developed a British Council Assured Certificate for Teacher Educators which is certified by City & Guilds (www.cityandguilds.com). This assesses essential skills the teacher educator needs based on our framework and enables the teacher educator to demonstrate attainment of proficiency in those skills with a certificate and a digital credential from City & Guilds.

Conclusion

Development opportunities for teacher educators are often hard to find and working in isolation during the pandemic may have affected our levels of motivation and sense of belonging. However, with the help of the framework and resources mentioned above and the opportunity to join a network with like-minded colleagues, it is possible to take control of our professional learning for a more fulfilling future.

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One size doesn't fit all: How to cater for difference in trainer training

By Dr Briony Beaven, Germany

Introduction

The idea for this article came from my experiences, rewarding but sometimes frustrating, of trying to cater, often within one trainer training course, for a range of needs and wishes. English classes typically present teachers with learners who are different from each other in many ways, and this applies equally to classes of teacher trainers on trainer training courses. I will report on a survey of teacher trainer differentiation needs and wishes. Then I will examine how we can use the principles of learner differentiation to make our trainer training courses more accessible and relevant to present and potential teacher trainers with different experience, knowledge, skills and needs. By *learner differentiation* I mean a process of consciously adopting "an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each teacher trainer's learning needs and preferences to achieve maximum growth as a learner" (adapted from Tomlinson 1999).

Background

One summer I was about to run a two-week course for teacher trainers from many countries. The institute where the course was to take place had asked course participants to fill in a pre-course questionnaire. About half of the participants had filled them in. Below are four answers to the question: *What areas of professional development are you most interested in?*

- Anything new for me – I am a good learner.
- Designing in-service training for different institutions.
- Meeting colleagues.
- I am interested in all aspects of teacher training.

The participants appeared to be keen and interested in their course, but their answers are not helpful for the trainer's planning process. The first and fourth answers do not provide any information, while the third answer names something that is going to happen anyway. Only the second answer contains a content suggestion. These answers were fairly typical of pre-course trainer training questionnaires I have encountered, and anecdotal evidence suggests that other trainer trainers have had similar experiences. I hoped that an exploratory survey sent to trainers from a wide range of contexts and types of training might elucidate the requirements of teachers on trainer training courses, at least to some extent. The sample of teacher trainers surveyed was opportunistic, simply those I had access to.

The survey

The survey elicited information on the perceived training needs of 22 teacher trainers from 14 countries. All of my respondents had over ten years of teaching experience and over half of them had 16 or more years of teacher training experience. Roughly half of them worked on at least three different kinds of training course, and around half worked in various locations world-wide, not only in their home context. The trainers were asked what they would do if they were given two weeks for their own training needs, with pay, in one block, or broken up into other units of time. I categorised the results according to emerging themes and this resulted in four main groups of needs and wishes – practical, cognitive, interactive and affective. The practical category of training needs divided into three areas:

- Learning from observation of peers – who might be teacher trainers or trainer trainers (seven teacher trainers),
- Technical or micro-skills training for planning and running different training courses (nine),
- Digital skills training for research and to use in training (seven).

The cognitive training need was manifested as a wish to learn more from or about academic research (six). Interactive training needs emphasised international interaction with peers (seven), while affective training needs encompassed matters such as learning how to coach teachers, how to give negative feedback and how to deal with "awkward" participants on training courses (five).

The wide range of wishes and needs is perhaps unsurprising since teacher trainers arrive at their perceived training needs according to contextual understanding and experiential knowledge built up during their years of working as teacher educators. Furthermore, the variety of needs is likely to be influenced by the multiple hats that ELT teacher trainers wear, doing all kinds of extra jobs, either within their teacher training role or as additional areas they are tasked with. This melange of functions is well expressed by Davey (2013) in his study of teacher trainers' professional identity: "The notion of job complexity is one that emerged constantly from their stories. … Their jobs were a complex mix of the pedagogical, pastoral, scholarly, interpersonal, managerial, administrative, advisory and consultative. Moreover, they often had to operate across these quite different roles at the same time."

Differentiation in practice

The survey demonstrated a range of training needs, but a common theme was that they were largely practical or involved the acquisition of knowledge intended to influence practice. Trainer training therefore needs to be both differentiated and based on authentic situations that arise in training rooms or in teacher trainers' other work with teachers. Bayar's research into teachers' perspectives on professional development activities exhibited similar concerns: "My needs are related to real training room situations. That is why when professional development activities are conducted based on real life situations, we can talk about effective professional development activities" (Respondent 4 in Bayar 323: 2014).

Differentiation can be achieved through changes to any of the aspects of the trainer trainer's course delivery as illustrated in Figure 1 below.

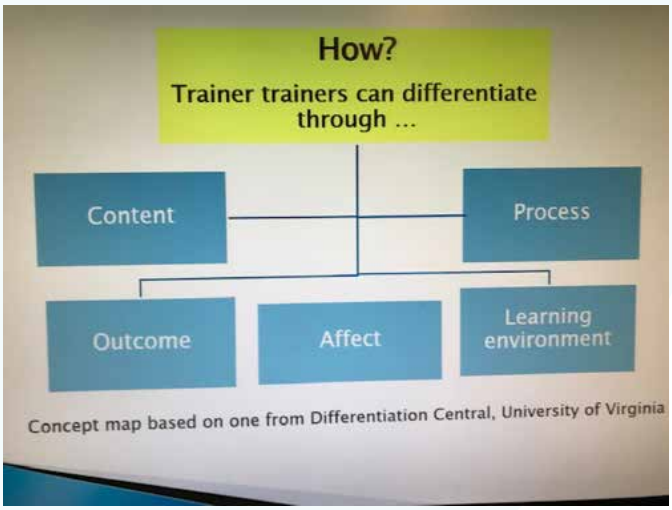

Figure 1: Aspects of course delivery

Or it can be achieved by paying attention to individual differences within a group of teacher trainers, such as those displayed below in Figure 2.

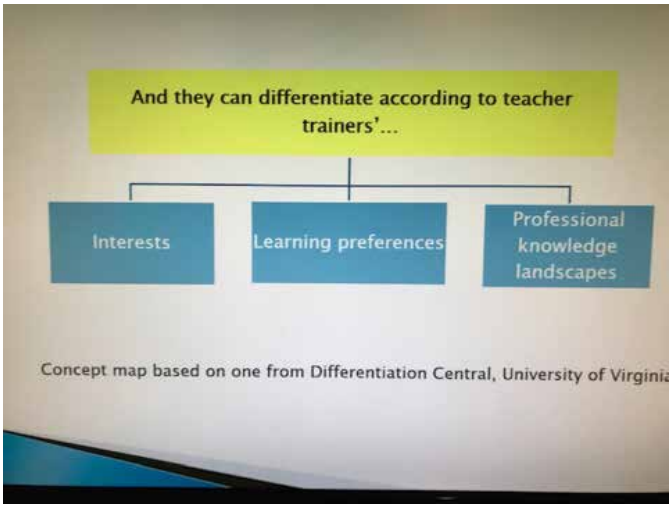

Figure 2: Teacher trainers' individual differences

Techniques for differentiation in the training room

I will now go on to suggest eight ways of differentiating in training courses.

1 Critical incidents

A critical incident (CI) creates an opportunity for teacher trainers to share their different experiences of teachers and/or course types and to engage in some peer teaching. A short narrative of a teacher training puzzle is provided, and questions are asked. Typical questions would be:

- What did the actions reveal about me?
- What would you have done instead?
- How did my actions reflect what you know about me?

Thus, the questions surface the professional identity of the narrator, the group voice of the trainers on the course, and the group's community knowledge about each other.

Example of a CI

In a recent trainer training course I ran a session on mentoring with a two-person role play: harassed, busy mentor and tricky mentee. There were ten participants, including three who did not fit in well as their English was very weak. I knew these three would struggle to understand the role-play, so I set up pre-role-play preparation groups, all mentors together and all mentees. The groups read their role description and clarified to each other the situation and problem. Then the participants left their groups, joined a person with the other role and acted out the situation. Nevertheless, one of the more capable participants complained in her end-of-course feedback that this role-play had been a waste of time for her, since her partner could not adequately take part, owing to his low level of English.

- **Should I accept that if administrative requirements created such a group my options were limited? Or could I have organised the session differently to make it more fruitful for all participants?**
- **In this situation, what would you do and why? What values would lead to your decision?**

This CI was based on a real situation that I experienced, but the premise is widely applicable. A CI relates a difficult incident that the teacher trainer might or might not have been able to handle better. The questions are essential, as they change an anecdote into a task that the group can work on.

2 Arrows

In the activity "Arrows" the teacher trainers in training consider individual teacher characteristics and how some of them may make course goals difficult to achieve. They discuss strategies that would help them enable the teacher whose characteristics are described to achieve the course goals during the course.

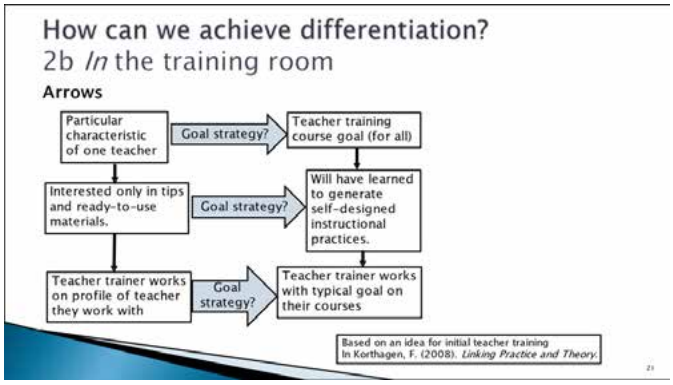

Figure 3: Using "Arrows" in the training room

The two boxes at the top give a general idea of the activity; starting from a particular characteristic of the teacher, one considers a course goal and works out a strategy to enable that teacher to achieve the goal. The middle two boxes give an example; a teacher's characteristic approach to materials is on the left and the box on the right shows the main goal of the course. In this example, it will clearly be difficult for the teacher to achieve the

course goal unless they can become aware of the value of being able to generate one's own materials and plans. The third line suggests the task that can be used in the training room; each teacher trainer thinks of a typical goal for one of their own training courses and profiles a teacher for whom the goal might be hard to achieve. The nub of the task consists of creating a strategy to bridge the gap. The teacher trainers can share their profiles, course goals and strategies in small groups or plenary. At meta-level, in this activity, the objectives for the teacher trainer learners are the same for everybody; they are course objectives, but they are related to the individual participants through attention to their different contexts, courses and teacher profiles.

3 Peer re-teaching in mixed experience groups

This technique is useful when the trainer trainer needs to provide information input during the course in the form of a lecture, mini-lecture or simply a long, informal trainer talk. After a while the lecture is interrupted, and the trainer trainer asks course participants to make groups of three. The groups collaborate to re-teach each other the key points in the lecture or talk so far. They have to produce one concise summary. All three should roughly memorise the summary or have paper notes. Roles A, B, C are assigned to group members. The groups split up and each participant finds one person with the same letter as them. They compare their summaries and choose the more accurate one. The trainer trainer leads a short debriefing with presentation of summaries. The lecture or talk is then concluded. Finally, in plenary the benefits of this approach to information input are discussed, since, as well as forming part of their trainer training course processes, it is a technique that the teacher trainers can use with teachers in their own context after the course. Advantages that may be mentioned in the discussion include: active involvement instead of passive reception; recall; discussion of the meaning of input; summarising; choosing the most accurate summary and presenting it, all of which lead to much deeper engagement with the material. There will be different interpretations and selection of content according to relevance for individuals' context, interests and previous experiences.

4 "Folk" stories

"Folk" is in inverted commas since the range of stories you can use in trainer training is much wider than real folk stories and can include any story, account or anecdote that might be useful for training purposes. Useful stories in training are narratives that allow for a variety of explanations and thus encourage teacher trainers to reconsider beliefs, perhaps held unconsciously, to empathise with different ways of meaning making, and maybe, to make self-determined changes in their practice. For example, the story *We've always done it that way* (https://www.businessballs.com/amusement-stress-relief/stories-analogies-and-fables/#stories_index) describes employees in an office who regularly write "0" in a certain box on a certain form, but who have no idea what it means, and who do this simply because it has been normal practice for as long as any of them can remember. The story can therefore be used to challenge habits and to question procedures. Different teacher trainers will draw various inferences from this story which can lead to complex and unanticipated conclusions.

5 Practical theory

A widely-known technique, but one well adapted to differentiation, is articulation by trainers of practical theory or "maxims". These can be surfaced by adapting and using some of the popular questionnaires about beliefs aimed at learners of English. Teacher trainers agree with, disagree or modify statements about trainer beliefs. Comparing one's own previously unexamined beliefs about teacher training with those of trainer colleagues can be a fruitful development stimulus.

6 Role-play

Role-plays, for instance, based on trainers giving oral feedback on an observed lesson, or mentoring a novice teacher, offer ample opportunity for differentiation if the role definitions are sufficiently open, allowing the course participants to draw on their professional knowledge landscapes (Clandinin & Connolly, 1995), which will affect content and outcomes, thus allowing for valuable comparisons.

7 Workshop or course planning

Planning workshops and courses for their home contexts or one of their typical training scenarios, enables course participants to work towards different goals in a shared enterprise. Teacher trainers will probably have distinct and specific scopes and content in mind. The activity promotes differentiated planning procedures and outcomes. It is rooted in course participants' real-life situations, whilst allowing them to take part in a communal process, since the planning can be done in pairs or groups, providing collegial outsider views of the target groups' situations and needs.

8 Minimalism

Given the multiplicity of roles that some teacher trainers are expected to fulfil (see above in "the Survey") it may well be that they crave space and time on a training course to allow for reflection and rebalancing of professional identities (Davey 2013, Kaur 2020). The provision of space and time can create a dynamic in which "the rhythm and cadence of the whole is shaped by the relationship between sessions and spaces" (Poynton, 2019, p. 61). The trainer trainer could establish long pauses, consider a "no new content" day and defend the boundaries of the empty space, by, for instance, not allowing sessions to overrun their allotted time. Such a course prioritises the chance for each participant to interpret the content and processes according to their own frame of reference.

Conclusion

I will wrap up by offering a tabular summary of the eight techniques described above according to the kind of differentiations each one achieves. As will be apparent, all of them differentiate in at least four ways.

	Content	Process	Outcome	Affect	Learning environment	Interest	Learning preference	Professional knowledge landscapes
Critical incident	✓		✓	✓		✓	✓	✓
Arrows	✓		✓	✓				✓
Peer re-teaching			✓	✓	✓	✓		✓
"Folk" stories			✓	✓		✓	✓	
Articulation of practical theory or 'maxims'	✓	✓				✓		✓
Role play	✓	✓	✓				✓	✓
Planning workshops/ courses	✓		✓		✓	✓		✓
Minimalism: space and time	✓	✓	✓	✓		✓	✓	✓

Table 1: Activity differentiation according to aspects of training delivery and of individual experience and predilections

I believe that the judicious and principled inclusion of some or all of these techniques in our trainer training courses will ensure that, even given the teacher trainers' very different working environments, they are likely to find that the course speaks to authentic situations in their training rooms or in their other work with teachers.

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The author

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A Video Interview https://youtu.be/f4rgb_yAH6c
Teaching for All: Mainstreaming inclusive education in South Africa

By Cina Mosito, South Africa and Siân Williams, Greece, interviewed by Phil Dexter

Introduction

Teaching for All: Mainstreaming inclusive education in South Africa is an innovative inclusive teaching and learning project funded by the European Union and managed by the British Council in partnership with the University of South Africa UNISA and MIET South Africa. The original project was designed for undergraduate BEd programmes for university initial teacher training programmes. https://www.britishcouncil.org.za/programmes/education/teaching-all The project has now been expanded to in-service teacher training beginning with a pilot project of continuous professional teacher development (CPTD) with the Western Cape Education Department (WCED).

Cina Mosito from South Africa explains the context and some of the key issues. The link below to the video interview describes important aspects of the project, how teacher educator consultants have worked together and offers reflections and insights for teacher educators more globally.

Background

There is a commonly held perception that education has the power to change people's lives (Faro, 2021). Nonetheless, acquiring education is not a given to many children of the world. Despite the United Nations call for quality education for all and supporting local and international tools towards ensuring access, there is mounting evidence that (i) many learners of school age are not in schools, (ii) while some contexts report growing numbers of learners accessing school, most of these learners are denied participation and engagement because, among other reasons, the languages of teaching and learning are not their home languages, methods of assessment are inflexible, at times, teachers teach in phases they are not trained for, and teachers view themselves as inadequately trained to support and teach learners who experience a diverse range of barriers to learning (Majoko, Phasha et al., 2018). South Africa is not immune to many of the factors that dampen efforts towards quality education for all. Exacerbating many problems that mar access to education in South Africa are the lingering impacts of Apartheid government policies of disenfranchisement among Black, Coloured and Indian communities. As a result, there is a swelling divide in resourcefulness and impact between historically privileged and under-privileged schools (Spaull, 2013).

The project

To address some of the challenges, there are notable innovations; one of which is the *Teaching for All project. Teaching for All* is a collaborative inclusive education project that was initiated by British Council, MIET Africa, UNISA, DHET and DBE in 2017; and later co-opted ten public universities providing initial teacher education. Working with partners and key stakeholders drawn from civil society organisations and global experts on inclusive education, the project has developed teacher training modules and materials for Bachelor of Education and Postgraduate Certificate in Education programmes which have been in use at ten South African universities since 2019. Embedded in *Teaching for All* materials is a philosophy that teachers are key change agents. The aim is therefore to provide student teachers with the skills, attitudes and knowledge to teach inclusively in diverse classrooms in diverse communities, thus contributing to a prevention and reduction of children being excluded from education (British Council South Africa, 2022).

The preservice teacher material has been adapted for continuing teacher development programmes. It is this pilot phase of the project that the three British Council consultants Cina Mosito, Siân Williams and Phil Dexter, are pedagogically facilitating. They are involved in the training of Lead Trainers in the Western Cape Education Department who will roll out the curriculum to teachers in full-service schools in the province. Full-service/inclusive schools are **first and foremost mainstream education institutions in South Africa** that provide quality education to all learners by supplying the full range of learning needs in an equitable manner. They should strive to achieve access, equity, quality and social justice in education.

Please click on the link below to access the interview.

https://youtu.be/f4rgb_yAH6c

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The authors

Cina P. Mosito (PhD) is an Associate Professor of Inclusive Education in the Faculty of Education at Nelson Mandela University. Her research interests are teacher education, child development and inclusive education. She has been involved in *Teaching for All* since phase one of the project (2016-2018) which developed initial teacher education curriculum and material for BEd and PGCE programmes in South Africa. This current phase of the project that Cina has a leading role in is focused on in-service teacher training.

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Siân Williams is based in Greece and has been involved in inclusive education as a teacher, local authority officer and freelance consultant for almost thirty years. She works regularly for the British Council and is currently working on projects in South Africa, the Middle East and North Africa as well as for the global inclusive education team.

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An interview with
A snapshot of a life as a Teacher Educator

By Joanne Newton, South Africa, interviewed by Phil Dexter

PD: You have what looks like very interesting, different and global experience in education in different parts of the world – Canada, East Asia, Eastern Europe, Middle East and South Africa. Can you tell us what this global experience has meant for you as teacher educator?

JN: Thank you so much! It has been a tremendous privilege to have worked around the world. I got bit by the ELT bug while doing my CELTA in Halifax, Nova Scotia as a university course. The practice students were the first people I had ever met from Indonesia, Pakistan, Japan, Brazil, etc. and I just loved getting to know them and talking to each other. I grew up in a small rural community, and the ELT field has given me the opportunity to meet, teach, train and work with people from over 100 different countries. I think my 19-year-old self would be amazed! This international experience means I have seen many things done in many ways, but my core understanding and belief of what it means to be a good teacher is stable and doesn't shift amongst cultures and systems, it only grows or becomes refined.

PD: Can you describe some of the highlights that have impacted on you? These can be both very positive and rather challenging.

JN: The main highlights are without a doubt all the people I have gotten to know and learn from and the spaces that have been opened to me. I can close my eyes and see teachers in their classrooms in Seoul, Johannesburg, Beirut, Kosazalin ... and it is such an affirming feeling to have been welcomed into those classrooms and trusted to give my advice and ideas about the teaching and learning taking place. I think the major challenge is developing enough self-awareness, knowledge and skill to ensure that I am always holding the teachers and learners with respect and working to their benefit – this requires learning about interpersonal dynamics embedded in cross-cultural dynamics embedded in power dynamics and will be a lifelong journey. And, of course, seeing the world has been amazing, but missing family and friends from home is less than!

PD: What are some of the similarities and differences in different parts of the world or in different projects you have been involved in?

JN: A lot of the projects I have worked on have been focussed on pedagogy and classroom practice, and I also spent about ten years working as a Cambridge CELTA, CELTYL, ICELT, DELTA trainer which gave me a really strong foundation to build on. I also love to do material development, and I have grown from designing sets of lesson plans for teaching centres to managing the development of university Bachelor of Education modules. In the past five years, I became more involved in the development of teacher communities of practice through the Romanian English for the Community project and then South African National Association of English Teachers (shout out to NAETSA and TAG friends!). I feel this work is incredibly valuable and a real privilege to take part in.

PD: Can you say something about what you have learnt about teacher education and teacher training? What drives you to do it and what would you say are your essential principles in doing what you do?

JN: I think the main driver for me is that everyone can learn and grow, and everyone deserves the best education, and this can be applied to learners in the classroom or teachers and school leaders on their professional development journeys. There are so many ways in which learning can take place and the conditions for learning can continually be improved – that is why we as teachers and teacher educators are on a lifelong journey. I don't believe in "expert teachers" status as we never stop needing to learn about ourselves, our learners, the world we are living in, and to grow and adapt our approaches.

PD: Your most recent experience has been in South Africa. What different projects has this involved – what are the specific highlights for you?

JN: In 2014, I took up the role of English Language Teaching Adviser for the British Council in South Africa and have continued to work for the directorate in various roles ever since. I inherited a hugely successful and

impactful partnership programme with the South African Department of Basic Education aiming to improve English as an Additional Language results among learners from grades R-12. This programme is still running today and has reached over 160,000 educators and is a flagship ELT project for the British Council in Sub-Saharan Africa and even globally. From 2016 until recently, I managed the EU-funded *Teaching for All* project focussed on developing a more inclusive education system in South Africa through pre-service and in-service teacher education. *Teaching for All* was the most challenging and rewarding thing I have done in my professional life and something I am extremely proud to have been a part of.

PD: How has an understanding of the political dimensions of post-Apartheid had an impact on you both personally and professionally?

JN: I would not say I have an understanding but an awareness that I try to continually develop. I did not grow up here and I can never truly understand what it means to be a South African. But I can tell you that South Africans have an enormous strength of spirit, depth of character and sense of joy and humour that makes almost everyone who visits here fall in love with the country. However, I think we can never underestimate the harm done by Apartheid and how it is still hurting people as we speak through socio-economic inequality, systemic racism, structures of violence. As a professional and a person, I want to do whatever I can to contribute to the development of a South Africa where everyone can be safe, secure and can flourish, especially in the schooling system.

PD: In what ways has this experience supported you in understanding how change can happen?

JN: I have hundreds of direct colleagues, managers and mentors who lived under this purposefully inhumane and cruel system yet were able to overthrow it and then immediately began to build a new country based on dignity, equity and humanity for all. So many people I know have been working towards economic and social transformation non-stop ever since and still have tremendous passion for the capacity for change and growth and the work that has been done and needs to be done to rectify the harm of hundreds of years of colonisation and Apartheid. I have learned so much from South Africans about what collaboration means and that even though sometimes it is harder or slower to work together in diverse or even conflicting groups, the outcome will always be stronger if we do it together.

PD: I know you are settled building your life with your family in South Africa. How is this different to the roles you have had in other countries?

JN: I first came to South Africa in 2005 (Durban) and 2010-11 (Johannesburg) on short contracts to do CELTA teacher training and work on other projects for International House. In 2013, I emigrated here with my South African husband, and we are now very settled here in Tshwane (Pretoria) with two boys, two cats and one very old border collie named Jack. We have a lovely, simple life here with the good weather, and so much to be grateful for. For me, I miss my family and friends a lot as I no longer receive yearly tickets home as I did when I worked overseas for British Council and IH, and no longer enjoy an "expat" salary. I live here but I have learned to accept that I am not a South African or a short-term "expat", and thus will always be a bit of an outsider. This is very different to growing up in a very close-knit rural community, so it's probably something I will grapple with my whole life (from a sunny spot in my garden 😉).

PD: You have been involved in the inception, set up and delivery of the *Teaching for All* project on mainstreaming inclusive education in South Africa. In what ways has this been important for you both professionally and personally?

JN: *Teaching for All* was life-changing – I got to work closely with, learn from and even get to know some of South Africa's leaders in anti-racism, human rights, inclusion and education. I got a personal education that I could never have received from any institution. At the same time, it was my first time managing a donor-funded project and I had to quadruple my project and financial management skills in a short time. All while raising a baby that was born the day we initially submitted the proposal to the EU. But enough about me – the project developed a new model of inclusive education in South Africa, one that was broadly intersectional and underpinned by the SA constitution and African humanist philosophy of Ubuntu. I managed a team of 30 experts who collaboratively wrote a module on this model of inclusive education which has already been taken up by ten HIEs in South Africa and studied by 25,000 student teachers. And it is still going strong under new leadership and on track to kick off at the other 14 universities this year.

PD: You have recently taken on a new role in the British Council – can you briefly say what that involves and describe some of the skills in your previous roles that have taken you to be able to take up this role?

JN: I have an exciting new role as the British Council's Head of Partnerships and Business Development for Southern Africa for our work in Cultural Engagement, (which means Arts and Culture, English and Education). I am really enjoying transferring skills I developed in ELT project design and development into developing broader education projects focussing on school leadership, gender transformative practice, coding and robotics and digital literacy, as well as learning about brand new areas like the green economy and creative enterprise. I honed a bit of an entrepreneurial streak in ELT as several of my roles involved some aspect of marketing and sales, and I also got strong at project management and client care which are necessary to succeed in this kind of role. I do really like math, so the budgeting and financial priority part is something I really enjoyed in teacher education projects I previously managed and one I am really enjoying learning more about.

PD: Is there anything you'd like to share in what you think this says about a career path in teacher education or approaches to life-long learning.

JN: I have seen so many colleagues from the teacher development space move into diverse and amazing spaces and jobs over the years in ELT, education, digital, development, and so many other areas. I have a little theory that our work as teachers and teacher educators has been very hands-on, thus many of us have been able

to translate our skills in session plan, programme design, critical analysis, coaching and mentoring, etc., into an effective package of skills and work ethic that make us great colleagues to work with in any space. I think the best kind of leaders are the ones who will get stuck into the work that needs to be done with their teams, and I think this might be the former teacher educator way!

PD: If a new young teacher embarking on her or his own path in developing as a teacher trainer or a teacher educator asked you, "Tell me three things that have been so meaningful for you in your life?" how would you respond?

JN: Wow, what a nice teacher to ask me such a question! 1) Co-parenting two beautiful boys with my wonderful husband in Pretoria. 2) Working for the UK organisations and the professional opportunities, travel and growth this has afforded me. 3) It hasn't happened yet, but my husband, boys and I are booked to go to Canada in July 2022 to see my mom, family and friends. My younger son has never been, and the older son only went when he was one, so I know it is going to be an incredibly special trip, and I really hope it happens!

The author

Joanne was born and educated in Canada and then spent 15 years working internationally as a English teacher, teacher trainer and academic manager. She immigrated to South Africa in 2013 and was appointed as the British Council South Africa's English Language Teaching Adviser in 2014. She is currently the British Council's Head of Business Development and Partnerships in Southern Africa.

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EVE – ELTAM Mentoring project

By Maureen McGarvey (mentor), UK and Slavka Karkamishevska (mentee), North Macedonia

Context

EVE: Equal Voices in ELT, founded in 2018, is an initiative created to recognise both gender and L2 speaker parity in keynote and plenary line-ups for ELT conferences and events worldwide. EVE awards badges to conference organisations that achieve parity in conference plenary panels.

In 2020, EVE: Equal Voices in ELT made a decision to start working "bottom up". In addition to giving badges for diverse conference panels, it would facilitate the mentoring of women teachers who wanted to be conference speakers, firstly for conferences in their own countries, and eventually, for international conferences. ELT conferences worldwide continue to suffer from not featuring enough local presenters, particularly women. The goal of the EVE Mentoring Programmes is to address that problem.

To this end, in 2020–21, we partnered with the Teachers' Association Africa ELTA to run a pilot mentoring programme for African women teachers. The aim of the programme was to mentor eight women from across Africa to become conference speakers for ELT events. There are two articles by Amira Salama and Sue Leather describing in detail this programme in Issues 278 and 281 of *IATEFL* Voices. The *Africa-ELTA Newsletter*, Issue 9, August 2021, also features articles by each of the mentees on that programme.

In 2021–22, we are replicating the programme, partnering with Africa ELTA and adding another programme with ELTAM MK, the ELT Teachers' Association in North Macedonia. This article concerns the programme with ELTAM MK. The following, by mentor Maureen McGarvey and her mentee Slavka Karkamishevska, is a reflection on that mentor-mentee relationship, and of that process.

Maureen's experience

Why I applied

I've been a long-term supporter of EVE and the work they do in so many areas of ELT. I was aware of the mentoring project which ran with Africa ELTA in 2021, and when I saw the call for mentors for the ELTAM MK mentoring project in 2021–2022, I was keen to put my name forward. I hoped my previous speaker mentoring experience would be useful; I've been a volunteer mentor for new speakers through the IATEFL mentor scheme and, in my previous employment, I actively encouraged and supported inexperienced conference speakers to submit proposals and design conference talks. I was also keen to have the opportunity to learn from fellow mentors and mentees.

What I expected

At the outset, I wasn't quite sure what to expect! Perhaps it's easier to say what I *hadn't* expected. Once I'd submitted my application and it was accepted, communications started very quickly from Sue Leather (representing EVE) and Aleksandra Popovski (representing ELTAM MK). I hadn't expected there to be such a focus on mentor community, and that was a brilliant surprise. I knew some of the mentors already and met others for the first time, and it was really good to feel I had this supportive network, especially as a first-time mentor with this project.

I hadn't expected to feel such an immediate sense of connection with my mentee (Slavka), and this sense just grew and developed as we worked together. Throughout the project, mentors and mentees kept saying, "We just clicked!" and I think this is, perhaps, because we all had the same goal in mind and wanted to achieve it supportively and co-operatively.

I'd expected the process of defining a topic for Slavka's presentation to be trickier than it was. In fact, Slavka and I arrived at a focus in our very first meeting, although it took quite a bit of refining as we went along.

What I gained

I gained so much from this project. I learned about Slavka's teaching context with its different limitations and challenges. Through this, I gained a better understanding of how teenage learners of English had been coping with learning through Covid and lockdown, and how teachers had been coping too. I gained even more respect for my global educator colleagues (if that's possible!).

I gained an appreciation of different mentor styles and approaches from my mentor colleagues, as well as an appreciation of their generosity and consistent support. Our mentor What'sApp group would ping like crazy as soon as one of us posted a question to the group. The support provided by Sue and Aleks was also invaluable, and I gained a lot from working with them.

What surprised me

Like many of us, I've done a fair bit of volunteering in my time, and this is, without a doubt, one of the best volunteering experiences I've had. It really surprised me how enjoyable the whole process was, and how quickly we became a close group. Even when our meetings came at 5.00 pm on a Friday afternoon, I still looked forward to them! I hadn't expected it to be so much fun. It surprised me that quite a long programme (five months) whizzed by so quickly and with such energy. I know that our regular mentor and mentee meetings, as well as mentor only meetings, helped to maintain momentum, as did the final presentation deadline date. As my old French teacher, Miss Finnegan, always used to say: "A good deadline concentrates the mind wonderfully!"

It surprised me how invested we all became in each other's talks; mentors could share problems or questions within the mentors' WhatsApp group and get advice and suggestions. Mentees supported their mentee colleagues with ideas and suggestions, and during the dress rehearsals, everyone was keen to give supportive and objective feedback to the mentee speakers.

Slavka and I decided on a major change of topic and direction for her talk about two weeks before the dress rehearsal, so not leaving a lot of time for such a radical change. I didn't feel worried or nervous about raising my concerns about our original focus with Slavka, and this surprised me (although I was extremely relieved that she had been having the same reservations as me!). In a more conventional mentoring situation, I have worried a lot about how to approach a conversation like this with a speaker. However, here, it was a conversation between two colleagues with shared reservations which were easy to address together.

All in all, this has been a great experience for me, and I've learned so much. I've loved working with Slavka and have learned so much from her. My fellow mentors are a great source of suggestions, support, advice and good humour, and Sue and Aleks managed us very well (no easy task!). The final presentations were excellent, and I think every mentor had their "proud mum" moment when their mentee presented.

Slavka's experience

Why I applied

Always looking up and grabbing opportunities are some of the features which define me as a person and as a teacher. My desire to learn more about different aspects of teaching and being an educator in a 21st century classroom has been growing and going upscale in the past decade. What caught my attention immediately when I read about this call online was the individualistically oriented approach the mentorship programme offered. However, due to my busy schedule and my mind being almost always focused on so many deadlines, I must admit I missed the first deadline for applying to this mentoring programme. Luckily, one morning I received an email about an extended deadline, so I knew I had to react right away – sat down, typed my story and just clicked the "send" button.

I have very little experience when it comes to working on something relatively personal while at the same time being closely monitored by a professional in the field from international grandeur. The mere idea of having the chance of receiving insightful comments and expertise suggestions about improving a speech presentation with all the characteristics it should carry in order to be fully compliant – excited me and got me ecstatic. Nonetheless, skills improvement when it comes to presenting and public speaking are also some of the features that had me at hello, so I did not hesitate a tiny bit whether to apply or not.

What I expected

I cannot really say what I did expect, but for sure I can tell what I did not expect – my mentor's dedication and guidance on every step of the way which was beyond my expectations! What I probably expected was some ready-made, formal, and within a certain framework collaboration, BUT, right on the contrary – I had both professional and friendly collaboration with my mentor who knew exactly when to let me dive in my creative contemplation without limiting me and when to get me down to business.

I cannot go on without giving credit to the excellent organizational skills and planned and precise schedule of meetings both with the whole group and with mentees only during those four to five months of work. When it comes to individual mentor-mentee meetings in my case – Maureen and I met right according to both our paces of work. I hadn't expected that after every meeting I would dig in my thoughts and look for the answers I never thought I had inside me!

What I gained

Profound knowledge through my personal experience in the whole work process as well as knowledge through my colleagues-mentees' experience in these four months is something I will never forget. All the meetings we had never felt like something formal, rigorous, time-consuming or difficult to follow – instead – we all felt as one family who shared lots of things.

Precious is the word I would use when I remember my moments of frenzy when I grasped such fruitful delights

of my actual practice – but it was not until this project that I came to realize this side of mine which actually could be used as great resource material for my colleague teachers and educators. I will be forever grateful to this four-month project and to my mentor for pointing out the exact things I needed to improve. The highly professional level of commitment, collaboration and mutual understanding between me and my mentor was a process that taught me both about my work and new objective perspectives on how I should work in order to improve. I must say that I have not only had a mentor for this particular project, but I now have a mentor for a lifetime – without any doubt or hesitation.

My gratitude regarding my professional gain is also inevitably related to all those constructive comments from other mentors – comments which always made me think of ways how to go one or more levels up. Sue and Alex were the pillars of this journey and without them all of us would never be here, and I wouldn't have been typing these words right now.

What surprised me in the process

The process of mentorship consisted of several stages of research, contemplation and creative work. At the very beginning both Maureen and I agreed on a specific topic I should start working on and we continued on extensively elaborating the topic and what is the best way to deliver it – all in accordance with my teaching experience and what I have previously gained by attending and being part of different webinars and workshops regarding the chosen topic. When coming towards the end of the creative work and approaching the final dates we realized that the whole work might not be the best I could give – so what we did was make a huge turn to something totally different. The interesting fact here was that we both felt the same way and immediately agreed that we should try and work on something else which would definitely make my heart sing. And yes, this was the biggest surprise – working on something completely different in the last few days. The greatest asset was that this second topic really came genuinely from my heart and it was not at all troublesome to prepare its delivery in a few days compared to the almost three-month work we previously did on the first topic we chose.

If I had this project opportunity once again, I would definitely grab it wholeheartedly

The authors

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Post-pandemic faculty development session based on Appreciative Inquiry

By Jon Phillips, USA

Introduction

Appreciative Inquiry (AI) is an approach to organizational improvement that focuses on identifying organizational strengths and using them to create change. AI builds on the idea of focusing on what is working rather than what is not working, and on the use of inquiry to drive change. It offers an alternative to traditional problem-focused models of organizational improvement that start with identifying organizational problems and weaknesses and develop interventions to eliminate the weaknesses. In this article I discuss some of the relevant research regarding the AI approach followed by detail on the methods used to conduct a faculty development session based on AI with 20 Faculty Development teacher trainers at the Defense Language Institute Foreign Language Center in July 2021. Key findings with advantages and potential areas for consideration in implementing an AI session are discussed in the conclusion.

Background and context

The mission of the Faculty Development (FD) division of the (United States) Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, California is to train and support the multicultural language instructor faculty by assessing faculty development needs, adapting best practices, and designing and implementing teacher education courses and workshops. The language instructors attending these courses are hired to teach prospective military linguists and represent cultures from all over the world with varying levels of expertise, including teachers with advanced degrees and many years of experience, as well as those who may have lower English proficiency, less skill with technology, less teaching experience, and educational backgrounds that may not lend themselves easily to the teaching standards and requirements of the institute. FD facilitators typically conducted most teacher training courses and workshops in person until March 2020, when all DLIFLC faculty and students commenced teleworking from home in response to Covid-19. From March 2020 to June 2021, FD conducted all courses and workshops online via MS Teams, not returning to face-to-face instruction until June 2021.

Appreciative Inquiry (AI) approach to leadership development and organizational change

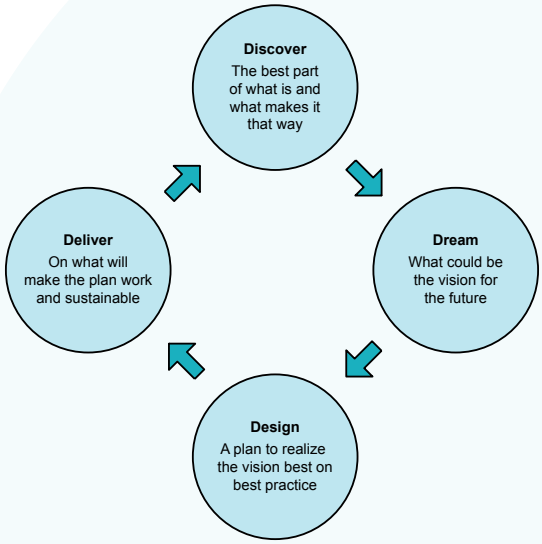
After physically returning to the workplace, FD used the team building session described below for 20 FD teacher trainer participants to celebrate all FD facilitators returning to “normal”, to build on FD lessons learned during the pandemic, and to plan for more effective collaborative working. FD leadership incorporated an Appreciative Inquiry approach to the in-house FD team building session. Appreciative Inquiry is a collaborative way of changing organizations and teams first developed by David Cooperrider and colleagues at Case Western Reserve University, a private research university in Cleveland, Ohio, USA. **It focuses on strengths rather than on weaknesses: bringing about change for the future by starting from the best of the present, rather than trying to achieve change by fixing the problems of the past.** Some key guiding principles of Appreciative Inquiry (adapted from AI Commons, 5 classic principles of AI; and Cooperrider, et al., 2008) include:

- Asking the right kinds of questions can lead to change
- Creating images of the future can guide and inspire action
- Positive questions can promote positive change
- People perform better when given a choice about how and when they contribute
- Every organization has at least some things they do well. Focus on finding these areas and build on them.

The Appreciative Inquiry model (adapted Cooperrider, et al., 2008) typically includes four parts:

1. **Discovery**: Find out the strengths, best practices, what is working well now and in the past and why.
2. **Dream** (Visionary exercise): Think about and brainstorm the possibilities if every FD member could maximize the strengths and best practices identified in part 1. What would that look and feel like?
3. **Design:** Work out/Plan the practical first steps of institutional projects and processes toward the desired future based on part 2.
4. **Destiny/Deliver:** Continue collaboration in developing the new projects from part 3, leading to implementation of the proposed project or process design.

Figure 1: *The Appreciative Inquiry* 4-D Cycle (Adapted from Cooperrider, et al., 2008)



Team building session based on Appreciative Inquiry

This team building activity was a great morale booster in helping FD facilitators transition from the relative isolation of teleworking back to the physical workplace. It provided a structured format for all participants to reflect on the best parts of their experience during the past year and gave us all the opportunity to brainstorm ideas and strategies for working more effectively with one another as teacher trainers and co-facilitators in meeting the goals of our mission.

FD participants' input and recommendations collected from the session were subsequently uploaded to the Faculty Development shared folder as a resource for all FD. Periodically, we review the recommendations and incorporate them in developing new and ongoing projects. Several of the ideas generated for new FD workshops and in-house professional development activities have been developed and put into effect (see *Summary of Results with sample flipchart notes*).

Here are the goals, methods and workshop plan for the IA workshop held for Faculty Development teacher trainers at the DLIFLC.

Session Goals:

- To enhance professional relationships and brainstorm workplace improvements.
- To engage active participation, unleash creativity and innovation, and support collaboration.
- To focus on FD strengths and what is working (rather than on what is not working), and on the use of inquiry to drive change.
- To generate practical projects and processes to enhance FD.

Estimated Time

- Approximately four hours to do all the activities

Training Methods

- Presentation
- Structured activities/ Participants sitting in small groups of four to five, each group equipped with a flipchart and markers
- Small group and whole group discussion

Equipment and Supplies

- Flipcharts and markers for each small group of participants and the workshop facilitator; PowerPoint slides

Trainer's Notes

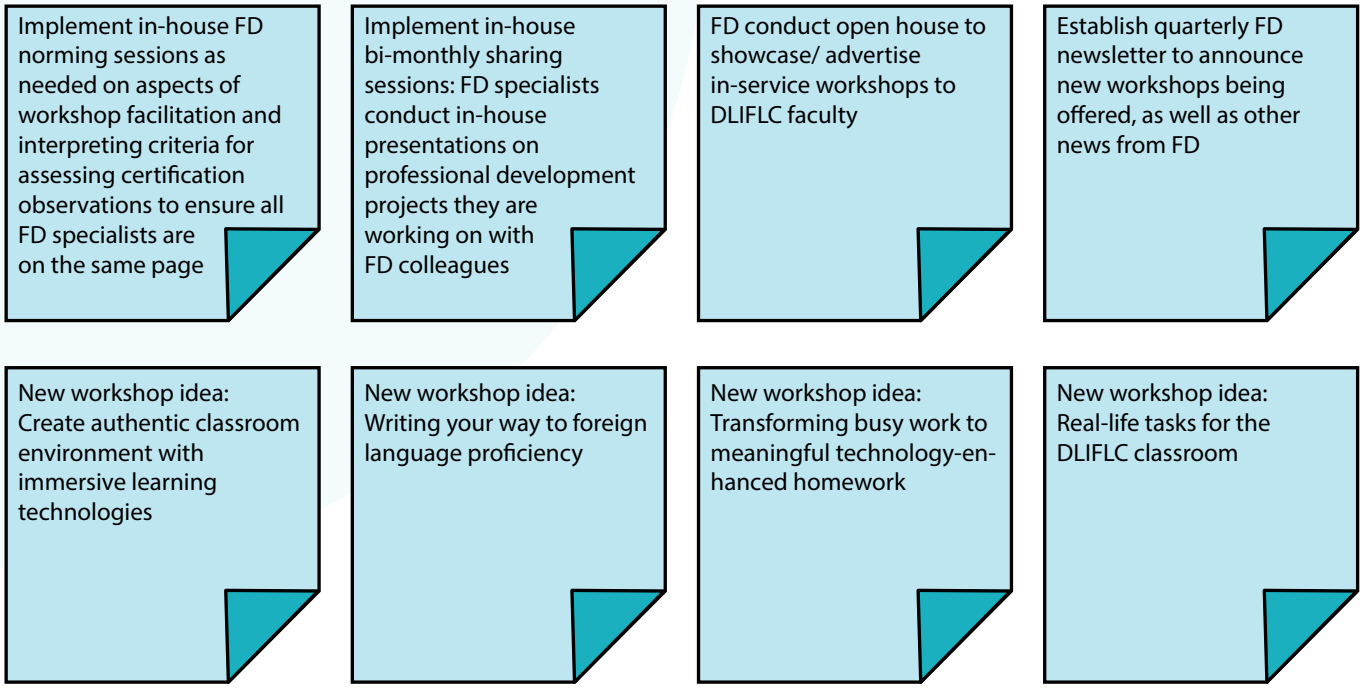
(F= Facilitator, P= Participants)

Approx. time	
1–2 weeks before the event	F sends an email to Ps in advance with time, place, and information about the event: Dear all, A few things regarding the upcoming FD Team Building: The team building will take place in _____ starting at 0800. Please bring something warm to wear as the windows and door will be open for maximum ventilation. The session will be focused on FD strengths and what is working (rather than on what is not working), and on the use of inquiry to drive change. In the first activity, you will be working in groups to find out the strengths, best practices, what has worked. You can prepare for this activity by considering these questions ahead of time, and plan on briefly sharing your experience in small groups. ▪ **Most positive experience in FD** ▪ **Organizational Values** ▪ **Resilience** ▪ **Three wishes** [Questions from *Most positive experience in FD, Organizational values, Resilience and Three wishes* in the session plan below were included here.]
(10 mins)	Overview F welcomes everyone to the session, the first time we have all been physically together in more than a year! Introduces the purpose of the session, using the goals and emphasizing the approach of Appreciative Inquiry reflection.
Ice-Breaker (20 mins)	Activity 1: What's your purpose? 1. F tells the team that according to current research studies, finding a sense of meaning in life is linked to health. Researchers found that people who have a strong life purpose were healthier and had lower mortality rates from cardiovascular disease. So what is your motivation that keeps you going? Work in your small groups: each member articulates one personal or professional goal or activity that gives them a sense of life purpose that they won't mind sharing. 2. F checks in with the Ps that they are finished and invites a representative from each group to share key inputs with the whole group.

Part 1 Discovery (60 mins)	Activity 2 (Find out the strengths, best practices and what has worked in the past) 1. F reminds the Ps that they were asked to think about these questions in preparation for the workshop. F refers to the PowerPoint slide instructions: ▪ **Most positive experience in FD:** In your small group, each P tells about a time when you or you and your team in FD was functioning at your very best, a 10 on a 1–10 scale. A time when you felt the most proud or positive about the work you were doing together. What factors led to this? Who was involved? What was your role? What roles did others play? Describe it with enough detail that others in your group can see what happened as if they were watching a movie. ▪ **Organizational values:** Talk about what you value most about yourself and the work you do in FD. About your co-workers and what they do. FD leadership and what they do. ▪ **Resilience:** If you had to name one thing that has helped (you, your team, and your practice in FD) make it through difficult times, what would it be? ▪ **Three wishes:** If you had a magic wand and could make three wishes to change anything you wanted, what would you wish for (yourself, your team, and your practice in FD)? 2. F tells Ps to take turns sharing their responses and to select a group scribe to write up key inputs on their flipchart. 3. F checks in with Ps that they are finished and invites representatives from each group to share key inputs with the whole group. F makes connections between the different inputs and summarizes key learning points for this session.
Part 2 Dream (60 mins)	Activity 3 (Visionary exercise) 1. F refers to the PowerPoint slide and tells Ps to think of all the possibilities if every FD member could leverage the strengths and best practices (identified in Part 1), which are the assets that have been built up over the years. 2. F tells Ps to think about the future of working in FD as it could be. Imagine that you have been away from working in FD for a year on a trip around the world. You return and you see FD functioning and looking like you always dreamed it would. What is happening? How is FD different from when you left? Give lots of details so we can see it. Here are some questions to stimulate your dreaming: ▪ What do DLIFLC teaching faculty need FD to be? ▪ What are the most exciting opportunities for our work in FD in the future? ▪ What inspires us? What energizes our work in FD? ▪ What do we want to learn to be better faculty development specialists in FD? 3. F tells Ps to discuss these questions in their groups and assign a group scribe to write down the key points on their flipcharts. 4. F checks in with Ps that they are finished and invites representatives from each group to share their key inputs with the whole group. F processes the activity and makes connections between the various inputs in preparation for Part 3.
Part 3 Design (60 mins)	Activity 4 (Work out a roadmap toward the desired future) 1. F tells Ps that in this final activity, they will work together to design processes and/or products that are needed to make some aspect of the vision defined in Part 2 possible. This includes defining and designing the methods, processes, and procedures to realize the vision. Processes can include concrete ideas for making the way we do things in FD more relevant and work more effectively and efficiently. Products can include ideas for new teacher training workshops, changes to existing courses, other kinds of ideas they may have related to delivering/implementing faculty development to teaching faculty. ▪ Consider: What are you designing? A specific project? A new workshop? A new strategy of doing things? ▪ How? During this design phase, propose your project in as much detail as you can, what it will look like, the desired outcome, and how it might be accomplished. Keep in mind that these are practical projects that could be followed up and made reality, helping to meet the mission goals of FD and the DLIFLC. Be prepared to share. Designate a group scribe to take notes of your process and/or products on the flipchart. 2. F monitors the groups to check that all are on track. Each group then presents their ideas for practical projects/processes. 3. F invites comments, questions, discussion after each presentation. 4. F tells Ps that their inputs will be documented and posted in the FD sharefolder and committees will be formed for further discussion and to develop/put into place some of the ideas generated.

Summary of Results

The results of the AI session included numerous ideas generated for Part 3: Design (brainstorm new FD projects and processes) based on Appreciative Inquiry activities parts 1 and 2. Some of the ideas generated that have been followed up on and implemented are captured below.



Conclusion

What are the pros and cons of the Appreciative Inquiry Model based on our experience? Let's start with the benefits:

- First, AI emphasizes the strengths of the organization. In the discovery phase, AI focuses on gathering compelling stories from the workshop participants. These stories helped identify the strengths of our FD organization as well as the root causes for areas of success. Overwhelmingly, the main causes of success that emerged from these stories were the support and collaboration of skilled colleagues, their willingness to help each other, establishing trust and resilience, the importance of humor, positive attitudes, appreciation for each other and commitment to the FD mission. Participants' stories served as inspiration and motivation for the subsequent AI phases (Dream, Design, Delivery). In this way, team members can build mutual understanding through learning about each other's stories and values.
- AI encourages a learning culture through collective inquiry, and encourages participants to think creatively outside the box, and potentially fosters innovative approaches. It can build a sense of collaboration and appreciation for the different strengths of members on the team.
- The AI design encourages team member participation, and it seeks to foster commitment to improving the organization from the inside out. We found that AI tended to produce a positive affect among participants and a shared positive spirit to our work as faculty development specialists. This is what we were aiming for in this team building session.

Let's consider some potential issues with AI:

- AI takes considerable time and resources, both in designing the workshop, conducting it and follow-up. AI emphasizes the important role of questions and language in the change process. It stresses the importance of constructing and asking affirmative questions leading to appreciative discourse and focusing organizational work on collective strengths and desired outcomes. If the questions are not well developed and well considered, the consequent work is less likely to enhance motivation for change and produce useful outcomes. Once it was designed and developed, we conducted the half-day workshop. There was a great deal of discussion and sharing, and by the time we reached the final design and delivery phases, it was close to lunch time and the scheduled end of the workshop. Consequently, these final phases were conducted a bit more hastily than we wanted and the ideas generated were very sketchy. Additional time had to be found after the workshop to examine the products generated in greater detail, make decisions if they were feasible in the FD/ DLIFLC context, and then action plan to develop them for implementation and follow-up.
- AI relies heavily on the extent to which a positive, supportive, and open environment for sharing can be created. Our FD organization is relatively small and flexible, our FD teacher trainers and leadership are very willing to participate and fully engage in such events, so it worked well for us. It might be more challenging to implement in larger organizations with more constraints, and a shift of attitude of senior

management in buying into this participatory approach may be required to make it work.

- Careful planning and the inclusion of all organization participants is essential when considering using AI in specific contexts. In our organization, we were able to make it work and arrange everyone's schedules so all could participate.

Appreciative Inquiry worked for us for the purpose defined in this context (celebrating the return to face-to-face and successfully making it through a virtual year). We would not use an AI approach to problem solving in all cases. When there are complex organizational problems that need to be addressed, a more traditional problem focused approach (diagnose the problem, find the cause, design a solution, and implement it) may be all you need.

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Critical analysis of my supportive trainer talk

By Rachel Tsarteri, Greece

Introduction

The aim of this article is to discuss the supportiveness of my trainer talk, based on data derived from a recently recorded online session. First, I shall describe the context, for instance, the teachers, the nature of the session, and the training approach I adopted. Next, I shall analyse how I provided "content, process, and group support" (IATEFL, 2021) by using different features of trainer talk. I shall refer to examples of my talk in bullet points, as well as exchanges between the teachers and myself. Finally, I shall reflect on the supportiveness of my trainer talk in this specific context, and how I could improve it in the future.

Context

The group consists of seven non-native English-speaking teachers, whose English level ranges from upper intermediate to advanced. They have been teaching English as a Foreign Language (EFL) for five years. Three of them have a Certificate of English Language Teaching to Adults (CELTA), one has a Diploma in Teaching English to Speakers of Other Languages (DELTA) and the rest have a Bachelor of Education. They are all teaching in state schools and private academies, to students of all age groups, and levels from beginner to intermediate. I have met the teachers in a social media group for educators. We interact in written form, e.g., we create posts to seek teaching advice, which often spark reflective discussions about our classes. When the topic of teaching speaking came up, I volunteered to design and facilitate an online session.

My approach

The diversity of the teachers' backgrounds and contexts, as well as their passion for teaching and sharing good practice, led me to believe that what they would co-construct would be more memorable than a webinar. Therefore, to help them build on their existing knowledge through social interaction (Schcolnik et al, 2006:13) I applied a social constructivist framework, as described below:

1. Uncover their expectations, beliefs, and prior knowledge (Roberts, 2016:46).
2. Provide input through a handout but encourage critical engagement and selective acquisition (ibid:36).
3. Promote reflection, discussion, and opportunities for the teachers to interact with each other's views throughout the session.

Analysis

Supportive trainer talk can be defined as what trainers say to help teachers to think and to learn (Cambridge Train the Trainer Course, 2017). In my analysis, I have

used IATEFL's model (2021) and thus divided my talk into three categories, depending on the type of support that I believe it provided. I have also been influenced by Heron's (2001) six categories of intervention which are used in the counselling context by the practitioner, when addressing the client. I contend that they can also be applied in the training context, in one-to-one interactions, where the trainer addresses one individual in the room rather than the whole group.

Content support

The purpose of this session was to elicit teacher-generated content and provide flexible input that the teachers would engage with critically. I therefore used *exploratory* talk to support the teachers in creating content. In other words, I *offered* ideas for consideration rather than transmitting my own views (Halbach, 2015:287), and I *elicited* responses from teachers rather than lecturing.

My suggestions could be described as "benevolent directions" or "respectful proposals" (Heron 2001:46). I used exploratory language such as *could*, *maybe* and *right* to seek agreement or elicit the teachers' views and feedback on my suggestions (Halbach, 2015:287).

- *You could also have them evaluate their performance maybe using their own criteria.*
- *So, one of our responsibilities, maybe, is to provide the appropriate input, right?*

I used open-ended questions for a range of purposes, such as inviting recollection, uncovering existing beliefs and attitudes, and generally raising the teachers' awareness of how their schooling or work experience may have informed their current practice (Freeman, 2016:174).

- *What makes a good training session?*
- *Why did it work well?*
- *How did you set it up and scaffold it?*

When encouraging the teachers to critically engage with the input, I used *closed* questions, which were not as "catalytic" (Heron, 2001:6); they simply elicited a *yes* or *no* answer rather than longer answers and self-generated insights.

- *Would you use that differentiated version?*
- *Would you use a different technique?*

Process support

Clarifying and explicitly commenting on the stages of a session, its aims, or outcomes, can help teachers make sense of the training process (IATEFL, 2021). In my opinion, I provided process support by clarifying what *was going to* happen and drawing attention to what *had* happened.

To establish that the session was not a webinar, and that active participation would be required, I explained the intended process.

- *So, in the first part of the session, we're going to focus on you and your beliefs and your experiences.*
- *We're going to talk about what you think makes a successful speaking task.*
- *We have a range of contexts here and we can share a lot of insights, which is great.*

I explained *why* I asked teachers to start by sharing examples of good speaking tasks.

- *So, we're going to focus on success first.*

Before providing the handout with speaking activities, I summarized the ideas that teachers brought to the session. I felt that by doing so, I would help them see where they were before encountering alternative perspectives. Additionally, this recapping is helpful in online sessions, as responses can be misheard or entirely missed due to a weak internet connection.

- *We've already come up with a lot of useful guidelines here.*
- *I'm just going to quickly summarize some really interesting points that were mentioned.*

Group support

Trainers provide group support when they create a psychologically secure atmosphere which encourages group discourse and joint construction of knowledge (IATEFL, 2021). Bearing in mind that this was our first live encounter, I praised often and expressed my agreement, to motivate the teachers to contribute and interact with each other.

- *Excellent*
- *Really great insights*
- *I agree with that*
- *Absolutely*

Multiple uses of *we* help establish a collaborative atmosphere, in my view. Hence, I used *we* more than *I* or *you*, to avoid distancing myself. I wanted to highlight that I was their colleague, not an expert who was there to assess them.

- *We're going to focus on …*
- *We're going to talk about …*
- *We have a range of contexts ... we can share …*

As mentioned earlier, English was not the teachers' mother tongue and not all of them were advanced speakers. Furthermore, those who did not have an English language teaching (ELT) qualification, were perhaps less familiar with terminology. Not understanding *metalanguage* can impede teachers' learning (Wright and Bolitho, 2007:9); therefore, in the exchange below, I paraphrased the term *chunks* to avoid confusion.

Teacher: *I remind them to use lexical chunks in their roleplay …*
Trainer: *chunks, combinations of three or more words.*

The following two exchanges illustrate how I paraphrased certain contributions to provide a *metalanguage*, i.e., help the group develop a shared vocabulary for concepts they were already "partially using" (Ramani, 1987:7).

Teacher: *I show students a video that demonstrates the task* … (the teacher describes the process)
Trainer: *providing a model* (19).
Teacher: *I ask students what they know about the topic* …
Trainer: *activating student's previous knowledge* (28).

Self-disclosure helps to create a bond between the group members (Wright and Bolitho, 2007:59). Considering that I participated as a colleague, I contributed to the discussion on the use of first language when preparing for a speaking activity.

- *I find that my, some of my students want to first use their first language to brainstorm …*
- *... not all of them and not all levels or all the students … but when they're preparing for the task.*

Conclusion

This process has helped me achieve a deeper level of insight into the use of my trainer talk. In my opinion, open-ended questions lend themselves to a socio-constructivist framework. They elicited different points of view and a good amount of teacher-generated content. Commenting on the stages and rationale of the session, "opened up" the process by providing clarity (IATEFL, 2021), which was necessary as we had never had a similar session before. I contend I created a welcoming and democratic environment which encouraged the group to discuss their previous experiences.

My key weakness was that although my priority was to provide group support, my suggestions and praise prevented group discourse. I mostly addressed individuals rather than the whole group, and the dominant interaction pattern was IRE (Cullen, 2002:117). Put simply, I ***initiated*** the exchange by eliciting views, one teacher ***responded***, and I ***evaluated*** their response, thus signalling the end of the exchange (Chappell, 2013:2). This pattern was rather trainer-centred and perhaps failed to facilitate socially constructed learning.

When I am using a social constructivist approach to training in the future, I shall practise more active listening with silence or "selective echoing" (Heron, 2001:130), i.e., repeating specific words that stand out, to elicit reactions. I shall avoid evaluative comments which may prevent other teachers from taking a turn and use exploratory talk as a *discoursal follow-up move* instead (Cullen, 2002:119). For instance, after eliciting a response, I could say, *Let's focus on this for a minute* or *What does everyone think about that?* This type of "weaving" (NILE Trainer Development course, 2021) does not merely acknowledge responses but promotes group discourse and is more likely to result in creating a collective point of view.

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Teaching culture using the IMAGE model in the TESOL classroom

By Yiqi Xie, USA

Introduction

Teaching culture is an important yet challenging part of foreign language instruction. Traditionally, language classes separate teaching language from teaching culture. Language teachers may focus mainly on the instruction of grammar, vocabulary, reading comprehension skills, and listening tasks while the culture part receives insufficient attention. To highlight the importance of teaching culture as well as to demonstrate a practical way to combine teaching culture with teaching language, this article will start with a definition of culture, and then discuss the importance of and approaches to combining teaching culture and teaching language. A lesson plan model will be analyzed to introduce a practical way to combine cultural teaching with language instruction.

Background

There are three main issues in the teaching of language and culture nowadays: (1) teachers and students focusing on language and neglecting the importance of culture; (2) teachers teaching culture in a superficial way; and (3) teachers having difficulty combining teaching both language and culture in practice.

As supported by Kramsch's (2012) research, students believe that language is supposed to focus on the teaching of language without noticing the importance of combining the teaching of culture with language instruction. For instance, in China, due to the national educational policy, English classes usually focus on the teaching of English vocabulary, grammar points, drill exercises related to vocabulary and grammar points, and texts for the improvement of reading comprehension skills. The culture of English-speaking countries is barely mentioned by English teachers and is taught mainly in history classes. This situation is not limited to China. In fact, it widely exists in most language classrooms around the world. And language classes of these kinds separate the teaching of culture and language instruction, and it seems that many language teachers and students, are unaware of this phenomenon.

Although some lessons designed in textbooks are rich in culture, language teachers seldom guide students to dig into the cultural perspectives behind the texts. For instance, in English reading comprehension class, which might involve some cultural information in essays, teachers may focus on analyzing the language itself and only mention and discuss the cultural facts presented in the article. Few reading comprehension tasks require further reflection, observation, and analysis of the cultural aspects of the texts. For example, if there is an essay based on the context of Barranquilla cultural festival, which is one of the festivals in Colombia, a language teacher might teach the new vocabulary first, then the structure of paragraphs, and finally the meanings and details of content. Additionally, the cultural facts mentioned in the passage may be translated into the students' mother language. However, the teacher might still find it hard to combine teaching language with teaching culture. According to Glisan and Donato (2017), although some language classes might introduce some cultural knowledge, reading courses focus more on reading comprehension than reading to analyze and learn about culture. Consequently, neither language teachers nor students get enough exposure and time to learn about the target language (TL) culture, and language teachers seldom have a sense of responsibility to teach culture.

Definition of culture

Culture is so broad that it contains all the creations, actions, results, and inventions of human beings. Culture is something that exists everywhere at every second around everyone. According to Brook (1975), culture can be divided into two main areas: the "big C" and the "little c". The "big C" refers to formal culture like the arts, literature, music, and history while "little c" (daily life) culture refers to anthropological and sociological aspects, such as social behavior, beliefs, housing, food and transportation. To be more specific, the "big C" and "little c" are categorized and detailed into three aspects: cultural perspectives, cultural practices, and cultural products. Culture is defined to "include the philosophical perspectives, the behavioral practices, and the tangible and intangible products of a society" (Curtain and Dahlberg, 2016, p. 206), also known as the "3Ps": perspectives, practices, and products.

In *More Than a Decade of Standards: Integrating "Cultures" in Your Language Instruction*, Sandy Cutshall (2012) defines cultural perspectives as the ideologies, concepts, and values in a culture; cultural products refer to the tangible and intangible items originating from the relative perspectives; and cultural practices refer to the activities done by people. These "3Ps" are closely interconnected. Cultural perspectives can trigger the cultural practices, while cultural products are usually the result of the practices and perspectives. Products and practices can react to the perspectives as well.

Relationship of culture and language teaching

The relationship between culture and language is intimate. Language is a cultural product, speaking a language is a cultural practice, and language is embedded in rich cultural perspectives. However, understanding the "3Ps" alone is not sufficient for teaching culture. Based on the ACTFL standards, culture, including "big C" and "little c", is one of the most important elements for language teaching, and language teachers should guide the students in using the target language (TL) for cultural understanding by relating cultural products and practices to cultural perspectives. Moreover, the "5Cs": Communication, Cultures, Connections, Comparison, and Community (ACTFL,

2018), are important and should be integrated with the "3Ps" when teaching culture. According to ACTFL's *Two-Page Summary of the World-Readiness Standards for Learning Languages*, language teaching should connect to the "5Cs" (see Table 1 for details).

5Cs	Definitions
Communication	Including interpretative, presentative and interpersonal communication
Cultures	Using the target language (TL) to relate cultural products and practices to cultural perspectives
Connections	Connecting language teaching to real-life contexts and/or other subject matters for language instruction
Comparison	Comparing native language to target language (TL) and comparing native culture to target culture
Community	Language learners should use the target language (TL) in their real life and for lifelong learning

Table 1: The "5Cs" (Based on ACTFL, 2018)

These "5Cs" are interconnected. People can use the target language to make connections or comparisons between cultures during communication.

Reasons for teaching culture

The reason why teachers should combine the "5Cs" and the "3Ps" to teach both language and culture is that with the development of globalization, the interconnection between countries is greater than ever before, which results in the inevitable trend for more frequent connections among people from different countries. Thus, learning language alone without understanding the culture is not enough to prepare students for communicating as a global citizen. For instance, in an Italian language class, showing students pictures of buskers performing on the streets, singing on gondolas, and playing saxophones on the square in front of small churches can help the students form the first image of an Italian street view in their mind. If one student ends up studying in Italy, then this kind of first impression might help the student get used to the new environment easier. Furthermore, understanding the inevitability that culture is constantly evolving is vital for language learners to socialize appropriately with local people using TL. Through learning the cultural varieties behind a language, students can understand the concept that people are different.

Let us investigate another example. Traditionally, the Chinese shake hands when greeting people because they believe that it is polite. In this case, "shaking hands" is the cultural practice, and they believe that it is polite to shake hands because it shows hospitality, which is the cultural perspective, and it can be learned in the community. The value of shaking hands as a polite manner of greeting people was formed through thousands of years of practice. Through practice, it has become a tradition and the Chinese believe that it is the right thing to do as a greeting. However, due to globalization, Chinese culture has been influenced by foreign cultures and, as a result, the younger generation now approaches greeting others differently, with fist bumps or hugs to show intimacy with friends. And the traditional greeting of shaking hands now occurs when greeting important people or on formal occasions. Through making comparisons and connections between the different ways of greeting people, included in the "5Cs", Chinese language learners should understand that it would be inappropriate to use fist bumps or hugs when meeting a Chinese entrepreneur, and that it would be awkward to shake hands with intimate Chinese friends at a birthday party. Thus, it is important for language learners to understand the context of cultural practices and products based on understanding of cultural perspectives and to use the "5Cs" to better understand culture in real-life scenarios.

Hence, the "3Ps" and the "5Cs" should be integrated into teaching the target language (TL). When teaching culture with the "3Ps", using communication, and making comparisons and connections in the community can be helpful for students to learn about cultural perspectives, practices, and products.

An approach to teaching culture

Language teachers can use Glisan and Donato's (2017) IMAGE Model to combine teaching language with teaching culture. IMAGE stands for "Images and Making observations, Analyzing additional information, Generating hypothesis about cultural perspectives, and Exploring perspectives and reflecting further" (Glisan and Donato, 2017. p. 119). The IMAGE model can guide the teacher and students to observe cultural facts through images, to question the cultural facts found in those images, to explore additional information provided by the teacher, to reflect on cultural facts, and to contemplate cultural perspectives from a target language (TL) country and their own home culture. For instance, students can observe the cultural facts of Japanese sumo through being exposed to pictures of two men performing sumo on stage. With the guidance of the teacher, the students can compare the cultural facts of boxing games in their own culture to Japanese sumo supported by fact questions such as, *What do they wear in the pictures of Japanese sumo and boxing games? and What gestures are they using in the pictures?* As the lesson progresses, cultural perspectives will be cultivated through higher-order open-ended questions to think about embedded cultural perspectives.

To further illustrate the details of the IMAGE model and how the IMAGE model works, a sample lesson is presented in Table 2. This lesson applies the IMAGE Model to integrate cultural products and practices to perspectives while speaking in the target language (TL). This lesson is designed for English as Second Language learners age from 15 to 18 coming from different countries. Their English language proficiency level is at intermediate–low. They already have basic listening, reading, writing and speaking skills and can communicate in English without thinking too long. The lesson's objective is that the students will be able to use the TL in the process of learning about the culture of Halloween.

Table 2: Sample lesson using the IMAGE model to teach culture in the language classroom

IMAGE Steps	Instruction	Images in each step	Questions
Step 1	Describe the image based on known questions.		(1) How many pumpkins are there in the picture? (2) What are the Jack-o'-lanterns made from? (3) What "facial" expression does each pumpkin have?
Step 2	Talk about your impressions of Halloween.	 	Find out/List out the elements like ghosts, candy, candles, and pumpkins that are included in Halloween. Then discuss in groups and talk about the impression of Halloween based on the three pictures in Step 1 and Step 2.
Step 3	Think about cultural perspectives based on unknown-answer questions.		(1) What are the three images telling you about Halloween? (2) Think about why people dress up in different costumes like ghosts, angels, and pirates in the picture. (3) Why do you think people are celebrating Halloween and where does it originate from?

Acknowledgements: Photo in step 1 by Bekir Dönmez and photos in step 2 by Iwona Castiello d'Antonio and Barczewo, all on Unsplash.

Tips for using the IMAGE model for language teachers

1. **Before planning your lesson using the IMAGE model:** Teachers decide on what cultural content the students need to explore. Then, they consider what vocabulary and sentences students might use or need to use during the discussion (Glisan & Donato, 2017). And before exploring and discussing the "3Ps" in the IMAGE model, teachers should anticipate the students' misinterpretation or different interpretations of the cultural perspectives. Due to diverse backgrounds, students might have differing understandings of the culture the teacher selected for the lesson. In Scott and Huntington's (2002) article, they stated that "classroom teachers should not be encouraged to present either a fact sheet or a literary text without providing context and background information" (p. 624).
2. **Steps in planning a lesson using the IMAGE model:** In the IMAGE model, the lesson is divided into three steps.

   - In step one, the students will describe objectively what they saw in the pictures. The pictures will include objective information about the cultural product and/or practice related to the culture. The students explore the cultural products in the image and communicate what they see with each other in the TL.
   - In the second step, the teacher chooses a text or data on a cultural product or practice and presents pictures related to the text or data. Students are asked to find out/list out the factual elements from the pictures and data or text provided in the second step. Students will then be encouraged to think about the cultural perspective based on what was presented in steps one and two.
   - In step three, the teacher shows new images and asks the students to reflect on perspectives. The pictures selected for this step are usually related to cultural practices like people celebrating a festival that can reflect cultural perspectives while the pictures in step one and two are presenting symbolic cultural products like a Jack-o'-lantern. Three open-ended questions are asked to support

the students' thinking. After these steps, the students continue their exploration and reflection through teacher-assigned homework assignments like encouraging students to conduct research about the origin of a certain festival, prompting the students to write down what they've learned from the lessons, and suggesting that the students look for some pictures about their own cultures and prepare to share and discuss with the class.

It is important to highlight that this sample lesson plan is supported by images – pictures about Halloween. The usage of images like photos can be adapted for every level of proficiency. Using "content-rich" images can "help students replace their 'created' visualizations of the second language culture" (Barnes-Karol and Broner, 2010). For instance, when talking about Halloween, looking at pictures of ghosts alone may guide the learners to form an image that Halloween is something scary. However, showing pictures of children asking for candies, people disguised as angels, and the cultural practices of making Jack-o'-lanterns can develop their understanding of Halloween. To avoid simply displaying cultural products, images must be embedded in cultural perspectives so that language teachers can guide their students to reflect and explore the cultural perspectives behind the images. When using the IMAGE model, teachers should look for images and information that can truly express the culture objectively.

Conclusion

Teaching a language with meaningful culture can help the learner apply the language in the TL community instead of only in exams. Moreover, globalization is an inevitable trend that means people need to understand more than their own culture and be able to communicate in this global village. That can be realized through learning a second or third language using the IMAGE model and the "5Cs" to explore the "3Ps" from the TL culture. Learning to use the IMAGE model can be a helpful tool for teaching culture. It provides support for language teachers in how to teach language embedded with culture. Its three-step process is logical and clear. Teachers can follow the IMAGE model step-by-step to plan the lesson based on the "5Cs". Moreover, this way of teaching language can be both meaningful and practical for learners. The students can visualize the culture when looking at the images and use the target language to communicate, compare, and connect their home culture to the target language culture in the community.

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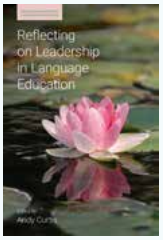
Review: *Reflecting on Leadership in Language Education*, Andy Curtis (Ed), (2022), Equinox.

By Hanna (Hania) Kryszewska, Poland



The book has appeared in the *Reflective Practice in Language Education* series by Equinox. The series editor is Thomas S. C. Farrell and it is he who introduces the editor of the book – Andy Curtis – and the ten reflective teachers and practitioners – whose individual answers to four questions constitute the main body of the book. As Andy Curtis states, it is Thomas Farrell who has been involved in "bringing the book from fantasy to fruition". The contributing authors are Okon Effiong, Christel Broady, Leo Mercado, Andy Curtis, Marjorie Rosenberg, Rosemary DePetro Orlando, Rosa Aronson, Deborah Healey, Neil J. Anderson and Kathleen M. Bailey. You may have already come across their names in your professional development. Even though the book features ten names of contributors, the authors stand on the shoulders of an army of language teachers and reflective practitioners whom the authors have met in their professional encounters, at conferences and other events, in some cases spanning 30 years or more.

If you want to navigate well through the book, first you need to become familiar with the terms and abbreviations used throughout the book like RP – Reflective Practice, RTL – Reflective Teacher Leaders, and LiLE – Leadership in Language Education, but note not all of the used terms are listed in the index at the end of the book. Then you need to be aware that the book is a very intricate layered construction of ten individual responses to questions in the following four areas: *Learning from the Life Stories of Others, The Multiplicity of Meanings of RP, The Challenges of Doing RP,* and *Reflecting on Leadership Challenges in Language Education*. Reading and working with the book requires time, concentration and attention for a number of reasons: the texts are quite dense as the authors try to fill the space allocated to them with as much content as possible; the authors of the responses are extremely widely read and knowledgeable which is evidenced by many references in the texts and this yields extensive references at the end of each of the four chapters; the authors of the responses tend to cross reference by referring the reader to another reply or other replies they give in the book (so it may be necessary to go back to jog your memory); and, finally, the readers are encouraged to stop reading and reflect in *Reflective Breaks* (62 in total) which often refer to some of the comments and responses given by one of the contributors (so again you not only take time to reflect but also you may need to reread an earlier section). Personally, I find it a bit confusing why after each chapter you find the same biodata of the ten contributing authors.

One could say the book is like a kaleidoscope or patchwork; it does not flow smoothly and you cannot read it in one or a few sittings. But this is its beauty. Professional development and reflection require pausing, reflecting about experiences and planning ahead. The readers of the book will pick it up, put it down; they may need or simply enjoy longer reflective breaks. This book offers ample reflective incidents, events or even adventures; it is a unique personal experience.

The first two titles in the *Reflective Practice in Language Education* series are: Micro-Reflection on Classroom Communication. A *FAB Framework* by Hansun Zhang Waring and Sarah Creider, and *Reflective Practice* in ELT by Thomas S. C. Farrell, but there are nine more titles forthcoming – all devoted to reflective practice. I believe it is important to see the title under review against the backdrop of other titles and various perspectives on reflective practice that will be available. This will help the reader of this book plan their long term reflective practitioner's development – what the series editor calls *accelerated leadership learning*. All the titles together will help the readers choose their best own individual path on their leadership journey.

The reviewer

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See you soon !

Review: *Teaching Teachers Online* by Simon Galloway (2021)

By Mercedes Pérez Berbain, Argentina

There is something that makes us either love online learning or not. If you are in the former group, this practical book will offer you fresh ideas on online teacher training. If you are not an online learning fan, this book is also for you, since it uses the online scenario to reveal effective teacher training, whether offline or online. The main argument that runs through the book is that online teacher training aims to create learning contexts which foster learning with others. Simon Galloway, who has been involved in training teachers online and looking at the methods which get the best results, shows how to achieve socially constructive learning even in asynchronous courses.

The book structure follows that of a training course, from an initial analysis of the training context to evaluating the impact of the training. Drawing on scholars such as Cope and Kalantzis (2016), the author brings together relevant concepts in learning and development, and e-learning, such as attention, engagement, support, and feedback. He includes a variety of contexts (e.g., "when online strategies support offline training"), and poses challenging questions (e.g., "when should we communicate?"). The author lives up to the promise of this being the book he would have needed when he started teaching teachers online.

The six parts of the book describe what is in store when training teachers online. Part I deals with analysing the training context to identify gaps in the trainees' knowledge. Part II addresses the course design, from assessing the learning the course intends to achieve to deciding on the type, format, task sequence and resources to meet the aims. Galloway introduces his own way of presenting tasks, with informed discussion at the end to guarantee trainees understand, apply, and reflect on input before. Part III is on writing the course, with advice on how to overcome challenges, such as cognitive overload. Part IV focuses on inclusion, communication, instructions, feedback, observation, and motivation. Part V puts forward the importance of evaluating online teacher trainings at different levels – by looking at the impact made on trainees' teaching practice, as well as on their own learners. Part VI presents about 40 activities from the author's own teacher training to use straight away. These examples consolidated my takeaways, as well as boosted my creativity to build similar tasks myself. In the concluding section, the author looks at online learning both as a trainer and as a trainee, and encourages trainers to carry on learning.

The value of this book is that it offers a structure and the procedures on how to design, develop, and run online teacher training which promotes social learning by placing interaction and reflection centre-stage. It gives us readers the perfect opportunity to evaluate our own attempts at teacher training. Several ideas, such as "backward planning" and "Mayer's 12 rules for multimedia", have already found their way into my own teacher training.

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The reviewer

Mercedes Pérez Berbain is a teacher trainer at OUP, ESSARP, and Pilgrims TT. She holds an MA in Education with Distinction from Oxford Brookes University, UK. She has written teaching materials for Pearson and OUP, and has recently co-edited a volume for Palgrave Macmillan called *International Perspectives on Diversity in ELT* (2021). Her research interests include leadership in education, inclusion, and young learners.

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Translating Spaces: Thoughts on Online Teacher Training, inspired by the PNF Secondary Remote Teacher Training Programme, Venezuela

By Marina Marinova, Germany

Introduction

In 2021, a new project for English teachers in Venezuela was launched by the British Council in Venezuela. The programme is part of training and professional development of teachers in secondary schools. The main focus is teaching teenagers. The programme is run online and uses Telegram as a training platform. It offers training on a wide variety of teaching-related topics, including theoretical background knowledge, practical methodology, classroom management, and the specific challenges and opportunities of teaching teenagers. It involves more than 20 writers of training materials and online trainers, coordinated by ELT consultants.

In this article, I will share my personal experience as a materials writer and trainer for the programme and place this in the broader context of online teaching and teacher training.

Background

The *PNF Secondary Remote Teacher Training Programme* is a remote training programme for English teachers and teacher students in Venezuela, using Telegram as a training platform, under the patronage of the British Council. Practical planning, writing materials and training are the responsibility of ELT consultants. The organisation has already run a similar project with primary teachers in Venezuela and there was a report on its success in the previous issue of this journal. The course is organised in ten topical modules with ten workshops each. Workshops are based on a flipped classroom, with a pre-workshop text/task before each (some of which are assessed), live sessions, and two assessed post-workshop assignments. Pre-workshop tasks are planned to take between 45 and 60 minutes, live sessions are 60 minutes each. It is understood that post-workshop tasks should not take more than 30 minutes.

In addition to teachers, all sessions are also attended by inspectors and facilitators from Venezuela, who also receive special training, so they will be able to deliver the course themselves in future. Module 1, Methods and Approaches has been fully delivered. Module 2, Teaching Secondary Students, will be delivered by the time this article is published.

Online training

Working online has been a challenge most teacher trainers were forced to live up to in the last three years. We have all gone through periods of frustration, resignation and elation and we are still asking ourselves, “Can this be the end of face-to-face training?” or “What will come next?” No project and no personal experience can answer these questions on its own, but each new project in a new training context can add a piece to the huge jigsaw that may at some point become a clear answer. Challenging as it is, online training on a large scale has also proved an opportunity, especially for countries, where planning and running *in situ* projects is difficult to impossible because of political, economic, logistic, or other issues. One aspect trainers and organizations discovered rather early on is that online projects are much more cost-efficient and offer more flexibility. Because teacher trainers can work from home, with no travel or accommodation costs added to the bill, it is now possible to space these courses out, with a few sessions a week, which can comfortably be incorporated into teachers’ normal workdays, as opposed to intensive several-hours-a-day courses, which can only take place in school holidays, or with teachers needing a replacement for the duration of the course. More trainers can be involved in a project, too, including experienced trainers, who cannot travel extensively.

Training in Venezuela at the moment is only possible online. It is, in many ways, training under “special circumstances”. I would like to discuss both characteristics of online training in general and those special aspects we have to consider in countries like Venezuela. The main challenge for most trainers I have discussed online courses with, is making participants feel and experience a real, live, three-dimensional classroom, while all input comes through a two-dimensional, flat in all senses of the word, screen. The 2D–3D translation must happen in participants’ heads, and we seldom have the chance to see how successful this translation has been. I would like to share some strategies I have found useful for meeting this challenge.

A major factor for this “translation of spaces” is **time**. Trainees in a remote training session need much more time to process and internalize new information, and to respond to it. Having a good “feeling” about the time tasks and activities will need is a fundamental requirement for planning, writing and running both face-to-face and online teacher trainer courses. I believe that most of us realized fairly soon, that everything takes longer on an online platform, compared to face-to-face training. This can be double the time, if all participants work on cutting edge devices with quick, reliable internet connection. If, however, teachers work on outdated mobile phones, more allowances need to be made. Audio connection can be one-sided or even impossible at times. It can take minutes for a short answer, typed in a chat box, to actually be uploaded. There are stretches where all a trainer can do is wait for participants to record or type their answers and hope that these will be uploaded soon enough. Somehow, these feel more awkward than silence in a live classroom, which most of us have learned to value as a teaching tool.

As a writer, I found myself revising materials more often than I had done for any face-to-face course. Revisions invariably included reducing the number of tasks,

simplifying and streamlining. Valuable input came not only from training, but from colleagues' feedback. Sharing information about training and honest feedback are one of the most valuable aspects of a large-scale project like this one. I have also discovered that "3D training" cannot just be flattened into an online form. Only talking about what should be experienced by the trainees rarely works. Instead, we need to find ways to let trainees experience ideas online, which they will then translate into face-to-face teaching. This means using all the tools the platform we use and internet space in general can offer: polls, apps, interactive games, sharing audio and video clips, websites, sharing documents. Researching these resources and training ourselves to use them can be challenging but is rewarding. Of course, we must also make sure that our trainees can use the platforms and apps we expect them to use, to play the games we want them to play, etc. Special training courses for using Telegram were organized for all participants and as a trainer, I soon learned to value my "Telegram-savvy" colleagues.

Time management in planning and running sessions also includes reflection on trainees' participation, given the limitations of the platform we use. In many cases, online teaching meant the return of teacher-centeredness. It's a trap that can be avoided, to an extent at least, even with poor internet connection, tight timeframes, and a platform like Telegram, which does not allow for breakout rooms. A very important tool for this proved to be the **flipped classroom** approach. Pre-workshop texts and tasks provide all the information that will be discussed in the live session, which makes trainees participation possible, but also gives a chance to focus on what is really new or needs further exploration and explanation. It may take trainees some time to realize the importance of these pre-workshop tasks, especially as they have to fit them into very busy working days, but once this has been achieved, efficiency and sense of achievement increase "by the workshop". To make sure that pre-workshop tasks do not take up undue time, feedback on duration is part of every live session.

The second very useful tool to avoid teacher-centeredness I would suggest is a **variety of options**. This begins with the pre-workshop task, which can be made available in different formats (in this project all tasks are uploaded as a word document, as a pdf, and as a PowerPoint presentation), to accommodate trainees using different devices. Even more crucial is the variety of options for participation in the live sessions. In many cases, trainees in the project can write in a chat box, or make a recording and upload it, or unmute their microphones and speak. As we usually do not see their faces (trainees' cameras must be turned off, as a two-way video would break a feeble internet connection) they are encouraged to respond to training with emojis and they do so with great enthusiasm.

What about rapport?

Creating a group is a bigger challenge in an online course. After nearly half a year of training on the project, I still haven't seen some of my trainees and they haven't seen each other, because the cameras must remain switched off. Some don't have functioning microphones on their devices, so we have never heard their voices. These are not the best conditions for creating a "group feeling". We have become a group nevertheless, and I found three things very helpful here.

1. Begin a session 15 minutes earlier. As participants join in, they engage in personal exchange, much like trainees in a classroom, chatting before the actual beginning of a face-to-face session. At the beginning, I would encourage this exchange with a few questions. Nowadays, trainees are eager to "chat" without my interference.
2. Whenever possible, use trainees' names and encourage them to do the same. In spite of the dark squares, which we often see where faces should be seen, it helps our trainees and us to regularly be reminded that there are real, three-dimensional humans behind those squares. Using names can perform real miracles in this respect.
3. Invest a few minutes after the session for extensive "goodbyes" and good wishes for the week. Send a "feel good" emoji and let trainees do the same. Don't just end the session and turn off your computer. After all, we do not magically vanish at the end of a live session either, do we?

Does it work?

In spite of all the limitations and possible technical problems, online training offers some unexpected advantages. The need to streamline a course forces a writer to focus upon what is really essential. This can be more beneficial for trainees than unnecessary detail, especially if there are language barriers to consider as well. Given enough time to reflect and enough options to share ideas, trainees will often fill the "details-gap" with their own experience and do this with amazing creativity. Their imagination, the "translation of spaces", which takes place in their heads co-constructs the course, makes every session unique and "tailor-made" to an extent usually achieved by good knowledge of the group and extensive needs analysis.

Sessions can be recorded and shared with trainees to watch in their own time and understand what they may have missed in the live session.

I feel we need to emphasize such advantages, as most teacher trainers (including myself) are only too aware of the disadvantages that come with remote training. Lack of personal interaction and technical problems have already been mentioned. In terms of observing trainees' development, the ultimate benchmark for the success of a course – not being able to observe trainees implementing what they have learned in their own teaching – is a major drawback. All we can do is encourage trainees to try out what they have learned and invite reports about "experiments" with new ideas. Most trainees are eager to share positive experiences and report on students' delighted surprise at visible changes in their teacher's working style. Negative feedback is extremely rare, probably because teachers tend to try out ideas they already feel comfortable with. Without the safety of micro-teachings and "trying out" activities in a face-to-

face course, they may be less willing to experiment with entirely new ideas, but based on trainees' reports from the project, the controlled changes they are willing to risk are already a great improvement. As the course proceeds, I notice that they are more willing to experiment with "odd" ideas as well, which I consider a very positive sign.

What will come next?

Moving away from this project to the more general context of teacher training, I believe I am not the only one asking myself, "What comes next?" What will teacher training look like after the pandemic? After conflicts have been solved and travelling is made easier? Will the cost efficiency of online courses make organizers and clients give up on face-to-face training altogether? I must admit that a part of me shrinks at the mere thought. Personal interaction is essential in teaching; cutting it off from teacher training permanently would come at a cost for both trainers and trainees.

On the other hand, online courses have advantages that face-to-face ones do not always offer, including the obvious constant access to the internet and all the resources it offers. Hybrid training courses, exploiting the advantages of both forms, could very well be an option. I certainly hope so. After three years of working online, we now have many teacher trainers experienced with both forms. This is something to feel optimistic about.

As for the *PNF Secondary Remote Teacher Training Programme*, I hope the facilitators from Venezuela we are currently training to run the course in their country will add that element of personal interaction, which will "dot the i's and cross the t's" in a project that is already proving a success and can be taken as a model for designing and running similar projects in the future.

The author

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An interview with
Continuing Professional Development: A view from the UK NHS

Influences from outside English language and mainstream education

By Anne Deighton, UK, interviewed by Phil Dexter

The Pilgrims Teacher Trainer Journal is a voice for teacher educators around the world working in language training and wider education contexts, especially in the area of continual professional development (CPD). In working to understand our profession better, we have always striven to engage with other professions outside of the education field. In doing this, we are delighted to include in this edition of the *Pilgrims Teacher Trainer* an interview with Anne Deighton, a health professional working in the National Health Service in Scotland. There is so much we have in common – which may or may not be a surprise – though also so much to learn for our profession, too.

PD: Can you briefly describe your role in the NHS and some of the steps in training and professional development you have taken to get to where you are today?

AD: I am currently working in a General Practice surgery. I have had many health professional roles through a lifetime working in the NHS. I have a special interest in mainly chronic disease management – asthma, chronic obstructive pulmonary disease (COPD), and diabetes. I'm a registered general practitioner nurse with a BSc Honours and a specialist practitioner award. I am qualified with diploma level study in five areas. Each of these levels has been a learning opportunity and has enabled me to link practice to theory and deliver an appropriate level of care.

PD: Can you tells us about a model or theory for professional development that you have found useful in your experience in the NHS.

AD: Nurses by nature are natural reflectors. A model I like is Graham Gibbs: https://www.mindtools.com/pages/article/reflective-cycle.htm which is widely used in CPD in the NHS, and it involves a reflective cycle which looks at description, feelings, evaluation, conclusions and actions. Another one is Patricia Brenner: https://healthresearchfunding.org/patricia-benner-novice-to-expert-nursing-theory-explained/ providing a framework for CPD from novice to expert. The "stages" are novice, beginner, competent, proficient, expert. It works on the premise that it takes approximately ten years to become an expert in a role. I feel this allows the practitioner to view where they are at any point in their career and understand their journey towards being the best they can be in providing the most professional level of care.

PD: Both models will be, I'm sure, very interesting for language and education teacher educators. In my previous roles in the British Council, the Brenner model

looks very similar to the CPD framework we developed for our global work with teachers, teacher educators and school leaders https://www.teachingenglish.org.uk/professional-development which is a very interesting cross over and synergy. You've referred to the difference between mentoring and preceptorship. Can you explain the difference in your experience?

AD: ***Mentorship*** in the NHS is part of the process in approving acquiring knowledge, skills and comptences required for outcomes to qualify as a registered nurse. This might be described as pre-service training. Mentors work with student nurses working towards shared learning outcomes, supervising and monitoring, assessing performance, skills and behaviours. In doing so we liaise with other professionals and practitioners in making an assessment towards qualification. ***Preceptorship*** is more concerned with what can be described as in-service support; welcoming new members/newly qualified registered staff to support them in translating their knowledge into daily practice, allowing them to settle in and apply the NHS code of practice. So, the first is mentoring in placement and training and the preceptorship is early in-service support.

PD: That's a very interesting distinction between mentoring and preceptorship which I'm sure teacher educators will find interesting and will wish to explore further.

PD: To what extent does training and professional development in the NHS integrate theory and practice?

AD: They go hand in hand. An appropriate academic qualification is necessary to link theory to practice. Our knowledge gained bridges the practice/theory gap. For example, knowing the order of necessary interventions and treatments is crucial for successful patient outcomes, but it must not be forgotten that nurses are duty bound to work within the Nursing and Midwifery Council (NMC) scope of professional practice. Not only does this ensure safe practice but also demonstrates how theory and practice align.

PD: To what extent is CPD embedded in the professional NHS system?

AD: We have annual appraisals with CPD an essential aspect of our life long learning – looking at the need in an area of the work and ensuring quality of care is there. We have to demonstrate what we've done, talk about it and how it relates to the learning outcome that has been achieved. We need to show what we bring to the team and how we have collaborated together. We also need to show through thinking and talking about all this how we can develop even further. At least this is what we strive to do in being the best practitioners we can be.

PD: Do staff have to take part in CPD and is there a system that supports enhancement of salary, career progression, etc?

AD: Yes, and there is an annual appraisal that supports us in our individual career progress. There is also a reevaluation process every three years in the NMC. As part of this we have to demonstrate our CPD which can be face-to-face training, online or hybrid. This involves five reflective accounts, 450 practice hours in job and 35 hours of CPD including participatory learning, five pieces of practice related feedback, five written reflective accounts, reflective discussions and a health and character declaration. The reevaluation is then signed off by a line manager. The reflective accounts are more likely to be peer reviewed, though.

PD: What aspects of professional development have you found the most personally rewarding?

AD: Actually, everything! Every additional course I have enjoyed – the learning process is informative and allowed me to be a better practitioner – and supports me in my standard of delivery to patients.

PD: Would you say there is supportive culture in sharing professional development and/or community of practice amongst members of staff in the NHS in your experience?

AD: I'd like to answer yes to this, but I suspect this varies across the NHS. Historically, in my experience I was lucky enough to work in a supportive culture in community nursing with colleagues and managers who were supportive of me attending courses. There was also a culture of support and nurturing of staff. As a result everyone wanted to develop as a team – gaining knowledge and skills from each other. We all brought positive things back and it was a wonderful learning and working environment. This was perhaps rather unique and unfortunately not generalised. Currently my experience is a bit different – I still miss opportunities to develop but not sure what is on offer is right for me. Where I work now is much less of a collaborative sharing situation – perhaps due to my different role now in GP practice. I'm not sure if the same feeling exists across the NHS where there is much more pressure and stress, especially through these years of the pandemic.

PD: How has the Covid-19 pandemic impacted on professional development?

AD: As for everyone, I suppose, it has absolutely had a huge impact. Most of our courses moved online and that has been difficult. It is only recently beginning to change. Normally, you would have a course in working time – but online is much more of a demand on your personal time and this affects motivation. Remote learning is OK but not the same. And so many lunchtimes and evenings to give up! It also negatively impacts on my work allocation and time. I'd love to get back to face-to-face learning and hope we will.

PD: The NHS is well known for the involvement of health professionals from a wide range of countries and international contexts. In many respects the NHS has relied upon this. To what extent has this impacted on a greater understanding between the health profession and ways of working in your opinion?

AD: In my small GP practice we have colleagues from Kenya and Portugal. Anyone coming to the UK has to work within and demonstrate the professional standards set in the code of practice by the NMC. This can potentially

create a challenge for some, especially those coming from different health professional experiences – though mentoring and preceptorship, as mentioned above, can support this. On the other hand, colleagues from other countries bring a different experience and knowledge which can be helpful. They obviously bring linguistic skills which can be really important as our patients naturally speak different languages and many are not comfortable or proficient in English. Of course, things have changed with Brexit and the right to work. International colleagues can be excellent patient advocates supporting the voice of a patient as language can have a powerful role in health provision.

PD: If you were asked for one or two wishes in improving the approach to CPD in the NHS can you suggest what these might be?

AD: Ensuring available resources and training facilities within easy access. Better access to departmental budgets for training and allocated time for training and study leave. In general, more integrated support in how to access training and CPD.

PD: As I mentioned at the beginning, I think there is so much that you have shared with us that teacher educators in the language and education fields will find very interesting. Can you suggest how teacher education educators might benefit from understanding how CPD is applied in the NHS?

AD: I would hope that team goals as well as individual goals might be an area which teacher educators will find helpful and interesting, as well as the reflective models. How to enhance a professional community. Perhaps also how our focus on patient outcomes might be helpful in supporting both teachers' and learners' outcomes. As in all contexts, how can we work towards the best standards and agreed measurable outcomes we all need work to.

PD: Thank you very much Anne.

The author

Anne Deighton is currently working in a General Practice surgery. She has had many health professional roles through a lifetime working in the NHS. Anne has special interest in mainly chronic disease management and is a registered general practitioner nurse with a BSc Honours and a specialist practitioner award. Anne is always looking for new CPD opportunities to develop, learn and grow her awareness of current good practice in the NHS.

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