

Workshops - September 2024

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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ

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OVERVIEW

- Warm welcome/wishes for a productive school year 2024-2025
- Sharing views of our profession
- Setting our Shared Vision for the school year 2024-2025/Objectives as Professional Teachers of English
- Reconsidering our teaching practices/ Do we cater for all Ss' needs?
- Reflective Teaching
- Lesson Planning based on the revised CEFR
- How we assess our Ss/ Informing our Ss/ Setting the classroom/ behaviour rules
- Activities organised by the Department of English/school year 2024-2025
- Other issues concerning us as professional teachers

Sharing views of our profession

- ▶ My prime objectives as an Inspectress:
- ▶ Promote and enhance Teachers' professional development/ work with you/exchange views and worries- workshops/visits in schools
- ▶ Help you improve students' learning outcomes
- ▶ Firmly believe that these can be achieved through a shared vision, mutual trust, collaboration, working together, building a friendly-humane approach
- ▶ Learning communities in schools, focused teacher-training workshops, constructive feedback, 'sharing of best practices among colleagues'

Sharing views

- ▶ Teachers introduce themselves
- ▶ Prime objectives as Teachers of English
- ▶ Thoughts and feelings about teaching in a New Era

Sharing a common vision

- ▶ Do you think it is important to create and share a common focus as professionals at the beginning of the school year?

Discuss the question with your colleagues/2 minutes

The importance of a shared vision

- ▶ A shared vision can create a united team of professional teachers working together towards common goals.
- ▶ It can increase teachers' motivation, commitment and performance/ It can enhance our self-confidence/self-efficacy/collaboration with our colleagues

Setting 2 Prime Objectives

- ▶ Set 2 objectives with your colleagues - 2 minutes

Our Objectives

Working towards two common objectives

- ▶ **To be professionals in our job/ Develop ourselves as professional teachers/ REALISE THAT OUR ROLE AS TEACHERS IS SIGNIFICANT FOR US AS PROFESSIONALS AND FOR Ss' LEARNING OUTCOMES**
- ▶ Working towards the idea that the teacher should consider themselves as facilitators and co-learners in the teaching-learning process/ our responsibility to encourage Ss to become autonomous/ to take charge of their own learning journey
- ▶ **Our students to learn/** achieve key competences for lifelong learning such as skills/attitudes/values/ social inclusion/active citizenship/cultural awareness/creativity/autonomy/collaboration/critical thinking

How do we become better professionals?

- ▶ Discuss the question with the colleague next to you - 2 minutes

Better Professionals

- ▶ **Primarily we need to believe in our shared vision/Prime objectives**
- ▶ Be well – prepared - Design structured and goal - oriented lesson plans based on the common revised European Framework of Reference for languages - CEFR - Enhancement of 21st century skills/life competences
- ▶ Be innovative / show commitment / Maintain an environment conducive to learning/cater to the unique needs of each student
- ▶ Be reflective / Spot your strengths - weaknesses and improve your approach / practices
- ▶ Continuous self-improvement can lead to better teacher-colleague and teacher-student relationships / Practise self-care (Get regular exercise / eat healthily / set goals / practise gratitude / be positive / get enough sleep / try relaxing activities)
- ▶ Building Emotional intelligence in the class - Understanding how others feel / Creating a warm classroom environment / Clarify your goals / Practise active listening / Communicate clearly / Stay positive / Empathize / Be open-minded / Listen to feedback / Make an effort to connect

How to foster our professionalism

- ▶ Creating learning communities in our schools / network of schools
- ▶ Working collaboratively with colleagues of the same school / neighbouring schools / empower our teaching practices / improve our students' learning outcomes
- ▶ Achieving common goals - implementing technology - working in Language Rooms - aiming at student autonomy
- ▶ Sharing good practices - co-teaching - observing other colleagues / enhancing professional development
- ▶ Sharing material / ideas / feelings / worries - proper coordination with the supervision of assistant principals
- ▶ Enhancing our professional development - Attending online webinars / participating in conferences / conducting action research in our school - listening to Ss' views
- ▶ Revisiting the teaching-learning process - (Re)gaining our students' interest and motivation

Our prime concern

Our professional Development

Our Ss to learn

- ▶ We need to be aware of information/ new supplementary teaching material on our website
- ▶ Visiting our website – Πλαισία μάθησης - Revised learning frameworks
https://archeia.moec.gov.cy/sm/848/plaisio_mathisis_alyk_anglika_a_ex.pdf
- ▶ Lesson Planning- Template/Sample lesson plans for all classes
<https://anglm.schools.ac.cy/index.php/el/material/supporting-material-all-levels/>
- ▶ Create an Inclusive environment(Language Rooms-All students participate/ Cater for all students' needs- Implementation of all skills/ Differentiation
- ▶ Use of proper summative assessment(Tests-Short Quizzes)
- ▶ Formative Assessment (Oral participation, homework, debates, round table discussions, projects, self-assessment/peer assessment, e-portfolio, participation in Erasmus+ projects, e-twinning, European day of languages 26th September, Europe Day-9th May, Literature Week- theatrical performances/ poster presentations/recitation of poems/extracts from plays)

Revisiting our teaching-learning process

- ▶ Do you think we need to reconsider our teaching practices?
- ▶ Is Self-reflection / Reflective teaching important?
- ▶ Discuss the questions with the colleague/s next to you - 2 minutes

Questions to consider as a team of professional teachers

- ▶ Have we built a trustworthy relationship with our Ss?
- ▶ Do we make learning inclusive and transformative for everyone?
- ▶ Do we involve all our Ss?
- ▶ Are we the facilitators in the teaching-learning process

(Re) gaining our Ss' interest/motivation throughout the teaching-learning process is significant

The Cambridge Life Competences Framework

- ▶ Creative Thinking
- ▶ Critical Thinking
- ▶ Learning to Learn
- ▶ Digital Literacy
- ▶ Communication
- ▶ Collaboration
- ▶ Social responsibilities
- ▶ Emotional Development

Our Ss should enhance all life competences

The engaging and collaborative nature of the English language classroom is the perfect place to develop and embed these key qualities.

The UDL (Universal Design for Learning) PRINCIPLES

- ▶ Multiple means of engagement. For purposeful, motivated learners the teacher should stimulate interest and motivation for learning
- ▶ Multiple means of representation. For resourceful, knowledgeable learners the teacher presents information and content in different ways
- ▶ Multiple means of action and expression. For strategic, goal-directed learners, the teacher differentiates the ways that students can express what they know

Think - Pair - Share

A collaborative learning Strategy

This strategy requires students to:

- ▶ think individually about a topic
- ▶ share ideas with classmates
- ▶ present their own work

It maximizes autonomy, motivation, participation / engages Ss in comprehending the teaching material/ applying it in real-life situations

Activities which can foster autonomy/creativity/reflection

- Debates / Oral presentations / short talks / round table discussions
- Seminars - Ss choose a subject, do research, work with their classmates, present their work in front of an audience / Ss who attend fill in a criteria list for peer assessment
- Technology-based activities / use of Language rooms / use of educational websites / use of online dictionaries
- Group writing projects - creation of posters - authentic learning / THINK-PAIR-SHARE
- Student surveys / creation of videos / e-portfolios
- Roleplaying activities / use of games/ quizzes / songs / taking part in European Programmes / organising activities / theatrical performances for the World Poetry Day- **21st March** / the World Theatre Day - **27th March 2024**
- Student - created self-assessment sheets / use of templates – Learning-to-learn skill
- Ask Ss to design their own tasks / activities - autonomous learning
- Assign reflective activities to spark student reflection / use of entry/exit cards

Self-reflection/Reflective Teaching

- ▶ How important are they in our profession?
- ▶ How can you reflect on our teaching?

Self-reflection - A hugely important component of our profession

- ▶ Aids professional development- a key part of developing your skills and working towards the ultimate goal- being a productive teacher
- ▶ It can help identify strengths and weaknesses in our character/ approach to Ss
- ▶ It can improve teacher-student relationships
- ▶ T can be less stressed at work- Can help prevent teacher burnout
- ▶ Makes room for innovation- To keep Ss engaged/motivated in the learning process
- ▶ It can help you to find and implement your new ideas in the most effective ways
- ▶ It should be carried out regularly to help your professional development and continuous improvement over time
- ▶ Use a reflective journal-(What went well / what could have gone better/ identify any opportunities for improvement)
- ▶ Talk with your Inspectors/ coordinators/colleagues

Reflective Teaching

- ▶ It should be carried out regularly to help your professional development and continuous improvement over time
- ▶ Use a reflective journal / Peer Observation / Co-teaching-Reflective discussions with colleagues / Feedback from Ss (What worked well / what could be improved next time)
- ▶ Talk with your Headteacher / Inspectors
- ▶ Be open to constructive feedback / new innovative ideas / broaden your horizons
- ▶ **Do not take things personally**

We should all be working to achieve common goals/ follow our shared vision

Teacher motivation

- ▶ What keeps students motivated is a motivated teacher
- ▶ If we as teachers have a passion for teaching our students are more likely to show a passion for learning
- ▶ Set yourself as a model-teacher / decent- professional appearance and behaviour / use proper language / avoid slang words
- ▶ Provide a disciplined classroom environment where everyone feels secure
- ▶ Teachers who are motivated are less likely to consider their job a burden and are willing to put forth extra effort to help students achieve success
- ▶ Working in the school community - Taking part in school programmes / committees
- ▶ Effective teachers can light the way / can inspire Ss to shine for the rest of their lives

Planning our lessons

- ▶ 1st Semester – Gymnasia-Lycea- Technical Schools-16 weeks
- ▶ 2nd Semester – Gymnasia 16 weeks
Lycea-Technical Schools 14 weeks

Lesson Planning based on the revised CEFR
Visit our website – scheme of work

Ss' needs to be considered

First Day of classes

- ▶ What do you do the very first day you enter a new class?
- ▶ Discuss this with your colleagues - 2 minutes

First Day of classes

- Create a friendly environment - Show them that you love and respect them
- Set clear classroom/ behaviour rules - create posters with the rules
- Tell them exactly what you expect of them - 2 Exercise-books (1 for Vocabulary – Grammar / 1 for Writing / Files / Notebooks to note down their homework. These can keep Ss organised / Easier to assess
- Inform your Ss about Assessment Criteria / Tests / Formative Assessment
- European Day of Languages / European Programmes / Debates / Use of language rooms
- Enhancement of 21st century skills - Promotion of autonomy / creativity / critical thinking / collaboration / IMPLEMENTATION OF 4 SKILLS
- Ask them to pose their opinions as regards the delivery of the lesson - Everyone's opinion is appreciated

Set clear, attainable goals for every lesson

- ▶ You want your Ss to leave your class thinking it was worthwhile
- ▶ Start your lessons by writing down an overview of your lesson on the board, so that Ss know what they are going to learn
- ▶ At the end of the lesson, point to the overview and ask Ss what they have learnt
- ▶ It's important for them to see where they are now, and where you are going to take them next / what they are learning
- ▶ All assigned tasks should have clear goals and steps - Greater motivation

PROVIDE CONSTRUCTIVE FEEDBACK WITH PRAISE

- ▶ Feedback should always be delivered in a positive and **nonjudgmental** way. T should choose words that convey support and respect
- ▶ Prompt / timely feedback / focus on the Ss' improvement
- ▶ Select two or three points in a paper to comment on
- ▶ Communicate clearly by specifying, for example, **areas that need improvement** / Self-reflection / **Use assessment criteria for essay writing**
- ▶ Make sure you comment on strengths as well as weaknesses
- ▶ **Does the feedback you give your learners help them improve their learning?**
- ▶ A WELL DONE at the end of their contribution will boost their confidence a lot especially for weaker students
- ▶ Start with what they've done well and then tactfully move on to what needs to be improved
- ▶ Show them that you love and respect them

Avoid overcorrection

- ▶ Don't undermine their confidence by interrupting every single time they make a mistake
- ▶ Thank them for their contribution and point out one or two important mistakes they have made
- ▶ Remind them that making mistakes is a natural part of learning/ everybody makes mistakes, even the teacher

Multiple means of representation

- ▶ Bring in authentic material / realia that your Ss can connect with and that matches their (special) educational needs and interests / visuals, flashcards, mini white boards / make use of technology - you tube videos / Songs / Ted talks Education
- ▶ Create your own activities and show them that you are also prepared to put in a lot of effort and time to help them succeed
- ▶ Use Language Rooms for autonomous learning - Ask your Ss to work on their own using www.learnenglishteens.britishcouncil.org / other websites to choose their level and work independently
- ▶ Text to speech (TTS) is a technology that converts text into spoken audio. It can read aloud PDFs, websites, and books using natural AI voices. It can provide a more inclusive and accessible way of communication.
- ▶ Grammar / vocabulary in context - Use infographics - spidergrams / word maps / mind maps TO CATER FOR ALL SS' NEEDS
- ▶ Contemporary fiction Audio books - English e-reader - Get your Ss informed

Make your lessons meaningful

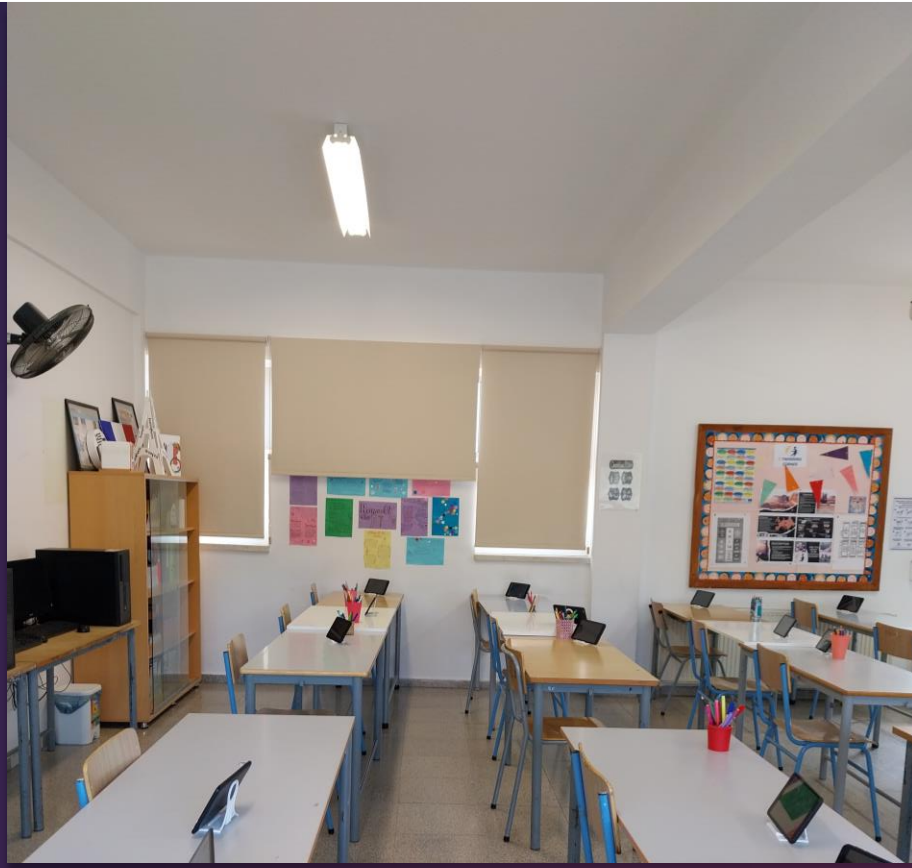
- ▶ Always be prepared to tell the student **WHY** they are performing a certain task or topic. Ss must view assignments as a learning opportunity, not just a 'task to complete'.
- ▶ You need to explain **why it is important** for them to do an exercise and **what they are going to accomplish** by doing it.

Vary the social dynamics and include movement

- ▶ Ask Ss to work in pairs or groups
- ▶ Set a variety of engaging, meaningful activities and create a friendly atmosphere where they feel they can talk freely and ask questions
- ▶ Ss should become **active participants** in their language acquisition journey and obtain lifelong learning skills
- ▶ Use Language Rooms/ Computer Labs



A SMART LANGUAGE ROOM



A Language Room - Anthoupolis High School



Working in the language room is fun!!!

Activities organised by the Department of English

- ▶ Compulsory seminars - September 2024 / February 2025
- ▶ Seminars organised by the Inspectors - will be delivered by ECML trainers - October 2024 / Online webinars
- ▶ Debates on a classroom/national basis - Gymnasia - Lycea (October 2024-April 2025) 1st year
- ▶ 'Sharing Best Practices among colleagues'- November 2024- 2nd year
- ▶ Social awareness seminars on a national basis - The project started at Idalion Lyceum - All Lycea on a voluntary basis - October 2024 - April 2025 - 1st year under the auspices of the Ministry
- ▶ European Programmes - MEP - Lycea
- ▶ International English Language Olympiad- Gymnasia - Taking place in Amman, Jordan - 2025
- ▶ Better organisation of Language Rooms in all schools in collaboration with Headteachers
- ▶ **English Literature week- It will last 7 working days: 21st - 28th March 2025** (Schools can create their own activities)

Ss' works can be uploaded on our website - With their parents' consent

Other Activities

- ▶ EFEE DEBATE- The European Federation of Education Employees- Brussels April 2025

Ss will participate in an international debate - B' Lyceum

- ▶ European Day of Languages- 26th September 2024 - The Council of Europe will mark the 2024 European Day of Languages (EDL) under the motto, '*Languages for Peace*', highlighting how linguistic diversity and language education can play a key role in promoting a culture of peace, living together and democracy

Official website: <https://www.coe.int/en/web/portal/26-september-european-day-of-languages>

- ▶ Pisa - Programme for International Student Assessment - 2025 / 15-year-olds

DEBATES IN SCHOOLS

Why participate?



- ▶ Offer teachers a new teaching method and students an interesting experience
- ▶ Academic, social, political, emotional implications guaranteed to enhance their education
- ▶ Each member learns to express, evaluate and analyse ideas to move towards solutions
- ▶ They benefit, their school benefits, their family, their peers, their teachers
- ▶ Students can further represent their schools in state-wide competitions

ESSENTIAL SKILLS GAINED

- Analytical thinking and verbal reasoning
- Critical thinking
- Public speaking skills
- Teamwork skills
- Active listening skills
- Organisational skills
- Leadership qualities for a lifetime
- Social and communication skills

INTERSCHOOL DEBATE

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- ▶ The winning team participates in the Interschool debate
- ▶ One-day event (around March- April 2025)
- ▶ Each school competes with another school on an allocated topic
- ▶ A team/delegation of four- six students
- ▶ One or two English teachers from each school





Peer-to-Peer Biannual Social Awareness Seminars #givingourfutureavoice

The rationale behind the seminars:

to discuss social issues that need to be raised but are not part of
the demanding school curriculum

to give students the opportunity to do research, collaborate and
present their work in front of an audience.

The benefits of presenting to your peers

By definition peer-to-peer learning is a method of learning in which students learn from and with each other

- ▶ Students have the opportunity to learn by explaining their ideas to others
- ▶ They get to organize and plan their group presentations
- ▶ They get to work with the other groups, give feedback and evaluate their own learning and performance
- ▶ They get to feel increasingly more comfortable, open up and interact more with their peers
- ▶ Both presenters and listeners feel a greater connection because of their similar positions in school

Activities 2024-2025

- Inspectress - Advisors deliver seminars / Visits to schools to present the project in more detail
- Schools conduct 2 series of seminars per year / in-school sessions during semester A' - Open Day Sessions during semester B'
- Invite guest speakers to attend the seminars and participate in the discussion
- A National Peer-to-Peer Social Awareness Day - April 2025

Exit card

- ▶ What do you keep from today's workshop?
- ▶ Other issues concerning us as professional teachers
- ▶ Suggestions for future workshops

Things to remember before leaving this room!

- ▶ Our Shared vision / Professional development - Creating Learning communities in schools Collaboration - Sharing material - best practices - Co-teaching / Our Ss to learn
- ▶ Keeping our Ss motivated - Revisiting Motivational strategies / Allowing Ss to think critically / Teachers become facilitators in the teaching-learning process
- ▶ Enhancement of Cambridge Life Competences / 4 skills - Autonomous learning - Use of Language rooms / Use of tablets / laptops / Creation of student-centered / friendly environments
- ▶ The importance of Self-reflection/Reflective teaching- to improve/ move forward
- ▶ Let your Ss flourish - Allow for initiatives - Stop spoon-feeding your Ss

MOST IMPORTANTLY SHOW THEM YOUR LOVE/SUPPORT/RESPECT

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Thank you very much for your
attention

