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BBELT

empowering
learners

New Ways of Teaching:
Developing your skills



Preface

This publication has been produced for attendees at the **BBELT Conference 2022** and is based on the content of the recent series of New Ways of Teaching webinars held from July to December 2021 (see the topics and links below).

The aim of this document is to provide a starting point for your continuing professional development. You can revisit the webinars and get access to an infographic that summarises the key issues from the webinars by following these links.

- [New ways of teaching and learning English in the Americas](#)
- [Working with intercultural communities of teachers](#)
- [The benefits of teacher development for your daily work and career plans](#)
- [Climate Change in English Language Education](#)
- [Remote Teaching | Online learning](#)
- [Gender in English Language Education](#)

Thanks to the speakers from the different webinars:



Dario Banegas



Alicia Bustos



Andrea Collados



Rodrigo Guimarães Prudente Marquez Cotrim



Maria José Galleno



Tamires Gama



Ralph Grayson



Mariella Condorena Mamani



Gary Motteram



Cristiana Osan



Nick Perkins



Liliana Sánchez



Vicky Saumell



Graham Stanley



Russell Stannard



Johanna Stirling



Fatima Taha



Denise Valenzuela



Harry Waters

Thanks also to **Alicia Artusi** who acted as the host for each of the webinars.

This document was created and edited by **Gary Motteram** with contributions from Ralph Grayson and Graham Stanley.

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Introduction

New Ways of Teaching (NWoT) is a digital programme for English teacher and teacher educator continuing professional development (CPD) in the Americas. It aims to provide meaningful CPD opportunities appropriate to the teaching and learning context of teachers in the Americas, particularly for those working in state school educational systems.

The **New Ways of Teaching online events programme** is an extension of the **the Best and Brightest of English Language Teaching (BBELT) conference** held annually in February. The programme was chosen to complement **the British Council's Teaching English website's Teaching Pathways short courses**, offering a regional perspective on some of the themes of those courses.

The benefits for participating English language teachers and teacher educators include:

- **Increased ELT skills, knowledge and experience**, leading to improved quality in the classroom and greater language proficiency for their learners.

- **Improved digital skills, knowledge and experience** – e.g., familiarity with online resources, community leadership and membership, digital teaching and learning skills.

- **Professional confidence** – increased opportunity for teachers and teacher educators to have their voice heard, to share their knowledge and experience and be included in policy making.

- **Increased international awareness** of the Americas, UK and global ELT sectors.

- **Improvements in intercultural competence** and raised awareness of the importance of equality in the classroom and how to cater to learners with SEN (Special Educational Needs).

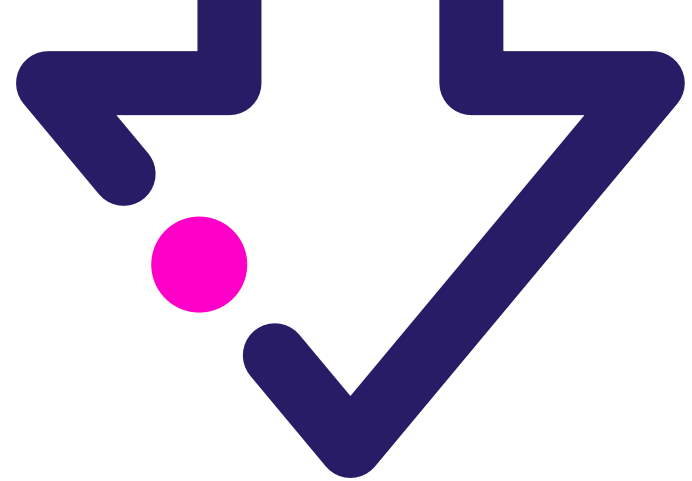


This document has been produced as an overview and record of the series of online events, coinciding with the main conference. We hope it will be of interest and don't worry if you have missed some of these online events - **all the recordings are available**, complete with additional infographics. Watching each of these recordings will also earn you a certificate of attendance, to recognise the CPD you have completed.



Graham Stanley

*English for Educational Systems
Lead, British Council, Americas*



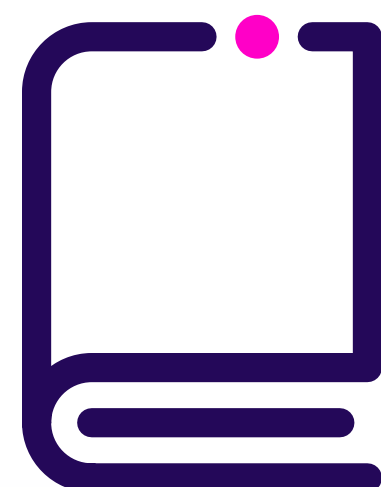
Chapter 1

The Americas ELT landscape

The Americas covers a large area and includes **42** countries with three dominant languages, but many other indigenous ones, too. Approximately **450 million** people speak Spanish as a first language, **350 million** people speak English and **215 million** speak Portuguese.

There is a lot of movement between the countries of the region and populations are diverse. This diversity needs to be recognised in schools and classes which might include a number of different languages and cultural backgrounds, or may be monolingual, but where the learners do not speak the national official language of the country, or are not part of the dominant culture.

The programme that this booklet summarises was based on topics that were thought important by the organisers and included suggestions from the teaching community. It was partially framed by the pandemic which posed significant questions for education, but also led to a range of solutions.



The first webinar in the series **New ways of teaching and learning English in the Americas** focused on learning from the pandemic. This webinar was presented by **Nick Perkins, Liliana Sanchez, Denise Valenzuela and Ralph Grayson**. What follows is a summary of ideas presented in the webinar alongside findings from the **British Council America's New Ways of Teaching research** and the **Research and analysis of school closures response in the Americas (RASCRA) 2020** report. These reports explore in detail the changes in knowledge and skills for teachers as a result of the move to teaching online.

A topic that came through strongly both in the reports and the webinar is that there are significant gaps in access for many learners. This is not simply an urban/ rural divide, but can be a divide between communities in cities where in some neighbourhoods children have good access to technology and good connectivity, whereas in others access both to technology and the internet is not possible. In the webinar Denise Valenzuela provided three illustrative cases from the Mexican context:

1. A teacher in a remote area where students don't have access to the internet.
2. A teacher working in Mexico City, but in low-income areas where children have to support their families by working, sometimes in a family business.
3. A teacher working in a private school with children who have smart phones, tablets and laptops and internet access.

Although teachers preferred the high-tech solutions where possible, because of the flexibility of the tools, TV and radio were also used and in some of the contexts, these were the only solutions. Another topic that came more in focus was that of socio-emotional aspects of education

and teachers realised that this as well as communication and providing effective monitoring were key to good provision. This seems to have led to a more child-centred approach.

In lower income contexts, there was more appreciation of the use of TV and radio, TV was considered ‘very effective’ by 28% or respondents (RASCRA, 2020, p. 32). Some of the findings from the RASCRA report were echoed in a recent Education Endowment Foundation report:



The quality of teaching is more important than the technology used (this implies that an explanation made by the teacher in video or synchronous format has a differential impact according to the quality of the explanation and not the means by which it is transmitted);



Access to **technology** is a limiting factor (so clear explanations are required for both teachers and students regarding the use of new tools);



The interaction between students promotes **motivation and contributes** to learning (the opportunities to tell how they solved an activity, or make corrections among peers are very beneficial although they require different supports according to the age of the students);



Offering support for autonomous work improves learning (metacognition activities that, for example, **prepare the student** to identify what to do when they get stuck, are very helpful);



In the diversity of ways of implementing **remote teaching**, **there are adequate** proposals for different content and learning styles of students (for example, games can be useful to teach vocabulary in a foreign language but their effectiveness cannot be assured in other areas of knowledge) (Education Endowment Foundation, 2020).

In order to be able to become proficient in the use of **technologies in the classroom**, the pandemic provided a range of opportunities for teachers. These include more formal provision like the New Ways of Teaching webinars, but teachers also relied a lot on each other to develop skills, along with training by the schools themselves. The following graph comes from the RASCRA report (p. 69) and shows how teachers’ knowledge of technology grew during the pandemic.

Graph N° 9: Level of teacher knowledge on virtual learning environments

- No, I did not know about the existence of virtual learning environments
- No, I do not know about the existence of virtual learning environments
- Yes, I knew about virtual learning environments but I had never used them
- Yes, I know about virtual learning environments but I had never used them
- Yes, I had taken teacher training courses on virtual learning environments
- Yes, I had been a teacher in virtual learning platforms
- Yes, I have taken teacher training courses in virtual learning environments
- Yes, I am a teacher in virtual learning platforms

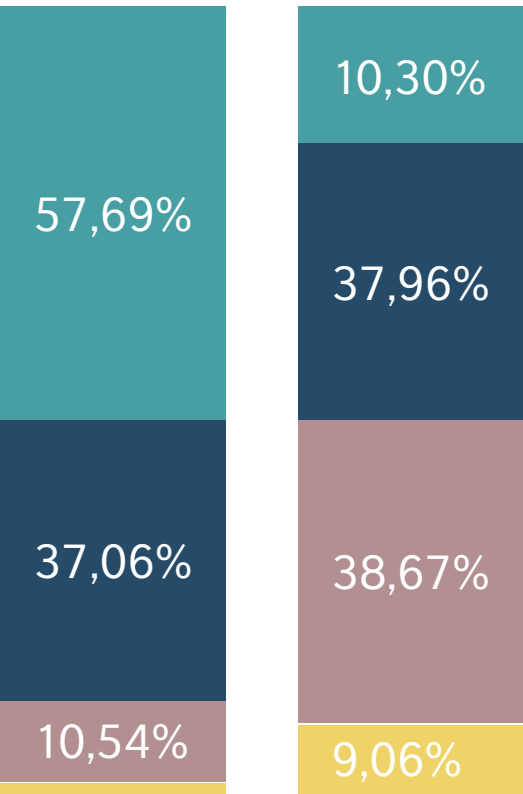


Figure 1: Changing nature of teacher knowledge of technology during the pandemic

The biggest leap here is that of teachers becoming ‘teachers using virtual learning platforms’ during the pandemic; over **50%**, from a low base of **14.3%**. Clearly, as we have moved back into the physical classroom, this number may have dropped, but the ability of teachers to use technology for more blended solutions will not have gone away.

A final topic that is important to consider is the link between the teacher/ school and the parents or caregivers. The need to keep in touch with children who are not in school is imperative and the relationship to parents is altered, as they are often the only channel of communication. Many teachers and schools fell into using different forms of social media to keep in touch with families and while this raised some issues, if handled effectively can be very positive. Denise made some very valuable points about this topic in the webinar.

“Teachers should focus on work/ life balance, being clear on what your working hours are to your students and to parents. If people are working from home, and have family at home, try to create a working space where you are not to be disturbed. Try to establish a routine and stay with it. Take time to relax by listening to music, or doing exercise, relax and then re-focus. Work on your resilience.”

General Resources
New Ways of Teaching website
British Council podcasts in a number of regional languages

Chapter 2

Continuing Professional Development

Continuing professional development (CPD) is a term that is used in many different professions and can be linked to the more general phrase ‘lifelong learning’. However, for teachers to continue to engage in professional development can be difficult, particularly those that live in middle- or lower-income countries where resources and access is challenging. However, with the growth of availability of different types of online training and resources, provided in a variety of tools, it has become increasingly easier for many people to access at least some ongoing development.

Some definitions

CPD is sometimes described as in-service training where the implication is that this activity follows on from initial teacher training/education (ITT/ITE) and this is usually the case. However, the shift from the use of the term ‘training’ to ‘education’, or ‘development’ is indicative that the kind of activity that teachers become involved in changes as they move on in their professional lives. Education is usually

interpreted as a more formal process and often involves taking further qualifications whereas development is an activity that is led by the teacher themselves. This is underlined by Maria-José Galleno when in the webinar on teacher professional development (**The benefits of teacher development for your daily work and career plans**) she talks about accessing relevant Facebook groups, as well as following a more formal process via postgraduate degrees like a Master of Arts in TESOL, for example. The more informal process that is captured by joining Facebook or other online groups is sometimes referred to as a Personalised Learning Network (PLN).

Your Personal Learning Network

Figure 1: PLNs



PLNs are about making connections with others using a variety of different types of social media, as can be seen in Figure 1. It has become increasingly common to join with other local (regional) teachers using text-based social media tools like WhatsApp, Telegram, or WeChat, or for teachers to create blogs, or vlogs as Fatima Taha also describes in the third webinar.

A blog, or vlog allows the creator to talk about topics of interest to them and debate issues with others. A good example that mixes text blogs and videos is **Scott Thornbury's A-Z of ELT** where Scott presents short essays on different topics related to ELT and updates them over time. He also has an ongoing conversation with commentators on the blog. This space

works both as a way for Scott Thornbury to focus on topics of interest to him, but also to have a conversation about the topics which he will also develop.

There are also international groups that run on Facebook or LinkedIn, or different people to follow on tools like Twitter, or Instagram. In this way we build up our links to others and can post about our own interests, find useful information or resources to use in class, reach out to our community for help and make your own contributions.

Frameworks and how to use them

A common feature of CPD is a progression pathway. This may be illustrated by the gaining of formal certificates like the Cert TEFLA, or Trinity Diploma, or a postgraduate master's degree in TESOL (both Taha and Maria-José talk about these routes to CPD in the webinar). However, if you don't want to pursue formal qualifications, there's lots of informal help to be had in planning progression. Three different frameworks are described here: **<https://www.teachingenglish.org.uk/article/continuing-professional-development-cpd-frameworks-english-language-teachers>**.

The Cambridge English, the British Council and the EAQUALS frameworks have a lot in common. They take a positive stance and focus on what teachers can do and encourage development. They don't assume that CPD is linear. Teachers don't have to complete one step before moving on to the next. They can help teachers assess what they might want to focus on next and they are easy to understand.

A good place to start is the British Council CPD framework for teachers, although do also look at both the Cambridge and EAQUALS versions. You can find a guide to the British Council framework on this web page: <https://www.teachingenglish.org.uk/professional-development/teachers>, as well as an introductory video and links to the different topics that are covered by the framework. There are older and more recent articles in the collections that are available to view.

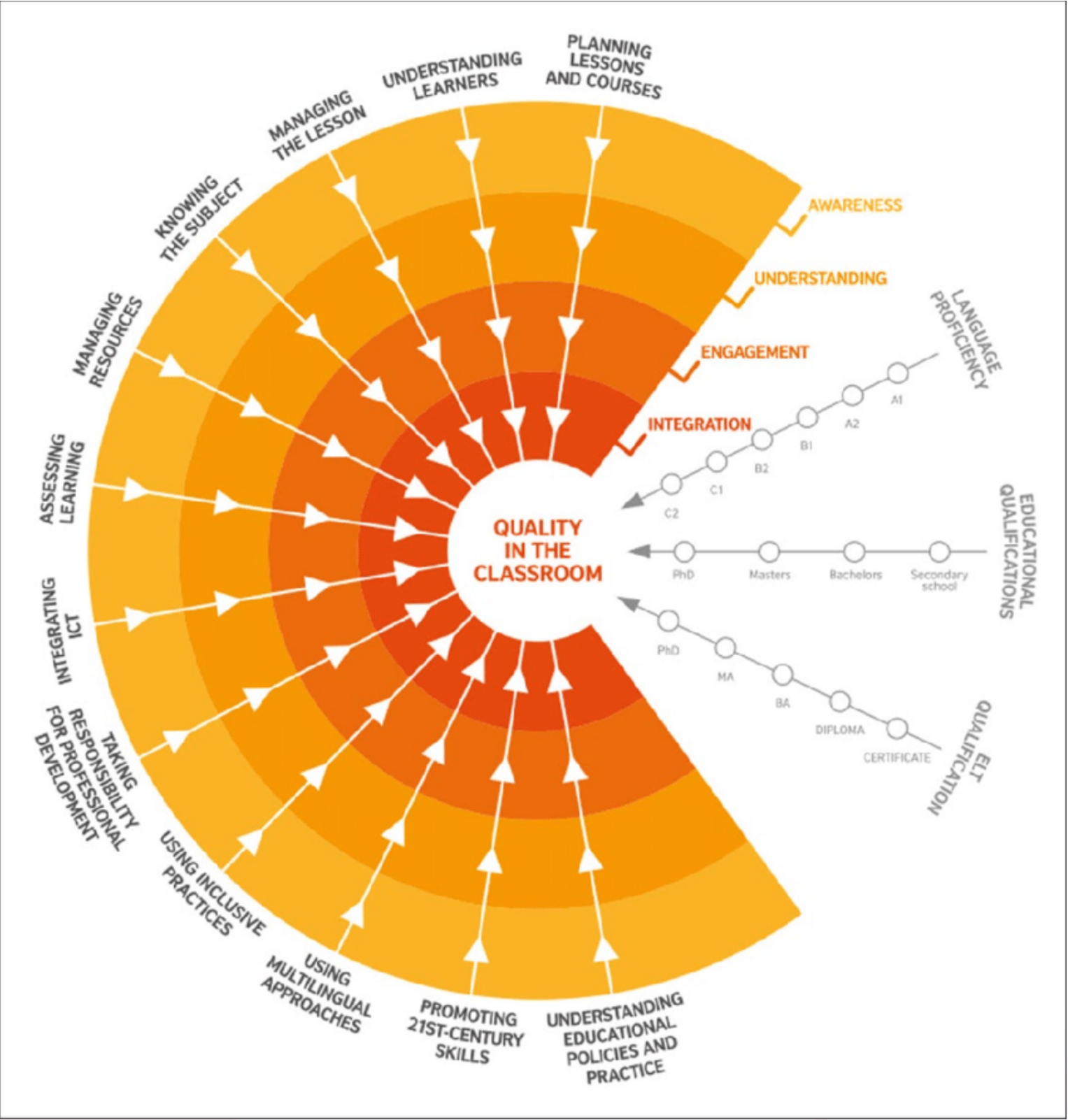


Figure 2: The British Council CPD framework



New Ways of Teaching

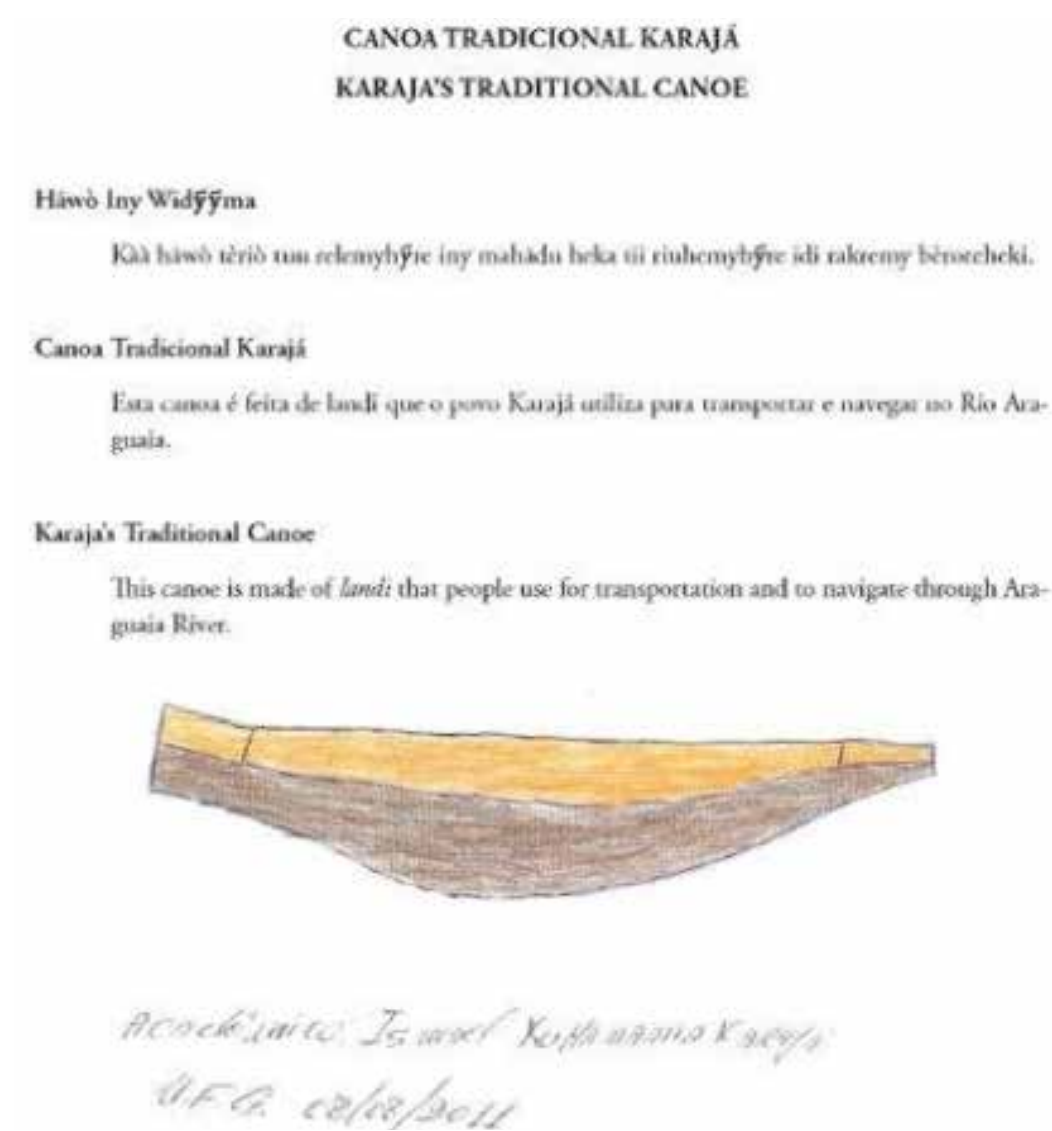
The **New Ways of Teaching** (NWOT) series of webinars along with the accompanying online resources are one type of CPD. In order to illustrate how this has worked and how an individual teacher might make use of this CPD opportunity, we are going to take three topics that have been presented in the lead up to the BBELT Conference, for which this guide has been written, and relate them to the British Council CPD framework.

All of the different pre-conference webinars are available online and each one has an accompanying infographic. Links are included in what follows.

Multilingualism/ Multiculturalism

Let's start with the **'Working with intercultural communities of English teachers'** webinar. This webinar, amongst other things, explored the nature of multilingualism in the Americas. We can argue that in line with the British Council CPD framework it raised our awareness and understanding of multilingual and multicultural issues, but it did a great deal more. We learned something about the multilingual and multicultural nature of Peru and Brazil and the number of different languages spoken in each country. In the webinar, Rodrigo Cotrim from Brazil showed us how he uses multilingual materials produced by the students to focus on the multilingual nature of the context.

Using this kind of material helps the students connect to other languages in their communities and show how traditional practices like canoe making can be talked about to others in a language like English, thus showing the value of English as a language and encouraging students to learn it.



Mariella Mamani, who works at José Gálvez High School, Yonguyo, Puno, Peru, showed us how she creates materials for use in class that focus on local cultural traditions. These webinar topics could meet a number of targets on the CPD framework related to ‘Planning Lessons’, ‘Understanding Learners’, ‘Using Inclusive Practices’ as well as taking account of multilingualism/multiculturality.

This goes beyond awareness and understanding to engagement and interaction. These examples from the New Ways of Teaching webinars challenge the representations that are found in typical traditional textbooks and begin to recognise the diversity of the students who sit in front of us in lessons.

Resources for Multilingualism / Multiculturalism

Working with intercultural communities of English teachers



Gender in English Language Teaching

The **webinar on Gender in ELT** continued to emphasise the need to be more aware of the students in front of us and who they are. It also encouraged being more inclusive in our teaching by exploring gender in a more meaningful and normalised way. Like the intercultural webinar, it also presented new types of material and new concepts that are often not accessible by teachers and are certainly ignored in mainstream textbooks (Banegas et al., 2021, Seburn, 2018).

In this webinar, the two presenters, **Tamires Gama and Dario Banegas** encouraged us to think more about inclusivity in the classroom and being more aware of the diversity that is the modern classroom. They focused on the topic of gender and showed how re-thinking the curriculum to include this topic as a normalised part of their practice is an important tool for engaging with our learners.

Neither of them suggested that this would be an easy task and they acknowledged that teachers have a number of doubts about how they can introduce gender successfully. Teachers sometimes argue that they are language teachers and not teachers of gender. However, both

Tamires and Dario encourage the teachers they work with to reflect on their own experiences of language learning and whether they felt they were represented in the course materials that they encountered whilst at school, or whether the materials they use reflect the students in their classes.

This is something that all teachers can do as a part of CPD. When planning lessons, they can think carefully about who they reference in their materials, as Tamires says in the webinar. Which celebrities, YouTubers, Tik Tokers or influencers will you include in your lessons? What pictures will you use to illustrate family or friends? Tamires suggested three websites where they might find more diverse pictures:



Nappy



Young Gifted and Black (YGB)



All go





Dario argued for us to focus closely on what is happening in our local world rather than looking at discrimination in the UK, or the US. He did however suggest that a good place to start discussions might be with the Sustainable Development Goal 5 on Gender Equality and see where that takes the lessons.

By doing this you are showing a more 'engaged understanding of learners', planning different kinds of lessons, adapting/ creating materials and potentially helping to promote more 21st century skills by broadening the curriculum.

Resources for Gender in ELT

- **New Ways of Teaching webinar on Gender in ELT**
- **Banegas, Darío Luis and Beacon, Griselda and Perez Berbain, Mercedes, eds. (2021). International Perspectives on Diversity in ELT. International Perspectives on English Language Teaching. Palgrave Macmillan.**
- **Seburn, T. (2018). LGBTQ+ inclusivity in the language classroom: Attitudes and considerations.**
- **British Council MOOC on Gender in ELT**

Climate change in English Language Teaching

A further topic covered in the webinars was **climate change**. This video features four speakers: **Andreas Collados, Cristiana Osan, Joanna Sterling and Harry Waters**, who encourage teachers to take every opportunity to include climate into the language classroom.

Joanna Sterling argued that as educators we have a broader remit than that of simply teaching language, and echoing the discussion of gender, we should see this as a normalised topic in language teaching. It is certainly a topic that is of great interest to our students and the speakers suggested we should find out more about the specific topics that are of interest to our learners and that are relevant in the local context.

However, for teachers who are less familiar with sustainability and climate change, it is also possible to start with typical topics from the textbook and then make links to the environment and sustainability. In a course book you might find chapters on: work and studies, food, travel, energy and weather, city life, houses and homes, or technology, etc.



Taking 'Travel' as an example, you could start by getting the students to find out more about their digital footprint and challenging them to reduce it. They could look at ways of travelling to holiday destinations that are more environmentally friendly, or holidays that have less environmental impact. Focusing on 'Work and studies', the students could research good courses and careers to follow to help protect the planet. For 'Food', we might focus on typical food the students eat and also consider packaging, food miles and the Co2 in the production processes.

This offers a number of opportunities for CPD including changing the nature of how we choose to teach English in terms of pedagogical approaches e.g., by introducing real world project work, by promoting materials development/adaptation, and by understanding our learners better, to highlight a few.



Resources for Sustainable ELT

Climate change in English Language Education webinar

Climate Action is itself a Sustainable Development Goal (SDG) 13 (<https://www.un.org/sustainabledevelopment/climate-change/>), but the topic can be linked to other SDGs (<https://www.un.org/sustainabledevelopment/>) e.g., Harry Waters argued that we can also be promoting health and well-being (SDG 3 -- <https://www.un.org/sustainabledevelopment/health/>), by bringing plants into the school, or by conducting classes in nature – what are called ‘Forest Schools’ in the UK (<https://forestschoollassociation.org/>).

However, there are a lot of good starting points for materials using many of the SDGs and the United Nations website (<https://www.un.org/sustainabledevelopment/>) which encourages engagement from schools, for example, holding a SDG book club with books in a number of languages available to read.

Visit the Climate Connection website with links to the Climate Connection MOOC

Other web pages

<https://eltfootprint.uk/> This web page showcases a group of language schools trying to take more account of the environment in the work they do.

<https://renewableenglish.com/home>
A set of teaching materials with other resources and links from **Harry Waters**.





Chapter 3: Teaching and Learning Online/ Remote Teaching

A recent World Bank report, **Prioritizing learning during Covid-19: The most effective ways to keep children learning during and post pandemic**, points out the need to support teachers to keep education going during events like the current pandemic and the roles that online learning are increasingly playing in teachers' CPD. Teachers and learners themselves have also begun to appreciate the role that technology can play in education, particularly in providing education at a distance, but also how these techniques can be used to supplement the more traditional classroom.

The four speakers for the **Remote and Online Teaching and Learning webinar** were: **Alicia Bustos, Vicky Saumell, Graham Stanley and Russell Stannard**. In terms of CPD, the recommendations given offer a good opportunity to work more with ICT in the classroom and to develop learners' 21st century skills. It will also have value for course and lesson planning and the management of lessons with technology.

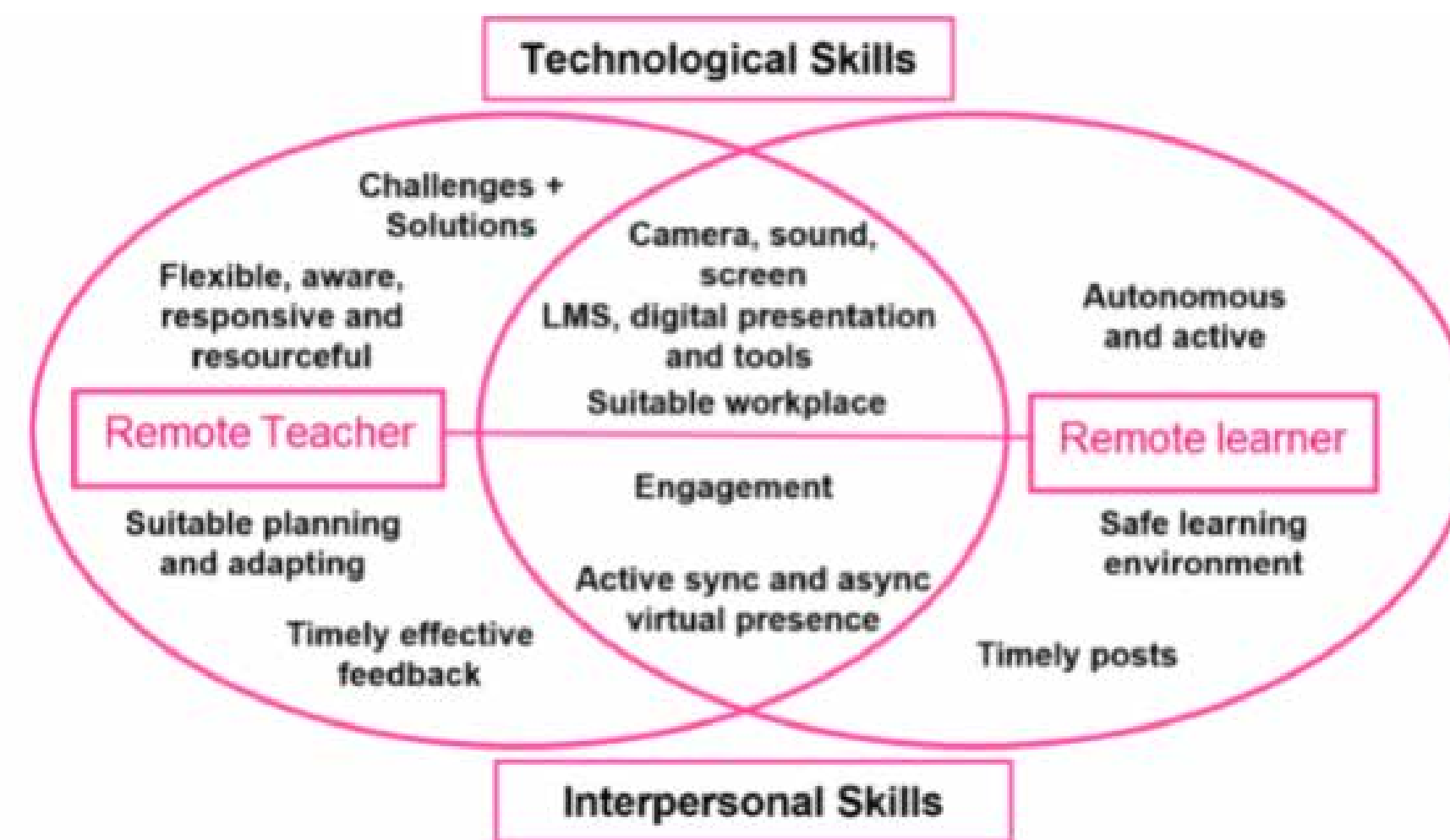


Figure 3: Technological and Interpersonal skills for teaching and learning

Alicia Bustos' summary diagram (Figure 3) gives us a good way of framing our discussion. While this diagram was designed to focus on remote teaching and learning, it can be adapted to a more generalised model for ICT use in the classroom, if we take away the word 'remote' from teacher and learner. Both teachers and learners need to develop their technological skills in a variety of ways, but they also need to not neglect their interpersonal skills. Setting up and running small group work is central to any kind of language development and doing this can be enhanced by technology. A commonly presented pedagogical approach that is argued to maximise engagement in the face-to-face portion of a course is the 'flipped classroom'. This can essentially be characterised as doing the homework before the class (For some background see: <https://learnjam.com/the-flipped-classroom-in-elt/>, or <https://elt-connect.com/the-flipped-classroom/>). Teachers can then use a range of technologies to set up materials in advance of teaching sessions. These are referred to in the teaching and learning online literature as asynchronous activity. A range of tools can be used for pre-lesson activity.



Vicky Saumell

Vicky talked about having three elements in her technological toolkit:

1) A Learning Management System (LMS), for example like:



Materials can be posted on the LMS by the teacher and students can interact with them asynchronously.

Teachers need to look at what the students are doing here regularly and comment on their postings. The teacher should be 'visible'. The work in the asynchronous tools should be linked to the activity in the synchronous tools and vice versa.

Pick tools to suit the context, which is why we include WhatsApp, which can be used where access to the internet is limited.

2) The second part of the ecology is a synchronous tool like



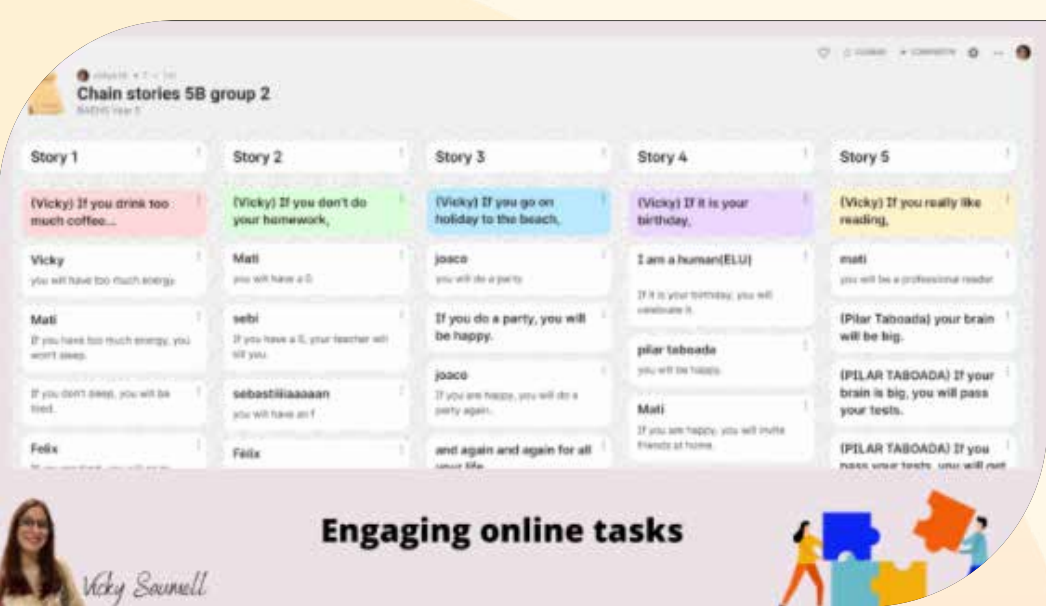
3) The third part of the ecology is a range of additional tools like



Figure 1



Figure 2



As a part of this webinar, or on the Infographic, you will also find two games presented by Graham Stanley and these activities could also be used in a face-to-face class.

An important part of any teaching process is checking on progress and this is true both in synchronous and asynchronous parts of the lesson.



Alicia Bustos

Alicia discussed different ways we can effectively check student progress.

They are summarised in the following table:

Sync	Async
<ul style="list-style-type: none">• Gestures, body language• Eliciting• CCQs• ICQs• PW and GW + monitoring• Oral Feedback• Self / peer correction + reformulation• Follow up questions• Online games• Polls	<ul style="list-style-type: none">• Written Feedback• Self / peer correction + redrafting• Follow up questions• Online games• Polls

CCQs = Concept Checking Questions; ICQs = Instruction Checking Questions; PW = Pair work; GW = Group work

Although Alicia is talking about online synchronous teaching, the same principles can be applied to the face-to-face classroom. In the presentation stages of a lesson teachers will check that the learners understand the input materials by asking various types of questions, using gesture and body language to help explain ideas. The teacher will set up pair and group work in order to give the students a chance to practice new language. The teacher will monitor and encourage students to monitor their own output, as well as the output of others. At the end of the lesson the teacher will ask the students what they think they have learned and can then make use of different types of online games and polls to help check. Tools that could be used for this part of the lesson could be any the following:





A final element for managing ongoing learning and keeping a track of where students are is an e-portfolio. This is essentially an electronic collection of a student's activity. You can use a specialist e-learning tool, or more generic tools like a Google Doc with an associated folder. As Russell Stannard recommends, you can make use of what are called 'screen-casting' tools to record a student's presentation, or the description of a picture. **Screencast-o-matic** is a recommended starting point, although you can also record directly on

to PowerPoint slides, or make a recording in tools like Zoom. Completed exercises in the Virtual Learning Environment, pictures of hand-completed exercises, or written texts on a Google doc can all be added to a student's e-portfolio.

Graham Stanley points out that e-portfolios act as a showcase for learners' work and can be presented for both formative and summative assessment. It is important that students learn how to evaluate their own work and understand how they are progressing. They need to be able to review an output and decide how good it is, and then think about strategies to improve it.

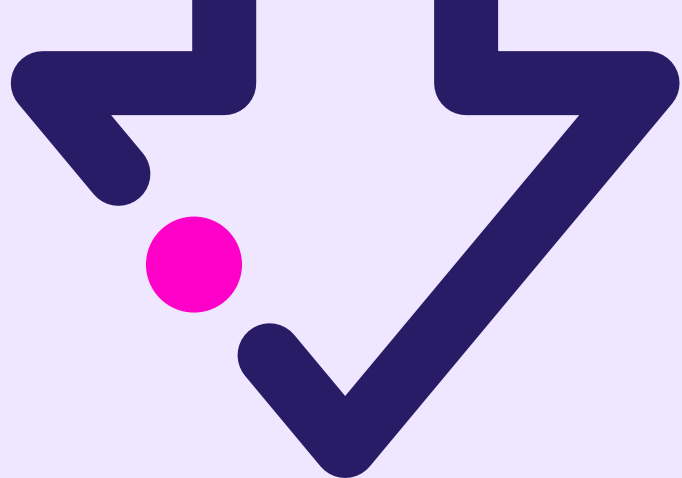
Publishing the work helps to get students to focus more on improving the quality of the work, but it doesn't have to be published to the whole world. It might be to a small group of students, to other classes in the school, or it might include the parents or caregivers. Publishing encourages the students to review the material and make it the best they can.

Resources for teaching and learning online

New Ways of Teaching Remote Teaching / Online Learning webinar

New Ways of Teaching: Skills and CPD webinar and report





Chapter 4

Further topics for the future

Whatever the future holds, and with the climate emergency and potential new pandemics, we face an uncertain future. Our recent experiences have demonstrated that we cannot rest contentedly in our comfort zone and deal with English language teaching the same way as we always have. What is certain is that, more than ever, we need to keep reviewing what we do now and try out new things. We need to keep testing our ideas in the classroom and further explore new teaching approaches and methods to find the best fit for the circumstances we will find ourselves in. We need to accept that we need to be flexible and to adapt quickly to any future challenges we face, but we also need to work on our resilience to make sure we are not caught out again without a plan.



Blended approaches to technology

As we move back to a world where face-to-face (F2F) becomes feasible again, we shouldn't forget what we have learned about online teaching and learning and think about ways that we might at least

'blend' our teaching, and to think about keeping some of our courses fully online, to meet the needs of people who can't access the F2F world.

Going back to F2F CPD is much hoped for and cherished by many teachers. Just like students, teachers need social spaces to exchange ideas, resources, expand their professional network and so much more, but we have seen how valuable the online space can be, so we should keep it in our planning.



Use of social media tools for teacher development

There has been an explosion of the use of different forms of social media both in language learning and CPD. There are now many WhatsApp and Facebook groups and a developing interest in the use of Telegram. On a recent project in Cuba, for example, alternative media needed to be used as a result of their particular country context and connectivity issues. CPD activities were pre-recorded, and videos were sent to participants via a telephone app, along with accompanying materials. This was followed by live question-and-answer posts to provide attendees with a sense of interaction. In parallel, teacher groups created by regional methodologists through the app, served to assist their teachers and generate further exchanges on the main themes explored during the CPD sessions.



Safeguarding and child protection

This is a pending topic to discuss in our online events and it is an important one. We need to look at two sides of safeguarding: child protection from the point of view of our students and safeguarding from the point of view of our teachers as well. As remote teaching becomes the norm, we notice increasing concerns in teachers and parents to ensure online platforms are safe for their children; and we also notice concerns in school principals for their teachers mental and physical well-being. We have started to explore this topic in **New Ways of Teaching in an episode of our podcast series**



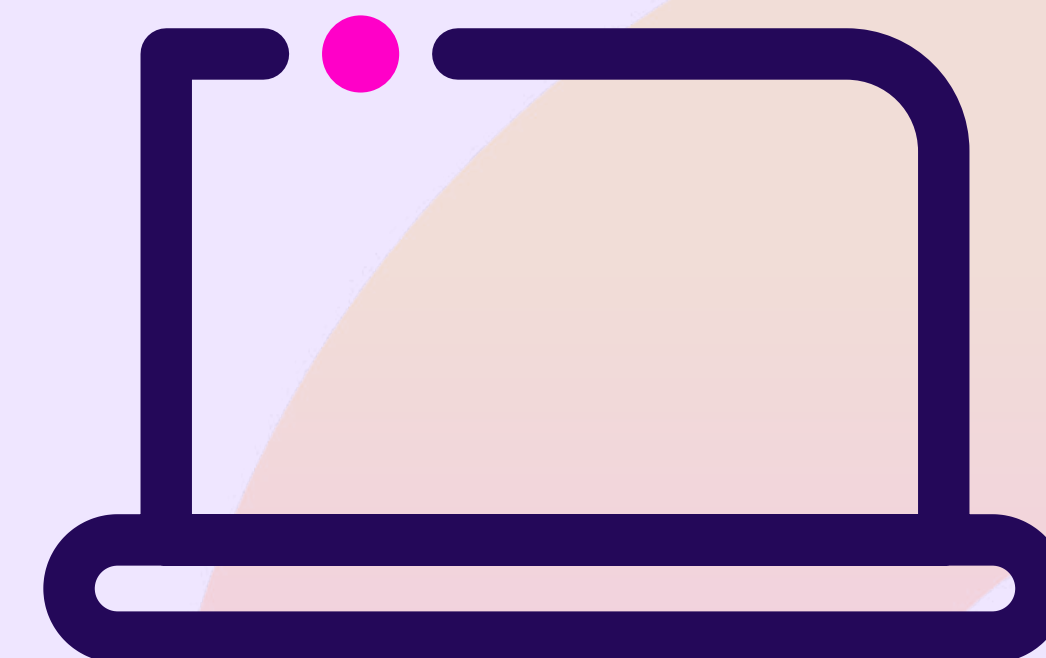
Dealing with uncertainty

We don't know when the impact of the current pandemic will end, so we will need to develop resilience to deal with this uncertainty. We could approach this from the aspect of remote teacher well-being, as well as looking at how online systems can be used to maintain teaching activity in times of crisis. Uncertainty can also be looked at from the angle of government volatility which is a common phenomenon in the Americas. We also need to explore the digital divide that became more obvious during the pandemic and find ways to enable all communities to have educational resilience.



Involving the teachers in deciding future focus of our activity

We have taken initial steps to capture teacher feedback for our future activity, and we want our programme to respond to your needs. Teachers themselves can suggest, from their view, what are the most pressing gaps in their CPD so we can address them through our programme. There seems to be appetite about content related to the climate and a need to have a refreshed approach in the current climate context. We have also captured teachers' drive and will to share their experiences after using renewed content and strategies in the classroom. The most enthusiastic teachers crave for materials to develop communicative skills aligned to CEFR lower levels of English (A1 and A2).





For further information on all aspects of New Ways of Teaching see:

<https://americas.britishcouncil.org/new-ways-of-teaching>

Or, scan the **QR** code

