Procedure

Teachers' Professional Development in ELT

Halis Bereket | BEREKET ELT Archive

Short notes follow the content and order of the 22 seminar slides. Each numbered heading matches the corresponding slide title.

01 Teachers' Professional Development in ELT

Reflection, feedback and learning together support teachers' professional development in ELT.

02 Our workshop outcomes

The workshop focuses on identifying one teaching need, choosing a source of feedback and planning one classroom trial.

03 A recent change

A recent change in teaching provides a starting point for considering what helped the teacher decide to change.

04 Experience and learning

Years of teaching bring valuable experience. Reflection helps teachers examine how they learn from that experience.

05 Daniel's Story

Daniel's Story presents an enthusiastic beginning, a demanding school and responsibilities at home.

06 Daniel's choices

Daniel's choices raise questions about what limited his learning, what he could manage and how his school could help.

07 My development programme

The development programme includes daily lesson preparation, reading and listening, monthly article sharing and monthly lesson plan exchange.

08 A focused teaching question

A focused teaching question asks how quieter learners can contribute more during pair speaking tasks.

09 Reflection after a lesson

After a lesson, reflection considers what happened, what learners showed and what the teacher will try next.

10 Learning from students

Student feedback focuses on learning, clear neutral questions, patterns in responses and sharing the teacher's response.

11 A feedback question

The statement "The pace helps me follow the lesson" and the question "What would help you learn?" provide examples of learner feedback.

12 Learning with a colleague

Learning with a colleague involves agreeing on one focus, observing without ranking, comparing observations and choosing the next trial.

13 Learning together through a book

Shared book reading uses questions to invite participation. Colleagues compare ideas and bring one idea into the classroom.

14 A book sharing activity

A book sharing activity involves choosing one useful idea, discussing a classroom example, agreeing on a small trial and returning with observations.

15 My teaching toolkit

The teaching toolkit prompts reflection on what serves learners well, what needs attention and what support would help.

16 Technology with a purpose

Technology use begins with a learning need. The teacher chooses a manageable tool and checks access and usefulness.

17 A classroom inquiry

A classroom inquiry involves choosing a question, trying a small change, gathering observations, and reviewing and adjusting the approach.

18 A four week plan

The four week plan covers choosing and observing in Week 1, reading and discussing in Week 2, trying and collecting feedback in Week 3, and reviewing and deciding in Week 4.

19 Your development plan

A personal development plan identifies a teaching question, a first action, evidence and support, and a review date.

20 Support and time

Support for development includes small regular opportunities, shared materials, protected discussion time and realistic expectations.

21 Reviewing progress

Reviewing progress considers what changed in teaching, what learners showed and what the teacher will keep or adapt.

22 One next step

The closing slide asks what the teacher will try in the next lesson and ends with thanks from BEREKET ELT Archive.