Needs analysis

Introduction

In this teacher development activity, participants learn how to analyse their own developmental needs. They do this by using the British Council’s framework for continuing professional development. Once they have identified their needs, they think of ways to address them and develop their main teaching weaknesses.

Webinar time reference: 12:00 – 14:28

Time: 50 – 60 minutes

Aim: To enable teachers to use the British Council’s CPD framework to assess their own development needs.

Preparation:

- Make copies of the three task sheets from the materials section.

Procedure

- Put the participants into groups and ask them to discuss what elements of their teaching they are trying to develop at present.
• Get some feedback from them and then ask them how they decide what they need to develop in their teaching.

• Tell them they are going to look at the British Council CPD Framework and how they can use it to analyse their own development needs.

Tell the participants that the framework identifies 12 key elements or areas of expertise the teacher needs to deliver high quality classroom teaching.

Put the participants into small groups of 3 – 5 and ask them to try to brainstorm what they think the 12 elements should be.

Once they have finished, give them ‘The 12 elements of professional practice’, from the materials section, and ask them to compare with the list. Ask them if they think there is anything missing from the 12 elements on the handout.

• Next, tell the participants that the British Council measures each of the 12 elements at four stages of development.

• Show the participants the four stages.

• Now give the participants the 12 stages infographic and show them that the further up the stages you move, the closer to the centre of the graphic you come.

• Ask the participants to think about what stage they are at with each of the elements on the diagram, and try to mark on the diagram with a cross where they are for each element.

• Once they have finished, ask the participants to stand up and mingle. Ask them to compare diagrams with other participants and find the person they have the most similar levels with.

• Once they have had a chance to compare, ask the participants to sit with someone who has similar strengths and areas of development. They can be in pairs or groups of up to 4.

• Now give the participants a copy or a link to a copy of ‘Teaching for Success - Continuing Professional Development (CPD) Framework for teachers’ booklet.

• Tell them that the booklet contains a description of each of the elements. Ask the participants to find their two weakest elements and look at the descriptions in the booklet and select areas from the description that they can work on developing.

• Ask them to work together and think of ways they could develop those areas, and write down three things they can do.

• Get some feedback on the things they will do next to develop their weaker areas.
NEW WAYS OF TEACHING

Materials:

The 12 elements of professional practice

1. Planning lessons and courses
2. Understanding learners
3. Managing the lesson
4. Knowing the subject
5. Managing resources
6. Assessing learning
7. Integrating ICT
8. Taking responsibility for professional development
9. Using inclusive practices
10. Using multilingual approaches
11. Promoting 21st-century skills
12. Understanding educational policies and practice

Stages of development

1. Awareness
   You have heard of this professional practice.

2. Understanding
   You know what the professional practice means and why it’s important.

3. Engagement
   You demonstrate competency in this professional practice at work.

4. Integration
   You demonstrate a high level of competency in this professional practice and this consistently informs what you do at work.
The 12 elements infographic

Teaching for Success - Continuing Professional Development (CPD) Framework for teachers
https://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF

Additional resources

CPD Framework for teacher educators

- The British Council’s Continuing Professional Development (CPD) Framework is a guide to all those involved in the education of teachers.

https://www.teachingenglish.org.uk/article/cpd-framework-teacher-educators
Continuing professional development: what's the starting point for change?

- Alison Barrett MBE explores the concept of continuing professional development frameworks and suggests practical ways for policymakers, head teachers, teacher trainers and teachers to improve professional development.

https://www.teachingenglish.org.uk/article/continuing-professional-development-whats-starting-point-change

Teacher educators

- Whichever role or setting you work in, the British Council can support you with your professional and career development. Our support is open to all and free of charge. Here you can find a range of resources to support your development as a teacher educator.

https://www.teachingenglish.org.uk/professional-development/teacher-educators
The British Council’s Continuing Professional Development (CPD) Framework for teachers is for teachers of all subjects. It enables you to understand and plan your own professional development.

This booklet shows you:
- the four stages of development
- the 12 professional practices and the elements which describe each professional practice.

For more information about the CPD framework, and resources to help your development in the professional practices, go to www.teachingenglish.org.uk/teacher-development/continuing-professional-development
Stages of development

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You demonstrate competency in this professional practice at work.

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Professional practices

Planning lessons and courses
Understanding learners
Managing the lesson
Knowing the subject
Managing resources
Assessing learning
Integrating ICT
Taking responsibility for professional development
Using inclusive practices
Using multilingual approaches
Promoting 21st-century skills
Understanding educational policies and practice
Planning lessons and courses involves the following elements:

Describing my learners in relation to their learning needs.

Defining aims/learning outcomes that meet my learners’ needs and the course objectives.

Selecting and developing the activities, resources and materials which engage my learners and correspond to the aims of the lesson.

Dividing lessons into coherent stages with realistic estimates of timing.

Planning board work.

Selecting and describing interaction patterns for different activities during the lesson.

Planning the grouping of learners.

Planning for differentiated learning (e.g. for different ability levels or early finishers).

Anticipating problems that may arise during the lesson, and planning how to respond to these.

Describing how my learners’ understanding will be checked or assessed.

Describing when and how feedback on my learners’ performance will be provided.

Planning activities that help my learners to develop learning strategies.

Describing how a lesson is linked to those before and after it.

Planning a broad outline for a sequence of lessons, including the recycling of learning content.

Reflecting on the approach and effectiveness of my lesson planning, incorporating learner feedback and other evidence.
Understanding learners

Understanding learners involves the following elements:

Making decisions about teaching and assessment by applying an understanding of the following learner characteristics:

- level of attainment
- age
- interests
- preferred ways of learning
- group dynamics
- motivation to learn, both generally and in relation to specific subjects
- educational, social, cultural and linguistic background
- any special educational needs
- level of autonomy
- personality.

Exploring theories of learning and applying them to my context and learners.

Conducting needs analyses and applying the results.

Applying an understanding of the impact of the learning environment on my learners.

Reflecting on my approach to understanding my learners and the impact this has on their learning.
## Managing the lesson

### Managing the lesson involves the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>Controlling the pace and timing of activities.</td>
<td>Monitoring learner engagement in order to maintain motivation.</td>
</tr>
<tr>
<td>Signalling transitions between stages of the lesson.</td>
<td>Establishing and maintaining classroom discipline.</td>
</tr>
<tr>
<td>Adjusting the classroom layout to support learning.</td>
<td>Setting up classroom activities that include a variety of interaction patterns.</td>
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<tr>
<td>Responding to unexpected classroom events.</td>
<td>Adjusting plans to take advantage of opportunities for learning that emerge during lessons.</td>
</tr>
<tr>
<td>Making effective use of resources and equipment.</td>
<td>Establishing and maintaining a positive learning environment.</td>
</tr>
<tr>
<td>Giving instructions effectively.</td>
<td>Reflecting on my lesson management, identifying strengths and weaknesses, and making adjustments as needed.</td>
</tr>
<tr>
<td>Explaining learning aims and content appropriately.</td>
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<tr>
<td>Checking understanding.</td>
<td></td>
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<tr>
<td>Using language appropriate to my learners’ level.</td>
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<tr>
<td>Making appropriate decisions about which languages are used by the teacher and learners.</td>
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</tbody>
</table>
Knowing the subject

Knowing the subject involves the following elements:

- Developing and demonstrating proficiency in the target language in order to provide a good model for my learners.
- Having an awareness of the range of reference materials relevant to the subject and using these to support teaching and learning.
- Developing an awareness of language systems in my learners.
- Having an awareness of theories of language acquisition and how these relate to specific teaching contexts.
- Selecting appropriate methodology and resources for introducing and practising specific areas of the target language and language skills, including:
  - grammar
  - lexis
  - phonology
  - speaking, listening, writing and reading skills
  - register
  - genre
  - communication strategies
  - sociolinguistic skills
  - learning strategies
  - varieties and standards of English
  - contrastive analysis with other languages.
- Reflecting on my strengths and weaknesses in relation to my subject knowledge and its application.
Managing resources

Managing resources involves the following elements:

Selecting resources with an awareness of:
• a range of available sources from which to select materials
• a range of media (e.g. digital, audiovisual, print) relevant to learner needs and context
• a range of tools which facilitate the collaborative production of classroom materials
• a range of tools which facilitate learner-generated content
• clear criteria for the selection of materials and resources based on my learners’ needs and syllabus fit.

Developing and adapting materials and resources:
• using a range of authoring tools, where available
• which fit with my learners’ needs and the syllabus
• which are professional, attractive and accessible
• which conform to copyright regulations and acknowledge sources
• which are culturally appropriate
• by sharing and collaborating with colleagues.

Using materials effectively in the classroom with appropriate pedagogical strategies.

Making effective use of stationery, equipment and technology to support learning.

Developing and maintaining a system for storing and retrieving materials.

Articulating the rationale for the resources I use to my colleagues, learners and others.

Evaluating the effectiveness of the materials and resources I use.

Reflecting on my approach to developing and managing materials and resources to meet learner outcomes.
Assessing learning involves the following elements:

- Applying the principles and practice of assessment to design tasks for measuring my learners’ progress.
- Utilising a range of different types of assessment and feedback.
- Using assessment at different points in the learning process to monitor my learners’ understanding and inform subsequent teaching.
- Defining appropriate assessment criteria and/or applying assessment criteria consistently.
- Analysing my learners’ errors and providing constructive feedback.
- Engaging my learners in self- and peer assessment and develop their self- and peer assessment skills.
- Preparing my learners for formal assessment.
- Administering, grading and keeping records of assessment.
- Sharing assessment data appropriately with parents, guardians, learners and others.
- Reflecting on the effectiveness of my assessment of my learners’ progress.
Integrating ICT

Integrating ICT involves the following elements:

- Developing effective strategies for locating appropriate digital content.
- Following guidelines for e-safety.
- Evaluating the potential effectiveness and appropriacy of digital content, tools and platforms for achieving desired learning outcomes.
- Using technology in the production of teaching and learning materials.
- Setting up activities that support learning by exploiting appropriate digital content, tools and platforms.
- Developing effective strategies for resolving potential technical issues.
- Using technology for administrative tasks in accordance with data protection guidelines.
- Promoting autonomous learning by exploiting digital content and technologies inside and outside of the formal learning environment.
- Promoting collaborative and participatory learning by exploiting online communities, tools and platforms.
- Reflecting on the effectiveness of my integration of ICT into the teaching and learning process.
Taking responsibility for professional development

Taking responsibility for my own professional development involves the following elements:

Understanding my professional needs, interests and learning preferences in order to identify areas for development.

Defining my short-, medium- and long-term career goals.

Understanding the developmental pathways available to reach my specific career goals.

Using technology to facilitate my professional development.

Staying up to date with developments in education in teaching and learning.

Being aware of, selecting and engaging in, appropriate professional development opportunities and resources to inform my classroom practice, including:

• collaborating with colleagues and other professionals
• reflective practice
• teacher research and other forms of classroom inquiry
• attending and presenting at conferences
• participating in training
• reading and publishing
• joining teachers’ associations
• observing other teachers and being observed.

Reflecting on and evaluating the benefit of my continuing professional development and its impact on my classroom practice and my learners’ achievements.
Using inclusive practices

Using inclusive practices involves the following elements:

Recognising and valuing diversity among my learners in relation to areas which include:
- language background
- cognitive ability
- academic ability
- physical ability
- social background
- behavioural differences
- disability
- age
- gender
- race and ethnicity
- sexual orientation
- religion and belief.

Being aware of my beliefs and how they can impact on establishing and maintaining an inclusive learning environment.

Using pedagogical strategies that encourage inclusive education within a supportive learning environment.

Assessing individual learners in a variety of ways that allow them to demonstrate the progress they are making.

Supporting my learners in identifying, addressing and assessing realistic individual learning goals based on reasonable adjustment.

Treating all my learners equitably and with respect.

Being aware of my beliefs and how they can impact on establishing and maintaining an inclusive learning environment.

Developing positive attitudes towards diversity in my learners.

Involving parents, learners and other relevant individuals in creating an inclusive learning environment.

Reflecting on how inclusive my learning environment is and taking steps to improve it.
Using multilingual approaches

Using multilingual approaches involves the following elements:

Recognising and valuing the multilingual nature of societies, schools and classrooms.

Using pedagogical strategies that encourage inclusive education within a supportive multilingual learning environment.

Being aware of beliefs about speakers of other languages and how they can impact on establishing and maintaining an inclusive learning environment.

Assessing individual learners in a manner that takes their linguistic background into account.

Giving my learners appropriate opportunities to use their home languages to support and demonstrate their understanding of learning content.

Making pedagogical choices that respect and capitalise on my learners' linguistic diversity.

Reflecting on how effective my implementation of multilingual approaches is in promoting learning.
Promoting 21st-century skills

Promoting 21st-century skills involves the following elements:

- Developing an awareness of and proficiency in:
  - critical thinking and problem solving
  - collaboration and communication
  - creativity and imagination
  - citizenship
  - digital literacy
  - student leadership and personal development.

- Selecting appropriate methodologies and resources for introducing, developing and evaluating my learners’ skills in the above areas.

- Demonstrating the value and importance of 21st-century skills to and for my learners.

- Reflecting on my strengths and weaknesses in relation to my own proficiency in 21st-century skills and my ability to develop my learners’ proficiency in these areas.
Understanding educational policies and practice

Locating up-to-date and relevant information about national, regional and institutional educational policies.

Locating up-to-date and relevant information about international, national, regional and institutional educational practice.

Employing professional and pedagogical practices that are consistent with applicable policies related to areas including:
• the goals of education
• educational governance
• learner empowerment
• educational reform
• inclusive education
• literacy

• access
• equality, diversity and inclusion
• language policy
• post-compulsory education pathways
• child protection
• the curriculum, syllabus and methodologies
• assessment
• teaching standards
• ICT
• 21st-century skills.

Reflecting on the impact of educational policies and practice on my decision making, professional behaviour and my learners’ outcomes.