Title: Teacher Self-Assessment of Professional Practice

Abstract:

The British Council Continuing Professional Development Framework (CPDF) seeks to provide a description of the professional practices of state school primary and secondary teachers relevant to all curriculum subjects. Importantly, the CPDF was not designed as a linear scale to evaluate overall competence i.e. the process of learning to teach is not seen as a linear accrual of various teaching competences. In other words, the CPDF represents an analytical view of what teaching entails but does not provide a complete representation of what teaching is.

An adjunct to the CPDF is the Self-Assessment Tool (SAT) which aims to help individual teachers evaluate their own teaching knowledge and skills and identify pathways for CPD relevant to their own needs and contexts. The CPDF and SAT can generate a profile of where the teacher is at a given point in time, and indicate which practices s/he might wish to develop in the future. For any individual, development is likely to be jagged, and not uniform i.e. teachers, even experienced teachers, will be good at some things and less effective at others. Teacher profiles will change as responsibilities evolve and new challenges arise.

To date, approximately 100K English teachers globally have enrolled on the FutureLearn/British Council CPD MOOC “Professional Practices for English Language Teaching”. Over 2K teachers from a range of different contexts have completed SAT.

This paper presentation will explore current global use of teacher self-assessment (e.g. rationale for its use and identified limits) and initial findings from preliminary research into SAT results. This discussion is also linked to the design, use and adoption of CPDF globally and the various criticisms levelled at CPDF when deployed as a top down intervention at national or supra-national levels.

Bio:

Adam Edmett is Online Teacher Development Adviser for the British Council. He has a Masters in Online and Distance Education and is currently completing a PhD thesis in the same field. He has been working with Educational Technology for over 17 years and has been involved in a wide range of projects such as large scale blended programmes for teacher education, online courseware product development and various research into online communities and M&E of online education more generally. Adam has worked as a teacher, trainer, consultant and/or manager in Thailand, Portugal, Slovakia, the Czech Republic, Venezuela, Egypt, Turkey, China, Malaysia, Tunisia, Sri Lanka and the UK.