Teacher Development: EAP CPD & Lesson ‘Observations’/Planning in an Online World

Contents

1. Updates to procedures & policy for 2020 ................................................................. 2
2. Informing students and data management ................................................................. 5
Appendix 1: EAS Teacher Observation Feedback sheet .................................................. 6
Appendix 2: Permission to record ................................................................................. 7

Please Note: this is all new so please do give feedback and comments.
TEACHER DEVELOPMENT: EAP CPD & LESSON ‘OBSERVATIONS’/PLANNING IN AN ONLINE WORLD

BALEAP TEAP Competency Framework C Core: Course Delivery C1 Teaching Practice & E: Professional development, research and scholarship

1. Updates to procedures & policy for 2020

Key considerations and principles

- For the summer of 2020, a fully online pre-sessional is all new to most if not all of us!
- As always, we recognise the expertise all our staff bring, in language teaching, EAP and that this year in particular, we will benefit from colleagues used to working in wholly online teaching environments
- Our explorations of teacher observations indicate that teachers welcome the opportunity to observe/share ideas/learn from experienced colleagues and peers; we aim to facilitate this

What are our aims?

The focus is on quality enhancement through:

- professional development and support in the planning and teaching of effective online EAP ‘lessons’
- facilitating collaboration and sharing of expertise (of EAP and, in particular this year, on online teaching).

The cycle: Pre-lesson discussion- ‘observation’ and discussion of lesson planning-lesson- post-lesson discussion

- The focus: depending on your experience and aims, you may wish to concentrate particularly on aspects of online delivery or the ‘EAPness’, or take it as an opportunity to observer and explore.

\footnote{Based on BALEAP TEAP Scheme Handbook (2014)}

Carole MacDiarmid @ English for Academic Study, University of Glasgow.
What does ‘observation’ encompass?

- Typically, observation means of a lesson, of the observable ‘behaviour’. However, we can observe and discuss more than the lesson. Observation, then, is used in the widest sense:
- It may include discussion/observation of planning and reflections on lesson
- The lesson part may have a ‘live’ observer or be recorded; or it may be a ‘blind’ observation, which includes the pre and the post but no actual observer present
- This may be of your own lesson or a peer’s/experienced colleague (both with a reflexive element, focusing on what you can take forward to our teaching and planning)
- It may be related to specific criteria, or exploratory in nature

Who observes/takes part in the cycle?

- You and a peer/small group
- Subject to availability and volunteers, we would like to offer the opportunity for experienced online teachers to lead a collaborative lesson planning cycle. And, if they are willing, to be observed (either with a silent ‘visitor’ or record part of their lesson to view and discuss).
- Group plan and debrief
- You can ask for an individual (or pair/) observation/planning cycle with a CD/TL/experienced EAP colleague or one with online experience (depending on your requirements and availability)

How does it work?

1. Select format you would like
   - Blind (discussion/’observation’ based on lesson plan and reflection)
   - Recorded & shared
   - Live (arrange for an observer)

2. Arrange a group/pairing (in your teaching team, you’ll be in groups of around 4)

   Select the type of grouping you want for a lesson cycle:
   - Pre & post sections can be pairs/small groups or 1 to 1
   - For practical efficiency you may choose to plan and discuss the same lesson slot to teach
   - In your group there should be a mix of people with experience of teaching online and with EAP experience; you may also ask for a Team Leader (TL) to join you for an extra perspective.
3. **Arrange a lesson/time to focus planning**

   Arrange pre-meeting (and ‘lesson’ to be discussed).

   Come prepared with ideas/questions; allow time to focus on (whichever is most relevant for you):
   - Aims of the lesson and link to student needs (you can refer to the TEAP FB sheet/criteria if that suits)
   - Approach to delivery, with a specific focus on delivering online
   - What you want from the observation (to explore, to get ideas; to get feedback; to...)

4. **Lesson (observed/recorded/blind);**

   If you are joining a (part of a) lesson, arrange the time. Remember, you can be there with your camera and sound off, so hopefully quite unobtrusive.

5. **Arrange a debrief/time to discuss**

6. **Record keeping: Please let your TL/CC know**

   - Type of observation (Blind/Live/Recorded)
   - Observer/Peer
   - Time/date of:
     - Pre-meeting
     - *Your* lesson & class
     - Post-meeting
2. Informing students and data management

Let your students know the purpose

a) for teacher development; that it will not be shared beyond the EAS teaching team (teacher/observer); that once you have shared and discussed, you will delete the recording
b) check if any students would rather not appear on camera at all (but would sit out of view)
c) if you are happy to share this for induction purposes then get permission (see Appendix 2)
d) Please ensure you delete the recording after the observation and discussion (from any place it is store.
Appendix 1: EAS Teacher Observation Feedback sheet

TEAP CF Feedback /focus for lesson observation

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>EAP Course:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Focus:</td>
<td>Coursebook/Materials Reference:</td>
<td></td>
</tr>
<tr>
<td>Observer/Peer if relevant:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-lesson/planning discussion points: lesson design

- link to overall course & Ss future study
- adaptation for group
- clarity of aims
- appropriacy of tech for online delivery and meeting your aims
- staging & sequencing of tasks/learning activities in relation to aims
- exploitation/adaptation of materials
- opportunities for autonomy and critical thinking/language and/or skills development

Meeting Learner Needs; engaging learners with learning

<table>
<thead>
<tr>
<th>Implementing the Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Online delivery: notes/comments/questions

Summary: Lesson Design & Delivery (please cross-reference to relevant competencies above)

Reflections (please cross-reference to relevant competencies above):

<table>
<thead>
<tr>
<th>Tutor:</th>
<th>Observer/Peer:</th>
<th>Date:</th>
</tr>
</thead>
</table>

² Remember, this is the criterion through which all others can also be seen. It is this awareness of The Academy that can provide a useful lens through which students view almost everything they do on PS.

**Appendix 2: Permission to record**

![University of Glasgow logo]

## Permission to use your work

EAS, University of Glasgow

As part of our teacher induction and education programmes, we would like to record your class. No reference to specific student identities will be made and your privacy ensured. Recordings will be stored in a secure UofG Onedrive folder and will not be made publically available.

I confirm that I consent to the University of Glasgow & *BALEAP using recording of my classes for the purposes of teacher education.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Student number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*BALEAP: our professional accreditation body ([http://www.baleap.org.uk/](http://www.baleap.org.uk/))