

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

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*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 <sup>1</sup>

### 1. Updates to procedures & policy for 2020

#### Key considerations and principles

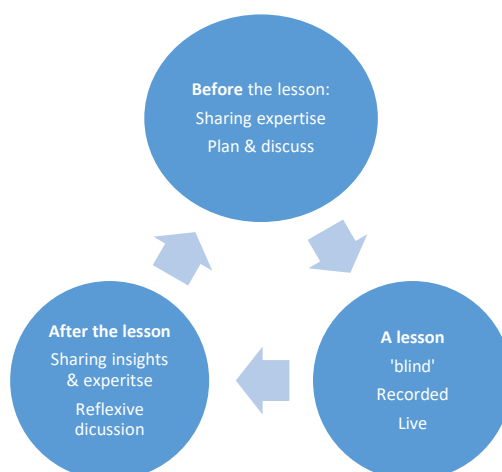
- For the summer of 2020, a fully online pre-sessional is all new to most if not all of us!
- As always, we recognise the expertise all our staff bring, in language teaching, EAP and that this year in particular, we will benefit from colleagues used to working in wholly online teaching environments
- 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 observe and explore.

<sup>1</sup> Based on [BALEAP TEAP Scheme Handbook](#) (2014)

### 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

<b>Teacher:</b>		<b>EAP Course:</b>		<b>Date:</b>	
<b>Lesson Focus:</b>		<b>Coursebook/Materials Reference:</b>			
<b>Observer/Peer if relevant:</b>					
<b>Pre-lesson/planning discussion points: lesson design</b>					
<ul style="list-style-type: none"> <li>link to overall course &amp; Ss future study</li> <li>adaptation for group</li> <li>clarity of aims</li> <li>appropriacy of tech for <b>online delivery and meeting your aims</b></li> <li></li> <li>staging &amp; sequencing of tasks/learning activities in relation to aims</li> <li>exploitation /adaptation of materials</li> <li>opportunities for autonomy and critical thinking /language and/or skills development</li> </ul>					
<b>Meeting Learner Needs; engaging learners with learning</b>			<b>Implementing the Syllabus</b>		
1	...communicate & engage effectively with students in an appropriate & culturally aware manner?	7	...make clear the rationale for the lesson and component tasks, such that students see the relationship to greater course aims, syllabus and assessment?		
2	...recognise individual needs and roles within the class in response to learners' current and long-term academic goals?	8	...select/adapt/create supplement & exploit lesson/learner-appropriate tasks & materials & technology effectively, while preserving the intended skills & focuses of the course syllabus?		
3	...create opportunities & stimulus for critical thinking (academic and/or self-reflective)?	9	...employ a classroom approach and teaching methods appropriate to lesson aims, learner needs and the EAP context?		
4	...respond flexibly in class, exploiting unplanned (EAP) learning opportunities effectively and appropriately?	<b>Integrating Academic Discourse</b>			
		10	...help develop learners' processing and production of (academic/discipline-appropriate) spoken and written texts?		
5	...foster learner autonomy by promoting (e.g.) student choice, active engagement, reflection and/or learner responsibility?	11	...take a discourse approach to skills/ language, showing how elements within a text relate to the whole and to context in terms of function and/or rhetorical purpose?		
6	...use assessment and/or learning outcomes to inform teaching & learning?	12	... integrate and recycle academic language input and/or analytic feedback that promotes accurate and genre-appropriate student production?		
		<b>Linking Learning to Academic Contexts &amp; Practices</b>			
		13	...relate lesson aims/objectives, language, skills, content and processes to the academic practices and conventions of the university context? <sup>2</sup>		
<b>Online delivery: notes/comments/questions</b>					
<b>Summary: Lesson Design &amp; Delivery (please cross-reference to relevant competencies above)</b>					
<b>Reflections (please cross-reference to relevant competencies above):</b>					
<b>Tutor:</b>		<b>Observer/Peer:</b>		<b>Date:</b>	

<sup>2</sup> 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

### 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.

Name	Signature	Student number	Date
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\*BALEAP: our professional accreditation body (<http://www.baleap.org.uk/>)