



## PROGRAMA DE ACOMPAÑAMIENTO A DOCENTES DE NIVEL SECUNDARIO

### LENGUAS EXTRANJERAS

#### TEACHING ENGLISH AT SECONDARY SCHOOL

##### **Módulo 6: Desarrollo profesional continuo**

Participación en redes de práctica profesional.

Recursos y fuentes de desarrollo profesional para mantenerse actualizado en la enseñanza del inglés.

Hi dear teachers! We have finally arrived at the last station! Welcome to the last Module!

We are reaching the end of this course, so it is time to establish ways to keep up with this professional development path we have started. It is key to identify where we stand as individuals and as professionals before we could think about connecting with others and enriching our daily practices.

First of all, let's do a bit of self reflection about our present situation as people who teach a foreign language to 12 to 16 year-old teenagers.



Answer the **Google form “My role as an EFL teacher”**

*\*EFL - English as a Foreign Language*

<https://forms.gle/uAkeWvgveSHHMj269>

We would all agree that the teaching profession has become increasingly complex. While teaching training courses remain generalists, reality confronts teachers with peculiar demands. Consequently, it is necessary for educators to find appropriate ways to deal with change and adapt their practice to what students need nowadays. In every school team, there are teachers who, by choice, experience or necessity have developed certain strengths or have acquired a certain type of knowledge. This diversity presents an opportunity for empowering work teams by expanding information and wisdom and by sharing tools and resources. That explains the arise of Learning and Professional Practice Communities. The challenge relies on how to do it effectively.



It's your turn . Please, participate in **Forum 1 “My experience with professional networks”**

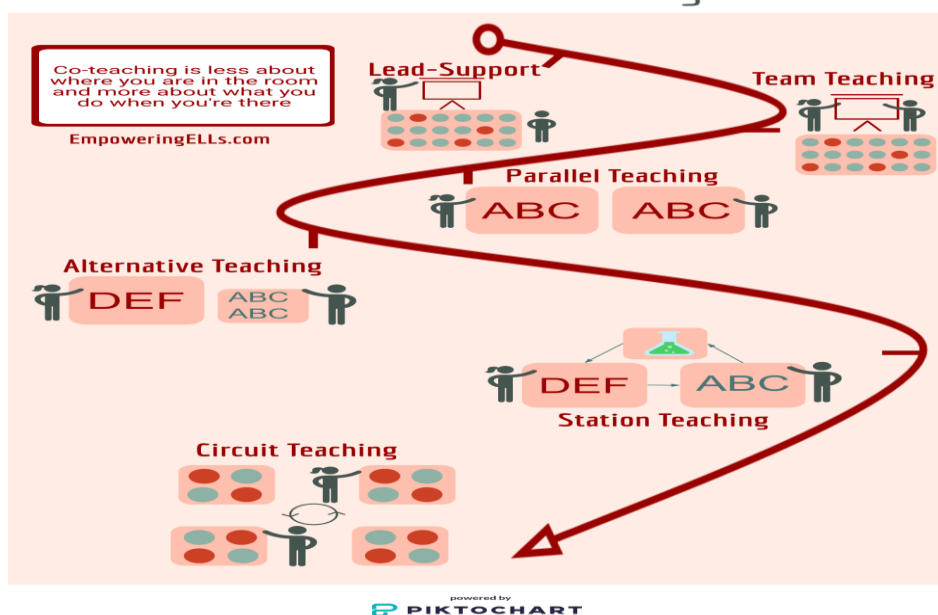
*Have you ever taken part of a learning professional community or “red de práctica profesional”?*

*If yes, tell us about your experience.*

*If not, what do you think it would be useful for?*

This week we will begin to explore the concepts of co teaching- co-assessment - peer observation through Huynh’s articles “**The Models of Co-teaching**”, “**Co-assessing in the co-teaching model**” and “**Mantras and Metaphors for Collaboration**”. The following graphic schemes sum up the content delivered by this author.

## 6 Models of Co-Teaching



## 4 ways to co-assess with colleagues

@Tankhuynh

### Co-formatting the assessment



Format the assessment using word banks, sentence stems, and images.



### Co-constructing a template

Construct a template that can scaffold their engagement with the assessment.

### Co-writing a rubric



Write a rubric that makes the expectations about the content and language demands clear.



### Norming responses

Co-assess a number of pieces of work together to norm your feedback and evaluation.



Douglas Brown enlightens us with his “**Lifelong Learning**” ideas on **chapter 23 “Continuing your teacher education”** on which he addresses a variety of topics related to professional growth and teacher collaboration. They go from qualities of successful language teachers in “**Peak Performers**” and “**The Good Language Teachers**” to action research and ways of learning from each other in “**Classroom observation**”; “**Classroom research- teacher self observation**” and “**Teacher collaboration**”. All of these issues are supported by Critical Pedagogy and the main purpose of these theoretical development is to encourage teachers to become agents for change.

**Ok. It is time to read, reflect and prioritize**

First, read the four rules for Peak Performers as teachers stated by Douglas Brown, where this author explains that certain behaviors help people reach their fullest potential.





Then, set 3 professional goals and 3 personal goals for yourself. List them in order of priority and decide how you are going to monitor accomplishment.

| Professional Goals:<br>Order of priority | Way to assess the level of achievement |
|--|--|
| 1.                                       |  |
| 2.                                       |  |
| 3.                                       |  |
| Personal Goals:<br>Order of priority     |  |
| 1.                                       |  |
| 2.                                       |  |
| 3.                                       |  |

Finally, Laura Lewin in **“Capacitación versus Desarrollo Profesional”** and **“Expertos en la Escuela”** offers us tips and resources to foster interaction and exchange among colleagues.

Wrapping up, we can say that Professional Networks and Learning Communities of all kinds foster connection among teachers. stimulate innovation.

These working nets can be formed by the members of a teaching team, which can also be multidisciplinary, and this team can decide to add experts, mentors, professionals of other fields and any other device that promotes debate, analysis, reflection and encourages action.

These collaborative ways of working have interdisciplinarity, interaction, action research projects and content creation as their building blocks.

Active participation is also a key requisite. It is not enough to join a network or community to make the most of it and keep it running. You would need to stay active by sharing knowledge, resources and information, making questions or taking responsibilities in projects. The balance between give and take is crucial, and designing a project coordinator or community moderator could be really useful.

It is essential to identify interests and demands, to define clear objectives and to adopt an experimental approach as it would give you the opportunity to manage risks and failure before the ideas are fully implemented.

Another important aspect to consider is acknowledgement . Understanding the benefits of growing this community-oriented mindset would help build up, maintain and develop these educational enriching practices. Giving them institutional support would mean providing space, time and resources to put the process in motion and start doing things differently.



## Weekly assignment.

We have arrived at the last part of this module. Well done! Now it's time to do the last **weekly assignment**.

**Activity:** Based on the theoretical framework, the discussion forums, your experience and the tips and suggestions offered, design a Learning and Professional Practice Community Plan 2024 for your school.

Remember to include:

- Collaborative action
- Objective
- Resources
- Time and Place
- Monitoring and assessment

These are the **groups for the Weekly Assignment distributed by schools**.  
The **google doc link** for each group is provided.

### **Group 1- Colegio Secundario Brigadier General Pedro Ferré.**

Monitor: Yanina Ojeda and Arapey Gonzalez Cabañas

Pamela Flores- Mercedes Montiel- Susana Escalante- Mercedes Soto-  
Mariela Kohon-Sebastián Bastera

<https://docs.google.com/document/d/1DePZPh5bsCaY3Z5Xj8d0TkQ4Yc-4gZiyr09sApVWq1E/edit?usp=sharing>

### **Group 2-Colegio Secundario Pte Dr Arturo Frondizi**

Monitor: Yanina Ojeda

Claudia Castañeda- Guadalupe Hidalgo

<https://docs.google.com/document/d/10QMghev5zWXHMVD2nnEGsVDtdtuCdir2/edit?usp=sharing&oid=108484196875850172494&rtpof=true&sd=true>

### **Group 3- Colegio Secundario Agop Seferian**

Monitor: Federico Montiel

Lucía Cubilla- Alba López

[https://docs.google.com/document/d/132yt00P1PlmRDKw\\_iAEUbNKE71ucjLqx/edit?usp=sharing&oid=108484196875850172494&rtpof=true&sd=true](https://docs.google.com/document/d/132yt00P1PlmRDKw_iAEUbNKE71ucjLqx/edit?usp=sharing&oid=108484196875850172494&rtpof=true&sd=true)

### **Group 4- Colegio Secundario Dr Luis Federico Leloir**

Monitor: Federico Montiel

Florencia Tomé- Tania López

<https://docs.google.com/document/d/1eG0XVvpofa6tPEZLbMpXHc7fLQCj-Ot4/edit?usp=sharing&oid=108484196875850172494&rtpof=true&sd=true>



**Remember:** This TAREA has a deadline: **Tuesday, 05th December. 11:59 pm**

## **Bibliografía**

Huynh, Tan (2021, Feb) Co-assessing in the co-teaching model recup 21 nov

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Brown, H. Douglas. (2001) Teaching by Principles. An interactive approach to language pedagogy. *Part IV Lifelong Learning. Chapter 23 Continuing your teacher education* pp 425 to 445. 2nd ed. Pearson. NY

Lewin Laura (2023) Hola Directivos: Cómo acompañar, liderar y desarrollar a tu equipo docente. CAP 27 (pp 282 a 301) y 28. (pp 302 a 306) -2da ed. Edit Bonum. Bs As. Argentina.

## **Additional Bibliography**

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<https://tankhuynh.com/set-up-co-teaching/>

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