BRITISH COUNCIL

Future English

Pathways to excellence

Online Teacher Community

Project Brief
for
Vanadzor State University Students

Project Title: Future English – Pathways to Excellence
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Programme Synopsis

Future English is a multi-country programme aiming at providing research, insight, and innovation in education systems, and support the continuing professional development of English language teachers in **six countries including Armenia.**

The programme offers **continuing professional development** to the English language teachers using an innovative, state of the art online platform titled **Online Teacher Community (OTC) Platform.**

The Online Teacher Community (OTC) Platform

The OTC platform is teacher-driven and teacher-centred.

The Online Teacher Community platform aims to provide teachers with classroom based English teaching knowledge and skills and also help them reflect on their teaching practice while giving them a chance to share their experience, their views and their ideas with fellow teachers both nationally and internationally.

Within the Online Teacher Community platform, Armenia will have a distinct virtual community only accessible by the members of that community.

The working language of the programme will be English and all content and all discussions within the Online Teacher Community will be in English. The participating teachers are expected to have English proficiency of at least B1 to engage effectively in the English only programme. Despite this, teachers who have A2 will be able to manage the programme by taking advantage of the support offered by facilitators and other teachers through their online community of practice.

Using the platform, it is envisaged to offer a 16-week professional development programme to pre-service teachers in two separate phases:

- Phase 1: 16 October to 21 December 2023 – 9 weeks / 30 hours
- Phase 2: 22 January to 29 March 2024 – 9 weeks / 30 hours

Accordingly, the platform will enable the pre-service English teachers to engage in meaningful professional development, having integrated access to relevant British Council and other UK ELT sector resources and being able to discuss and share innovation and issues through small and larger communities of practice.

The Programme Details

As **the core programme**, within the online community**, in each phase** of the English teachers will be able to:

complete and pass three self-access modules	Designed by the British Council for the teachers to study on their own pace and at times that suit them. Each module can be completed over one week and consists of 3 units and is estimated to take approximately 3 hours (1 hour/unit). A description of each module is provided in **Annex 1** below.
attend three live Zoom sessions	offered by local experts and related to the module/theme of the week, these sessions offer the teachers an opportunity to interact and exchange ideas and learning.
attend three live webinars	offered by international experts to extend and localise the module theme further
contribute to three moderated forum discussions initiated by their facilitators on the covered modules	as the core of the asynchronous communication and exchange of ideas on the platform.
create and maintain three reflection journals	on application of their learning in the classroom and its impact based on the modules completed
create and maintain an e-portfolio	to keep their certificates and organise their reflection on their learning.

Besides this core offer, there will two supplementary activities for the attending teachers as well:

Special Interest Groups (SIGs) which will allow teachers from **all participating countries** to join a group or groups aligned to their own special interests to deepen their knowledge of a particular area and exchange experiences with teachers who share their specific interests. As such, teachers within SIGs will be able to network and exchange experiences with English teachers from **other participating countries** (South Caucuses, Kazakhstan, Ukraine, and Uzbekistan)

join **Special Interest Groups (SIGs)**	to explore topics and areas that are interesting for them and their learners. For the moment, the SIGs available on OTC will be: • Climate action in ELT • 21st century skills – Creativity and critical thinking • Special Educational Needs • Action research • ICT in Education • Multilingual matters in language education

2. **ELT events:** participants will also have the chance to attend events and webinars on the wider OTC platform. To explore some additional ELT topics in more depth and detail, which will be presented by international experts and global moderators

These activities will be supplementary, and the teachers can join them **on voluntary basis.**

Online Teacher Community Platform Moderation

To support successful implementation of the programme, a cohort of British Council trained English language professionals will function as facilitators on the platform and will closely work with the participating teachers in groups to encourage exchange of experience, ideas, approaches and issues in an open, supportive, collegial, and constructive way.

Online Teacher Community Platform Safeguarding and Risk Mitigation

The British Council is committed to ensuring a safe environment for all interactions within the Online Teacher Community. For all Online Teacher Community **facilitators and teachers** who will be using the platform the British Council has prepared the following:

- A mandatory Safeguarding online course
- A live training session focusing on the British Council's Safeguarding policy and safeguarding within OTC
- Safeguarding and reporting procedures
- A designated **Help button** on the platform allowing participants to report any issues (technical and general issues as well as any abuse-related complaints).
- A robust Code of Conduct for the Online Teacher Community which all OTC users must agree to before being able to use the platform.

Annex 1 – Self-access courses Descriptions

Phase 1 – October to Dec 2023

Understanding methods and approaches in ELT

The aim of this module is to introduce participants to a range of English language teaching approaches. The module begins with a brief history of approaches and a look at deductive and inductive approaches to learning. Participants then compare a range of approaches to lessons and tasks before going on to evaluate these in relation to their own learners and contexts.

By the end of this module participants will be able to:

- identify inductive and deductive approaches to learning
- summarise a range of ELT approaches
- outline the benefits and drawbacks of different approaches
- relate what they have learned to their teaching context.

Understanding lesson planning

The aim of this module is to clarify the importance of writing lesson plans. The module identifies features, components and stages of lesson plans and evaluates the importance of lesson planning with a view to participants being able to produce effective lesson plans.

By the end of this module participants will be able to:

- describe why lesson plans should be written
- identify features, components and stages of lesson plans
- evaluate the importance of lesson planning
- produce effective lesson plans.

Understanding resources

The aim of this module is to provide an introduction to a variety of resources which can be used in the classroom. Participants will be able to evaluate teaching aids, discuss the pros and cons of using coursebooks, identify the use of reference resources and analyse supplementary materials.

By the end of this module participants will be able to:

- articulate their views on the use of teaching aids and evaluate when they may be used to their best advantage
- list the issues that coursebooks may present as well as the advantages of using them
- identify common reference resources and their specific uses
- identify and evaluate supplementary materials.

Phase 2 – January to March 2024

Understanding lesson management

The aim of this module is to look at how to manage classrooms and resources to support learning. The module looks at a range of interaction patterns including pair work and group work and how to manage these. Participants think about the benefits of the resources available to them and discuss how these can be used to support learning in their classroom. They also plan how they will manage interaction, space and resources for a future lesson.

By the end of this module participants will be able to:

- define classroom interaction patterns
- describe how to manage seating for different interaction patterns and activities
- explain the advantages and disadvantages of different learner groupings
- identify solutions to possible problems with pair and group work
- recognise the benefits of equipment and resources
- show how to plan for the management of interaction, space and resources.

Understanding assessment for learning

The aim of this module is to explore what is meant by assessment for learning. The module begins by looking at key concepts and purposes of assessment. Participants then look at how to introduce assessment for learning in the classroom, evaluate a range of assessment activities in relation to their teaching contexts, and discuss how to deal with possible challenges.

By the end of this module participants will be able to:

- explain key concepts involved in assessment
- explain the purpose of assessment for learning
- choose assessment activities to promote learning when planning lessons
- show how they can address challenges when introducing assessment for learning
- relate knowledge of assessment for learning to their teaching contexts.

Understanding professional development

The aim of this module is to introduce participants to the concept of professional development and how it applies to them in their teaching career. Participants will discover a range of professional development tools and consider how they can support their professional development in relation to their own learning needs, interests and learning preferences. They will identify immediate developmental goals and begin to make a professional development plan to help achieve these.

By the end of this module participants will be able to:

- define the term 'professional development'
- explain the process of developing professionally
- list a range of professional development tools and their purpose
- identify the most appropriate professional development tools based on their learning preferences
- write a professional development plan based on short-term goals.