# CURRICULUM

## Overview

The development of a new curriculum for In-Service Teacher Training Institutes has been initiated by the Ministry of Education and Science, Youth and Sport of Ukraine. This initiative is evidence to the long-term mutually beneficial co-operation of the Ministry and the British Council Ukraine. A similar joint project was delivered in 1998-2002 which reflected the needs of the time. The project was further supported by means of conferences, workshops, summer schools which were held within the framework of national and international programmes. However, the constantly changing society requires significant changes to the levels of language proficiency, the search for new approaches to the selection of content and materials design, the use of appropriate forms and types of assessment.

This curriculum and the course which it offers have been drawn up by the team of INSET educationalists from the materials developed by the British Council Teacher Development team in co-operation with other expert materials writers.

## Rationale

New teaching and learning conditions require focusing on development and learning by doing which, in its turn, requires revising the content of in-service teacher professional development, designing of new teaching resources and breaking the stereotypic attitude to a teacher as a transmitter of knowledge. The Curriculum takes into account the following:

- the State Standards for primary and basic secondary education
- the National secondary school curriculum for foreign languages
- the introduction of the first foreign language from grade 1 in all Ukrainian secondary schools in 2012
- the introduction of the second foreign language from grade 5 in all Ukrainian secondary schools in 2013
- the integration of information and communication technologies (ICT) into the learning/teaching process
- the Common European Framework of Reference for Languages
- the Language Education Policy Profile (Ukraine).

# Structure and content

The Curriculum provides for a core course, elective units and elective specialism courses.

| Core Modules | Recommended number of hours (45 mins) |
|---|---|
| **Module 1: Getting started** | **12** |
| 1. How learners learn language | 4 |
| 2. Learning styles | 4 |
| 3. Lesson planning | 4 |
| **Module 2: Language awareness** | **14** |
| 1. Teaching vocabulary | 4 |
| 2. Teaching grammar | 6 |
| 3. Mistakes management | 4 |
| **Module 3: Skills** | **25** |
| 1. Teaching listening | 4 |
| 2. Teaching speaking | 6 |
| 3. Teaching reading | 5 |
| 4. Teaching writing | 4 |
| 5. Teaching integrated skills | 6 |
| **Module 4: Classroom issues** | **21** |
| 1. Classroom management | 4 |
| 2. The learner-centred classroom | 4 |
| 3. Task-based learning | 5 |
| 4. Introduction to learning technologies | 4 |
| 5. Testing and evaluation | 4 |
| **Module 5: Reflective practitioner** | **8** |
| 1. Reflective practice | 4 |
| 2. Teacher portfolio | 4 |
| **Total** | **80** |

The Core Course is supplemented by a number of elective units which are selected according to the teachers' professional needs and interests.

| Elective units | Recommended number of hours (45 mins) |
|---|---|
| 1. Motivating teenagers | 5 |
| 2. Mixed ability classes | 5 |
| 3. Culture | 5 |
| 4. Project based learning | 4 |

There are also elective specialism courses to satisfy teachers' special interests.

| Elective specialism courses provided by the British Council | Recommended number of hours (45 mins) | |
|---|---|---|
| | face-to-face | online |
| 1. Steps to Success for newly-qualified teachers | | 60 |
| 2. Primary Essentials | 30 | 35 |
| 3. Certificate in Secondary English Language Teaching | 50 | 60 |
| 4. Use of ICT | 40 | 50 |

The Curriculum focuses on teacher professional knowledge, skills and attitudes and enables teachers to move to a higher level in their development according to the Continuing Professional Development Framework designed by the British Council and further developed by national INSET educationalists.

## Approach and methodology

The Curriculum is task-based, experiential and participant-centred. It promotes classroom action research and involves reflection on learning and teaching experience.

The Curriculum encourages teachers to create a life-long learning e-portfolio to support their continuing professional development. The e-portfolio enables teachers to plan, review and assess their professional development. Teachers can display exemplars of their work over time and demonstrate their growth as professionals. E-portfolios may also be used as part of a formal school evaluation process.

## Target groups

The Curriculum is intended to meet the needs of all categories of teachers. This can be achieved through the modular organisation of the mandatory core course, elective units and specialism courses (both face-to-face provided by INSETs or online provided by the British Council).

The decision on the final organisation of the course for a particular category of teachers is taken by INSET educationalists after teacher professional needs analysis.

## Overall aims

The Curriculum aims to:

- facilitate teachers' life-long professional development through reflection on their practices, attitudes and beliefs; self-evaluation and collaboration with other teachers
- challenge the stereotypic attitude to a teacher as a transmitter of knowledge and raise teachers' awareness of their role as facilitators with a special focus on learning and learning outcomes
- promote the use of information and communication technologies in/outside the classroom to make learning more effective and interactive
- motivate teachers to use teacher development tools such as classroom action research, observation, reflection, e-portfolio.

## Overall outcomes

Having completed an in-service development course, teachers will be able to:

- demonstrate their reflection and self-evaluation skills through effective use of teacher development tools
- analyse the key differences between language acquisition and language learning, as well as demonstrate the ability and techniques to facilitate learning
- analyse advantages and disadvantages of ICT and identify ways of integrating them into the learning process
- use effective professional development tools.

## Assessment

Assessment is an indispensable part of teacher professional development and is used to measure overall learning outcomes (Summative assessment) and module learning outcomes (Formative assessment).

The core course, elective units and specialism courses offer a selection of assignments for formative assessment. The assignments are designed to reflect teachers' progress, their ability to put new learning into practice (e.g. adapt and design materials), and their self-evaluation skills. The choice and the number of assignments depend on the INSET model.

Summative assessment varies according to the INSET model and reflects teachers' overall achievements.

Teachers can upload their assignments to their e-portfolios which will serve as evidence of teachers' professional development, enhance teachers' self-reflection and encourage teacher collaboration.

## Final remarks

The Curriculum offers a modular and flexible set of materials to satisfy a wide range of teachers' needs. The Core Course is essential; other components are selected by INSET educationalists according to regional context.

## Continuing Professional Development (CPD) Framework for Teachers of English

| | Stage | | |
|---|---|---|---|
| | **1 Starting** | **2 Newly-qualified** | **3 Developing** |
| **Brief profile** | Trainee teacher of English involved in initial training. Also unqualified teachers of English | Qualified teacher of English in the first or second year of practice, putting training into practice | Teacher beyond the newly-qualified stage, who needs to consolidate essential skills and build further understanding of teaching and learning |
| **Qualification** | Studying for an initial qualification | Possessing an initial qualification recognised by the state system | Possessing an initial qualification recognised by the state system |
| **Language Level** | Anywhere in the range A1–C2 | B1+ Teachers at this level may have significant language development needs | B1+ Teachers at this level may still have significant language development needs |

| | Stage | | |
|---|---|---|---|
| | **4 Proficient** | **5 Advanced** | **6 Specialist** |
| **Brief profile** | Experienced qualified teacher with evidence of further training and all-round competence in their areas (primary, secondary, vocational, etc.), and active in keeping professionally up-to-date | Highly experienced English language teaching practitioner. Some may also be preparing for or beginning to take on specialist roles in ELT in their educational contexts | Sector expert (primary, secondary, adults, ESP, testing etc.) who advises on policy and practice; experienced teacher trainer; head of department or director of studies; course book writer; HE lecturer |
| **Qualification** | Possessing an initial qualification recognised by the state system, and possibly a further diploma | Possessing an initial qualification recognised by the state system, and possibly a further diploma and/or a higher degree (masters, PhD) | Possessing an initial qualification recognised by the state system, and possibly a further diploma and/or a higher degree (masters, PhD) |
| **Language Level** | B2+ | B2+ | C1+ |

## Professional behaviours – Stage 1 Starting – Learning the principles

By the end of this stage, teachers of English should be able to demonstrate the following skills and competences in these areas:

| Planning lessons and courses | Understanding learners | Managing the lesson |
|---|---|---|
| Understand the principles of designing effective lesson plans | Understand the principles of evaluating learner needs | Keep learners focused and involved in the lesson |
| Understand teaching approaches used in planning lessons in the teaching context they are preparing for | Understand the principles of learning theory and second language acquisition | Manage a lesson according to timings, with clear stages and clear instructions |
| Have a knowledge of a range of materials and resources for the classroom | Take into account factors that influence learner behaviour, such as social and family factors, abilities, special needs and learning styles | Provide relevant opportunities for learner participation and feedback on participation |
| Have an understanding of how to evaluate a lesson plan. | Understand how to cater for individual needs in the planning and conduct of a lesson | Understand standards of good learner behaviour in the classroom |
| Understand the principles of course design | | Learn from reflections on problems and successes encountered in managing the lesson |

| Evaluating and assessing learning | Knowing the subject of English | Managing own professional development |
|---|---|---|
| Are familiar with and understand the specific application of different forms of assessment | Manage a lesson accurately and fluently in English as the language of the classroom | Understand steps to progression in their career as a teacher |
| Use an assessment scale and grade learners' work in the four skills and pronunciation, grammar and vocabulary | Consult a range of reference materials to ensure correct knowledge of rules and language in use in teaching English | Understand the principles of reflective practice and keep a reflective journal |
| Write simple test exercises | Explain rules and aspects of English in use accurately in English | Collaborate with colleagues |
| Analyse errors and provide feedback on errors to learners | Apply own knowledge of learning English to the needs of the learners | Know how to keep up-to-date in ELT |
| | Have criteria for using L1 and L2 appropriately in the lesson, and techniques for dealing with the situation when learners don't understand in English | Understand how to observe and learn from other teachers |

## Professional behaviours – Stage 2 Newly-qualified – Putting principles into practice

By the end of this stage, teachers of English should be able to demonstrate the following skills and competences in these areas:

| Planning lessons and courses | Understanding learners | Managing the lesson |
|---|---|---|
| Plan lessons to meet the needs of learners and to achieve course objectives according to the syllabus | Find out what learners perceive as their needs and seek to meet their needs within the given syllabus | Efficiently manage the organisation of the learners so that they can carry out the lesson tasks, with clear instructions and timings |
| Analyse aspects of the target language, knowledge and skills to be presented in the lesson, and anticipate the problems that learners may face | Advise students on developing their learning strategies | Ensure the learners clearly understand the objectives and how the lesson steps will achieve these |
| Uses a variety of materials, activities, resources and equipment, as appropriate to the objectives of the lesson | Ensure learners use resources that assist individual learning, such as dictionaries, vocabulary note books, web sites and self-access facilities | Are sensitive to the responses of the learners, adapt the lesson in response to these, and give useful feedback on achievement |
| Order lesson stages logically and allocate appropriate time for activities including monitoring and feedback | Actively seek the advice of more experienced colleagues in understanding learners | Identify any problems in learner behaviour and be able to deal with them appropriately |
| Incorporate learning from reflection on previous lessons to improve plans | | Improve classroom management skills through reflection, discussion, and the observation of other teachers |

| Evaluating and assessing learning | Knowing the subject of English | Managing own professional development |
|---|---|---|
| Analyse individual learner's progress and give developmental feedback to learners | Demonstrate a basic understanding of the main language areas that they teach | Identify goals and plan development to achieve those goals |
| Monitor learners' errors and problems and respond with appropriate tasks and advice to encourage progress | Use reference materials and help from colleagues to develop understanding | Are able to reflect on their own development and act on this reflection |
| Administer, mark and give feedback on tests and assessment in a timely and appropriate fashion and maintain accurate assessment records | Demonstrate a commitment to developing accuracy and appropriacy of concepts/skills/language | Get support from others, especially those more experienced, and undertake further training |
| Reflect on the success of lessons and ways to improve them and seek feedback and support from more experienced staff | Select language and terminology appropriate to the level of the learners and the type of course or lesson | Keep up to date with the latest methodologies |
| | Relate content area to real-life situations and applications | Improve teaching skills through discussion, observation of other teachers and developmental observation and feedback on own lessons |

## Professional behaviours – Stage 3 Developing – Building confidence and skills

By the end of this stage, teachers of English should be able to demonstrate the following skills and competences in these areas:

| Planning lessons and courses | Understanding learners | Managing the lesson |
|---|---|---|
| Design courses with a clear view of the long-term needs and goals of the group of learners, and how individual lessons contribute to these goals | Carry out needs analyses and adapt teaching and materials to suit learners' needs and learning styles | Effectively organise learners to maximise learning, including organising groups based on learning styles, abilities and relationships |
| Integrate the teaching and learning of target language, knowledge and skills in planning lessons | Involve the learners in different ways for learning to help them find their own styles and strategies for learning | Manage smooth transitions between activities and optimise timing in lessons to achieve lesson objectives |
| Design own materials to meet lesson aims | Guide learners in finding learning opportunities outside the classroom and making the most of these to progress | Help learners to assist and give feedback to each other |
| Plan alternative activities, monitoring and feedback methods to respond to different learner reactions | Deepen your understanding of learners by reflection, reading and discussion with colleagues | Maintain good discipline in class and respond to any conflicts, misbehaviour or unrest |
| Actively seek out new ideas and materials to enhance lesson plans | | Use available resources and technology with confidence to motivate and enhance learning |

| Evaluating and assessing learning | Knowing the subject of English | Managing own professional development |
|---|---|---|
| Assess individual learners' needs and use this understanding to set realistic goals for the group | Demonstrate a good understanding of the language areas that they teach | Identify goals and plan development to achieve those goals |
| Analyse learners' errors and difficulties and apply this understanding to future planning of the course | Feel confident in helping less experienced teachers with English language issues | Build professional expertise from reflection on their own practice |
| Adapt and develop tests appropriate to groups of learners and prepare learners effectively for formal assessment | Demonstrate the ability to provide accurate and appropriate information about concepts/kills/language | Are willing to be observed by other staff as part of their development |
| Evaluate learner performance in tests and assessment and provide effective feedback for them to improve performance | Use different approaches to the content area and use this knowledge to help clarify issues to learners | Actively update themselves on new developments in ELT |
| | Analyse and teach more complex concepts/skills/ language using appropriate reference materials | Regularly share experiences and ideas with other teachers |

## Professional behaviours – Stage 4 Proficient – Demonstrating confidence, experience and reflection

By the end of this stage, teachers of English should be able to demonstrate the following skills and competences in these areas:

| Planning lessons and courses | Understanding learners | Managing the lesson |
|---|---|---|
| Plan lessons with an in-depth understanding, knowledge and awareness of relevant issues in the teaching of target language, knowledge and skills | Use a comprehensive range of ways for identifying the needs of learners and develop individual learning plans | Develop learners' understanding of their own roles in the class as a whole and in group activities |
| Plan alternatives in the lesson that meet the needs of different learners in the group | Help learners identify and develop routines to put into practice learning strategies suitable to them | Develop classroom routines which ensure the smooth running of the lesson |
| Contribute to the development of courses in the teaching institution | Ensure learners plan their learning, keep records of progress and assess themselves | Establish a classroom culture that actively supports learners with different needs and backgrounds |
| Incorporate a wide range of teaching techniques that can be applied to different developments in the lesson | Use classroom research to help understand learners and share this understanding with others | Maintain high standards of discipline with the active collaboration of the learners, and resolve any issues in an effective and sensitive manner |
| Incorporate creativity, imagination and innovation into lesson planning | | Demonstrate good practice, share knowledge with others and coach and mentor less experienced teachers |

| Evaluating and assessing learning | Knowing the subject of English | Managing own professional development |
|---|---|---|
| Use assessment to set realistic and challenging goals for individual students within the group | Demonstrate an academic understanding of the language areas that they teach and apply this pedagogically | Have clear development goals and plans to achieve those goals |
| Apply evaluation of learners' performance to further development of the course | Share subject knowledge and classroom application with other teachers | Are an example of professional expertise to other teachers, in the quality of their practice and their ability to continually learn |
| Analyse learner performance and provide feedback to colleagues and authorities on the impact on learning of different approaches and strategies to evaluation and assessment | Support learners in their own analysis and exploration of concepts/skills/language | Regularly mentor and provide advice to other teachers |
| Use classroom research and reflection to increase understanding of effective evaluation and assessment and share this understanding with colleagues | Demonstrate a high level of sensitivity, creativity and skill in providing accurate and appropriate information about concepts/skills/language with specific learning outcomes in mind | Use their own experience to evaluate and adapt new developments to their understanding of good practice |
|  | Actively keep up-to-date with developments and research in the English language | Contribute to their profession by writing articles, developing new materials, contributing to forums or networks or leading workshops |

## Professional behaviours – Stage 5 Advanced

At this stage, teachers of English are highly experienced language teaching practitioners. Some may also be preparing for or beginning to take on specialist roles in ELT in their educational contexts.

Teachers of English should be able to demonstrate the skills and competences from Stages 1–4 and:

- have excellent English language skills, making English the language of the classroom
- are active in their own continuing professional development
- are recognised by other teachers as a good practitioner – possibly advising or mentoring colleagues
- may be leading a group of teachers
- share experience, understanding and challenges with colleagues
- may be preparing through study or training for a more specialist role, such as teacher trainer, materials developer, manager
- maintain and refresh knowledge and expertise in a changing profession
- maintaining a positive attitude to challenges and change
- want opportunities to publish or lead in ELT activity
- get more involved in professional associations.

## Professional behaviours – Stage 6 Specialist

At this stage, teachers of English are highly experienced English language teaching practitioners who may take on an additional role of a teacher trainer in pre-service or in-service sector.

Teachers of English should be able to demonstrate the skills and competences from Stages 1–5 and:

- are confident that they have the ELT skills and knowledge to effectively train and mentor other teachers
- may be working on an in-service teacher training programme or project
- may be working in online teacher education
- may combine the roles of trainer and teacher
- may work for an in-service training institution or organisation
- are active in your own CPD
- maintain their career pathway as a teacher trainer
- develop skills in online teacher education
- understand standards for effective teacher training
- participate in the wider English language teacher training community
- undertake and applying research to teacher education
- carry out observations and give feedback
- managing staff development seminars
- coach and mentor
- encourage teachers to reflect on and assess their own teaching
- act as a resource provider and guide
- deliver talks and workshops at training events and conferences
- write books and articles on teacher education activities and topics
- run projects
- design courses
- build and run networks.