

# Teacher Development Course (TDC)

## Course Outline

**Acuerdo CIRE-26/07.-** Autorizar a los profesores egresados del programa The Teacher Development Course, que ofrece The Anglo Mexican Foundation, impartir la asignatura de Inglés en el nivel bachillerato del Sistema Incorporado a la Universidad Nacional Autónoma de México, en calidad de profesores definitivos.

## COURSE OUTLINE

### Course Goals

- To raise teachers' awareness of contemporary ELT principles to enable them to become more informed practitioners
- To develop teachers' practical teaching skills and self-evaluation skills to enable them to become more reflective practitioners

### Trainee Profile

Course participants must meet the following requirements:

- Be 21 years of age or above
- Have CEFR C1 level or above
- Hold an initial ELT certificate
- Have 1,000 hours (1-2 years full time) ELT classroom experience
- Be in-service teachers and be teaching during the course
- Demonstrate commitment to continuous professional development in ELT

### Course Length

180 hours including input sessions, guided and independent lesson preparation, teaching practice, feedback and tutorials, observation of peers and experienced teachers, independent research and study, completion of written tasks and assignments.

### Course Content

The **syllabus** comprises seven units:

1. The background to teaching and learning English
2. Language analysis and awareness
3. Developing language skills
4. Resources and materials
5. Planning teaching and learning
6. Developing teaching skills
7. Evaluation, assessment and testing
8. Professional development

A complete Course Syllabus is included at the end of this document. (*See Appendix 1*)

## Course Composition

The course is comprised of 64 input sessions covering a range of topics including Second Language Acquisition, Class Management, Lesson Planning, Lesson Frameworks, Resources and Materials, ELT Methods and Approaches, Clarification of Language, Developing Language Skills, Error Correction and Feedback, Learner Needs and Diversity, Course Planning and Design.

One of the main aims of the course is to demonstrate contemporary approaches, procedures and techniques and reflect best global practices. The course is highly practical as a large number of sessions are workshops and microteaching sessions which provide course participants with opportunities to apply theoretical principles to classroom practice and materials.

At the end of the course, course participants are required to submit a portfolio containing the written tasks, observation tasks, lesson plans and feedback forms from the course.

Course component	Time	Assessment
<b>64 input sessions</b> Presented face-to-face (each 75 minutes long)	80 hours	100% attendance expected and high levels of participation required
<b>Pre-session preparation and reading</b>	20 hours	
<b>Observed teaching practice</b> 4 lessons with the chosen age group(s)	4 hours	2 assessed teaching practice lessons
<b>Guided lesson planning, feedback and tutorials</b>	10 hours	Video recorded diagnostic and experimental practice lessons
<b>Independent lesson preparation and post-lesson reflection</b>	16 hours	
<b>Written tasks and assignments</b>	40 hours	6 tasks from a bank of options must be completed, including 2 compulsory assignments
<b>Observations of peers and experienced teachers</b> Experienced teacher observations minimum 2 hours Peer observations minimum 2 hours Video observations	6 hours	6 observation tasks from a bank of options must be completed
<b>Observation tasks</b>	4 hours	

## Teaching practice and lesson planning

One of the major focuses of the course is enabling teachers to put the principles covered in input sessions into practice. There are 4 teaching practice lessons: 1 diagnostic, 2 assessed teaching practice lessons and an experimental practice lesson. Diagnostic and experimental practice lessons are recorded and the video clips uploaded on Moodle, while the 2 assessed teaching practice lessons are live observations.

Course participants are required to write a detailed lesson plan for each, including analysis of the target language or sub skill and materials. Lessons are evenly distributed throughout the course to allow time for course participants to reflect on their performance and work on their areas for development. Tutors will provide support during the lesson planning stage and tutorials, face to face oral feedback and written feedback reports.

The course participants must have access to own classes of learners for teaching practice (primary, secondary or adult learners) and make arrangements for the observations in good time and during set teaching practice windows.

## Written tasks and assignments

During the course the course participants are expected to complete a variety of written tasks and assignments. To pass the course, the course participants must complete 6 tasks from a bank of options including 2 compulsory assignments, and include these in their portfolio.

Written task	Content
<b>Goals</b>	Identifying main learning goals, rationales and action plans for achieving these
<b>Reading and research</b>	Read about an ELT topic of interest, choose an article and write an evaluative summary
<b>Learners</b>	Identifying learning preferences of a group of learners, outlining a plan for implementation in a course, incorporating learner training activities and encouraging learner autonomy
<b>Phonology</b>	Identifying typical learner problems in their context and suggesting solutions
<b>Experimental practice (compulsory)</b>	Planning a lesson following a less familiar framework for language-focus lessons, evaluating learning outcomes, success of the selected framework and suggesting ideas for changes
	Designing a set of materials to address learners' needs, evaluating

<b>Materials</b>	the learning outcomes and suggesting changes
<b>Planning a series of lessons</b>	Exploiting, adapting and supplementing a coursebook unit ensuring a logical division of materials into lessons, balance of language and skills focus, and variety of activities and tasks
<b>Authentic materials</b>	Planning a lesson exploiting an authentic text to develop learners' receptive and productive skills, evaluating learning outcomes and suggesting changes
<b>Evaluation of a learner's written language</b>	Identifying key strengths and weaknesses, prioritizing weaknesses and justifying the choice, suggesting solutions
<b>Evaluation of a learner's spoken language</b>	Identifying key strengths and weaknesses, prioritizing weaknesses and justifying the choice, suggesting solutions
<b>Self-reflection (compulsory)</b>	Summarizing and evaluating learning that has taken place, identifying areas for further improvement and designing an action plan

All tasks and assignments must be completed and submitted by set deadlines. Written tasks and assignments may be resubmitted once. Failure to meet set submission deadlines forfeits the opportunity to resubmit tasks.

### Observation of peers and experienced teachers

During the course the course participants are expected to observe at least 6 hours of other teachers' lessons (peers and experienced teachers, live and recorded). There is a range of observation tasks to allow the course participants to reflect on teaching in observed lessons. The course participants are required to complete 6 out of 8 observation tasks and include them in their portfolio.

## Portfolio

Candidates must maintain and submit a portfolio of all coursework including:

- 2 assessed lessons (lesson plans, teaching materials, self-evaluations and written tutor feedback)
- 6 completed observation tasks (peers and experienced teachers) with tutor comments
- 6 written tasks and assignments with tutor feedback
- Experimental practice assignment (recorded lesson and assignment with tutor feedback)
- Completed portfolio checklist

The electronic portfolio is submitted to the course tutor at the end of the course. *The course participants are responsible for keeping their portfolios appropriately organized and up-to-date.*

## Certification requirements

To obtain the TDC certificate, course participants must:

- Attend 100% of the course
- Pass 2 assessed teaching practice lessons
- Pass 4 written tasks
- Pass 2 compulsory assignments
- Submit a complete electronic portfolio and portfolio checklist

The course participants will receive a calendar with deadlines for submission of written tasks, assignments and observation reports, and set teaching practice observation windows, and are expected to meet all deadlines.