



## **Fundamentals of Teaching**

Fundamentals of Teaching is a **six-day intensive course** designed to enhance teacher quality at all stages of a teacher's career in order to improve the quality of learning that students receive. This is often a stepping stone which leads committed teachers onto doing the CELTA course and to becoming BC trainers and examiners in the future.

Our revised FOT package will have a new focus on our Continuing Professional Development (CPD) framework. The whole package consists of 12 modules mapped to the professional practices of our global CPD Framework. These modules are well formatted, trialled and branded, and are for the teachers of any subject.

### **Course Delivery**

The training will be delivered by skilled and experienced teacher educators. Sessions will be interactive following an activity based approach and will be facilitated in English.

## **Module: 1 Introduction to CPD Framework**

### **Overview**

The module introduces participants the British Council's Continuing Professional Development (CPD) Framework for teachers of all subjects. It enables participants to understand and plan their own professional development to improve their own practice and their learners' success.

This module covers:

- ✓ the 12 professional practices which provide a comprehensive, practice-based, and detailed view of the skills and knowledge which a teacher should demonstrate.
- ✓ the four stages of development represent the knowledge and skills a teacher has in each professional practice

By the end of this module the participants will be able to:

- be familiar with the British Council CPD frameworks for teachers
- have increased awareness of key competencies that make a good teacher
- have developed reflective practices to enable independent CPD beyond the workshop
- be familiar with the British Council longer-term standardized approach to teacher training work in Nepal.

## **Module 2: Understanding lesson planning**

### **Overview**

The aim of this module is to clarify the importance of writing lesson plans. The module identifies features, components and stages of lesson plans, and evaluates the importance of lesson planning with a view to the participants being able to produce effective lesson plans.

This module covers the professional practice:

- **Planning lessons and courses**

- ✓ dividing lessons into coherent stages with realistic estimates of timing
- ✓ selecting and describing interaction patterns for different activities during the lesson.

By the end of this module the participants will be able to:

- describe why lesson plans should be written
- identify features, components and stages of lesson plans
- evaluate the importance of lesson planning
- produce effective lesson plans.

### **Module 3: Understanding how students learn**

#### **Overview**

The aim of this module is to explore theories of learning and relate them to the characteristics of students and the stages of their development. The module looks at the implications for classroom practice, and the participants are given the opportunity to review their approach to teaching based on new insights.

This module covers the professional practice:

- **Understanding learners**

- ✓ exploring theories of learning and applying them to my context and learners
- ✓ making decisions about teaching by applying an understanding of age, interests, preferred ways of learning and motivation
- ✓ reflecting on my approach to understanding my learners and the impact this has on their learning

By the end of this module the participants will be able to:

- describe how students learn
- discuss the characteristics of students and the implications for classroom practice
- distinguish between extrinsic and intrinsic motivation
- recognise the stages of students' development and how this influences what they can expect of the in the classroom
- revise their approach to teaching based on their understanding of how students learn.

### **Module 4: Understanding lesson management**

#### **Overview**

The aim of this module is to look at how to manage classrooms and resources to support learning. The module looks at a range of interaction patterns, including pair work and group work, and how to manage them. The participants will think about the benefits of the resources available to them and discuss how these can be used to support learning in their classroom. They will also plan how they will manage interaction, space and resources for a future lesson.

This module covers the professional practice:

- **Managing the lesson**

- ✓ adjusting the classroom layout to support learning
- ✓ setting up classroom activities that include a variety of interaction patterns
- ✓ making effective use of resources and equipment.

By the end of this module, the participants will be able to:

- list classroom interaction patterns
- describe how to manage seating for different interaction patterns and activities
- explain the advantages and disadvantages of different learner groupings
- identify possible problems with pair and group work and suggest solutions
- recognise the benefits of a range of equipment and resources
- plan for the management of interaction, space and resources.

## **Module 5: Engaging with vocabulary teaching**

### **Overview**

The aim of this module is to explore ways of presenting new vocabulary in the classroom. The module considers what is involved in learning new words, how to select words to teach, and a range of methods and techniques for presenting vocabulary that take into account an inclusive multisensory approach. The participants are also given the opportunity to use a range of techniques to express meaning.

This module covers the professional practice:

- **Knowledge of the subject** – selecting appropriate methodology and resources for introducing and practising specific areas of the target language and language skills.

By the end of this module, the participants will be able to:

- describe the aspects of vocabulary that the learners need to know
- choose the vocabulary to teach which is appropriate to learners' needs
- evaluate a range of methods and techniques for presenting vocabulary
- use a range of techniques to express meaning which take into account an inclusive multisensory approach.

## **Module 6: Understanding Resources**

## Overview

The aim of this module is to provide an introduction to a variety of resources which can be used in the classroom. The participants will be able to evaluate teaching aids, discuss the pros and cons of using course books, identify the use of reference resources and analyse supplementary materials.

This module covers the professional practice:

- **Managing resources** – selecting resources with an awareness of a range of available sources from which to select materials.

By the end of this module, the participants will be able to:

- articulate their views on the use of teaching aids and evaluate when they may be used to their best advantage
- list the issues that course books may present as well as the advantages of using them
- identify common reference resources and their specific uses
- identify and evaluate supplementary materials.

## Module 7: Understanding assessment for learning

### Overview

The aim of this module is to explore what is meant by assessment for learning. The module begins by looking at key concepts and purposes of assessment. The participants then look at how to introduce assessment for learning in the classroom, evaluate a range of assessment activities in relation to their teaching contexts, and discuss how to deal with possible challenges.

This module covers the professional practice:

#### • **Assessing learning**

- using 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
- reflecting on the effectiveness of my assessment of my learners' progress.

By the end of this module, the participants will be able to:

- explain key concepts involved in assessment
- explain the purpose of assessment for learning
- explain the principles of effective questioning
- use effective feedback strategies
- choose assessment activities to promote learning when planning lessons
- show how they can address challenges when introducing assessment for learning
- relate knowledge of assessment for learning to their teaching contexts.

## **Module 8: Understanding learning technology**

### **Overview**

This module introduces participants to learning technologies. Participants will look at what a learning technology is and the considerations of integrating learning technologies into their lessons and syllabus. Participants will also explore the advantages and challenges of using learning technologies in their teaching practice. Participants will also evaluate some example activities showing how different technologies can be used in the classroom.

This module covers the professional practice:

#### **• Integrating ICT**

- ✓ Setting up activities that support learning by exploiting appropriate digital content, tools and platforms
- ✓ Using technology in the production of teaching and learning materials
- ✓ Evaluating the potential effectiveness and appropriacy of digital content, tools and platforms for achieving desired learning outcomes.

#### **By the end of this first unit of the module, you'll be able to:**

- explain what learning technologies are
- explain some key terms and abbreviations related to learning technology integration
- understand some of the different contexts for learning technology integration
- evaluate potential effectiveness and appropriacy of digital content, tools and platforms for achieving desired learning outcomes

## **Module 9: Understanding professional development**

### **Overview**

The aim of this module is to introduce the participants to the concept of professional development and how it applies to them in their teaching career. The participants will discover a range of professional development tools and consider how they can support their professional development in relation to their own learning needs, interests and learning preferences. They will identify immediate developmental goals and begin to make a professional development plan to help achieve these.

This module covers the professional practice:

#### **• Taking responsibility for professional development**

- ✓ understanding your professional needs, interests and learning preferences in order to identify areas for development
- ✓ being aware of, selecting and engaging in appropriate professional development opportunities and resources to inform classroom practice.

By the end of the module the participants will be able to:

- define the term 'professional development'
- explain the process of developing professionally
- list a range of professional development tools and their purpose
- identify the most appropriate professional development tools based on their learning preferences
- write a professional development plan based on short-term goals.

## **Module 10: Understanding approaches to inclusive learning**

### **Overview**

This module focuses on cognitive learning needs and not broader inclusive practices.

The aim of the module is to explore approaches to inclusive learning. You will explore your own attitudes to inclusion, how to find out more about your learners so that you can decide how to help them in the classroom and ten strategies which encourage inclusive learning within a supportive environment.

This module covers the professional practice:

#### **• Using inclusive practices**

- ✓ recognising and valuing diversity among my learners in relation to areas directly related to learning needs
- ✓ being aware of my beliefs and how they can impact on establishing and maintaining an inclusive learning environment
- ✓ learning environment
- ✓ reflecting on how inclusive my learning environment is and taking steps to improve it.

By the end of this module the participants will be able to:

- state ways in which their learners are diverse
- identify ways of finding out as much as possible about learners
- recognise and discuss their own attitudes towards diversity in the classroom
- list ten different approaches to inclusive learning
- reflect on how inclusive their own classroom is and state what they will do to improve this.

## **Module 11: Understanding multilingual and multicultural approaches**

### **Overview**

The aim of this module is to identify and explore multilingual contexts and their impact on learning. The module looks into some of the issues around multilingualism and multiculturalism and language learning. It offers a valuable insight into different multilingual and multicultural children. The participants will consider their own concepts of multilingualism and multiculturalism and how these are defined. They will look closely at a range of profiles for these learners and explore the issues associated with multilingualism and multiculturalism such as identity, culture, and social and emotional needs. Finally, they will

plan a practical way to include all multilingual and multicultural learners and their needs in their classrooms.

This module covers the professional practice:

- **Using multilingual approaches**

- ✓ recognising and valuing the multilingual nature of societies, schools and classrooms
- ✓ being aware of beliefs about speakers of other languages and how they can impact on establishing and maintaining an inclusive learning environment
- ✓ reflecting on how effective my implementation of multilingual approaches is in promoting learning.

By the end of this module the participants will be able to:

- define multilingual and multicultural
- recognise their attitudes and beliefs about teaching multilingual and multicultural learners
- identify some characteristics of multilingualism and multiculturalism
- debate some of the linguistic and cultural issues which may inhibit learning
- plan how to include multilingual and multicultural learners in their learning community.

## **Module 12: Developing 21<sup>st</sup> Century Skills**

### **Overview**

This module provides a basic overview of 21st century skills, and aims to introduce the participants to the six core skills that have been identified by the British Council as essential to enabling young people to take on the challenges of today's globally interconnected world. The participants will consider what these skills are and why they are an important part of the teaching and learning process in the classroom. They will begin to explore some practical teaching approaches and activities that will help them to introduce these skills into their teaching.

This module covers the professional practice:

- **Promoting 21st century skills** - developing an awareness of and a proficiency in:

- ✓ critical thinking and problem solving
- ✓ collaboration and communication
- ✓ creativity and imagination
- ✓ citizenship
- ✓ digital literacy
- ✓ student leadership and personal development.

By the end of this module the participants will be able to:

- state what 21st century skills are
- recognise why they are important for their learners
- define deep learning
- discuss the basics of some of the 21st century skills.