

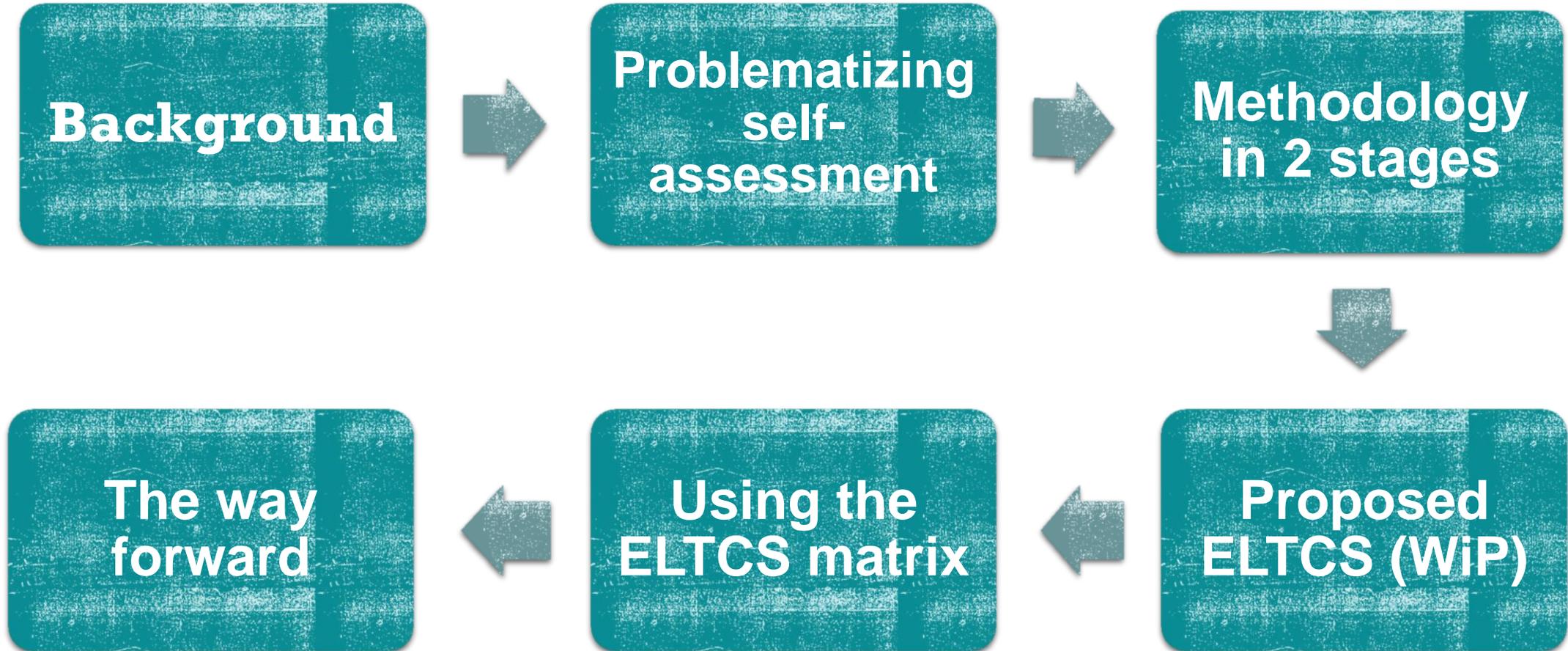
SO WHERE AM I IN MY PROFESSIONAL DEVELOPMENT?

— DEVISING AN ELT STANDARDS MATRIX AS A SELF-DIAGNOSTIC TOOL.

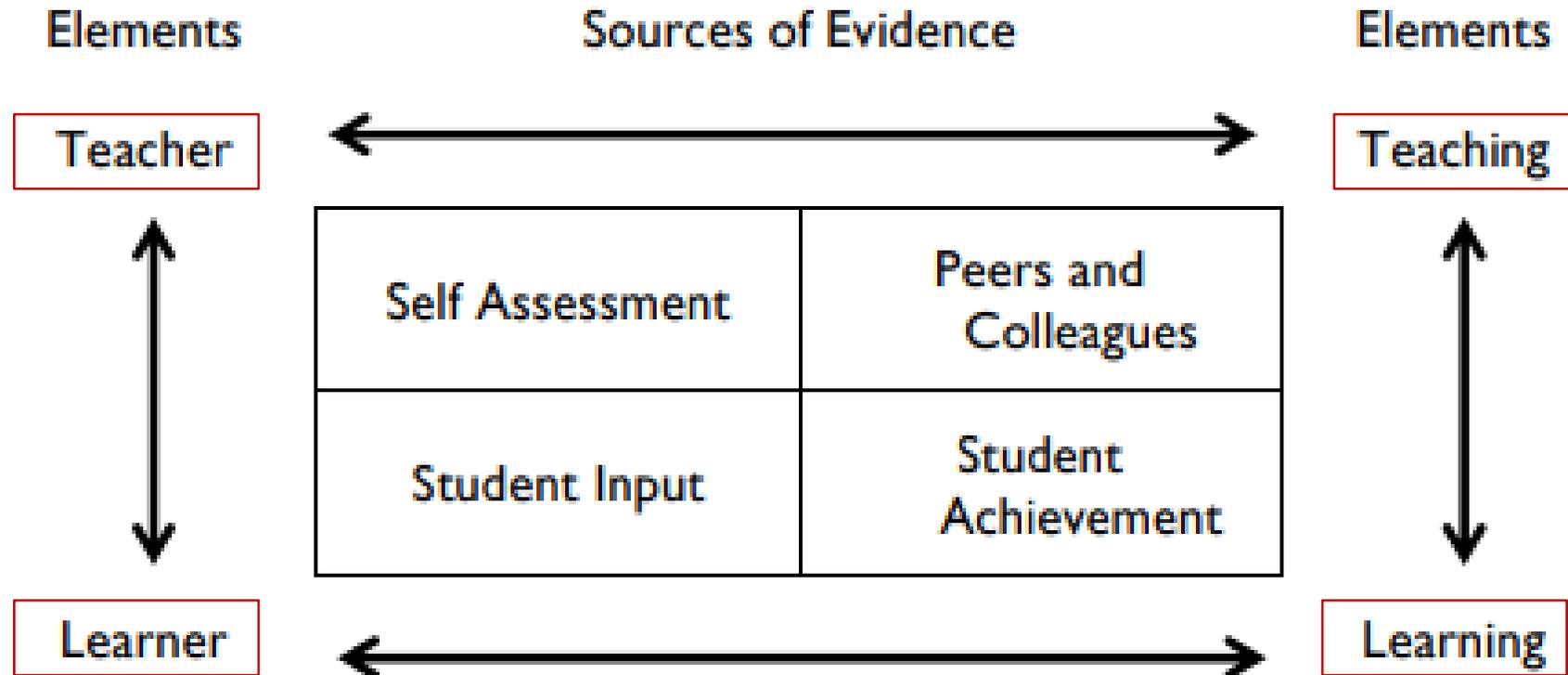


**GL Lee, KM Lee based on work done with KC Lee for FTEC-CELC
Centre for English Language Communication
National University of Singapore**

OUTLINE



BACKGROUND



Critical elements and sources of evidence for evaluating teaching (Chalmers & Hunt, 2016)



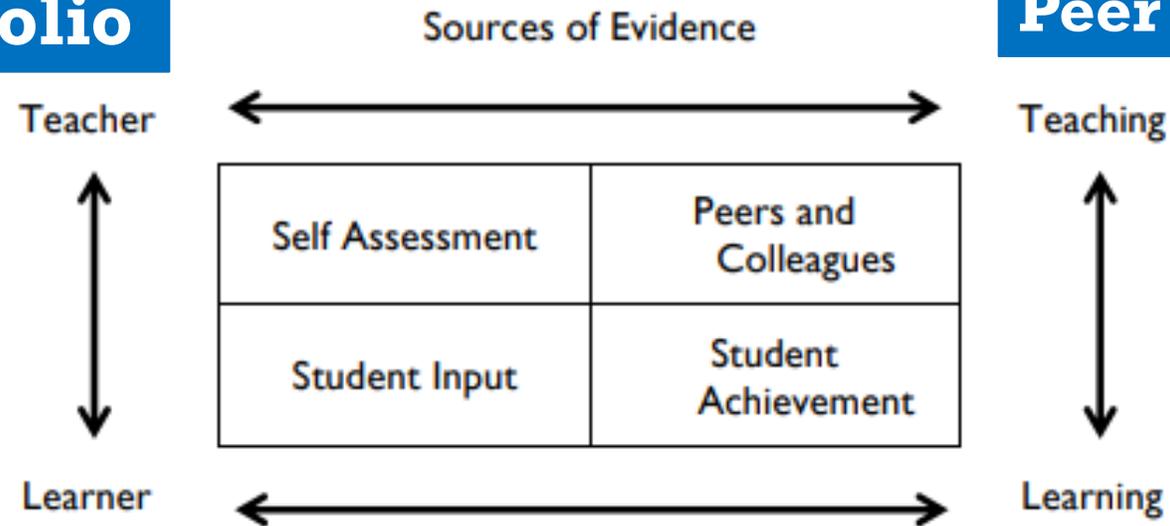
BACKGROUND

Teaching portfolio

Peer review

**Student
feedback**

**Student
performance**



Critical elements and sources of evidence for evaluating teaching (Chalmers & Hunt, 2016)



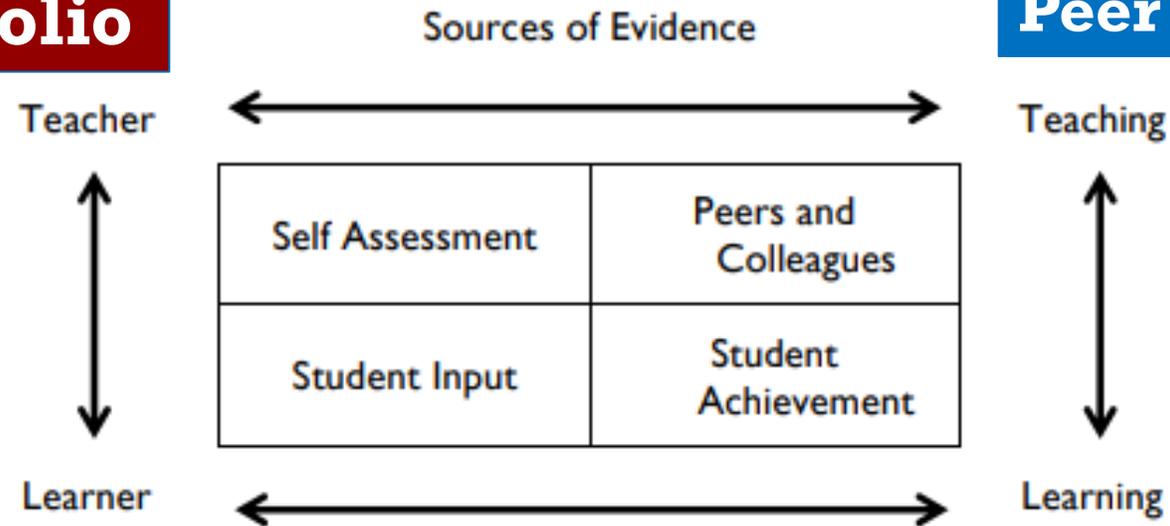
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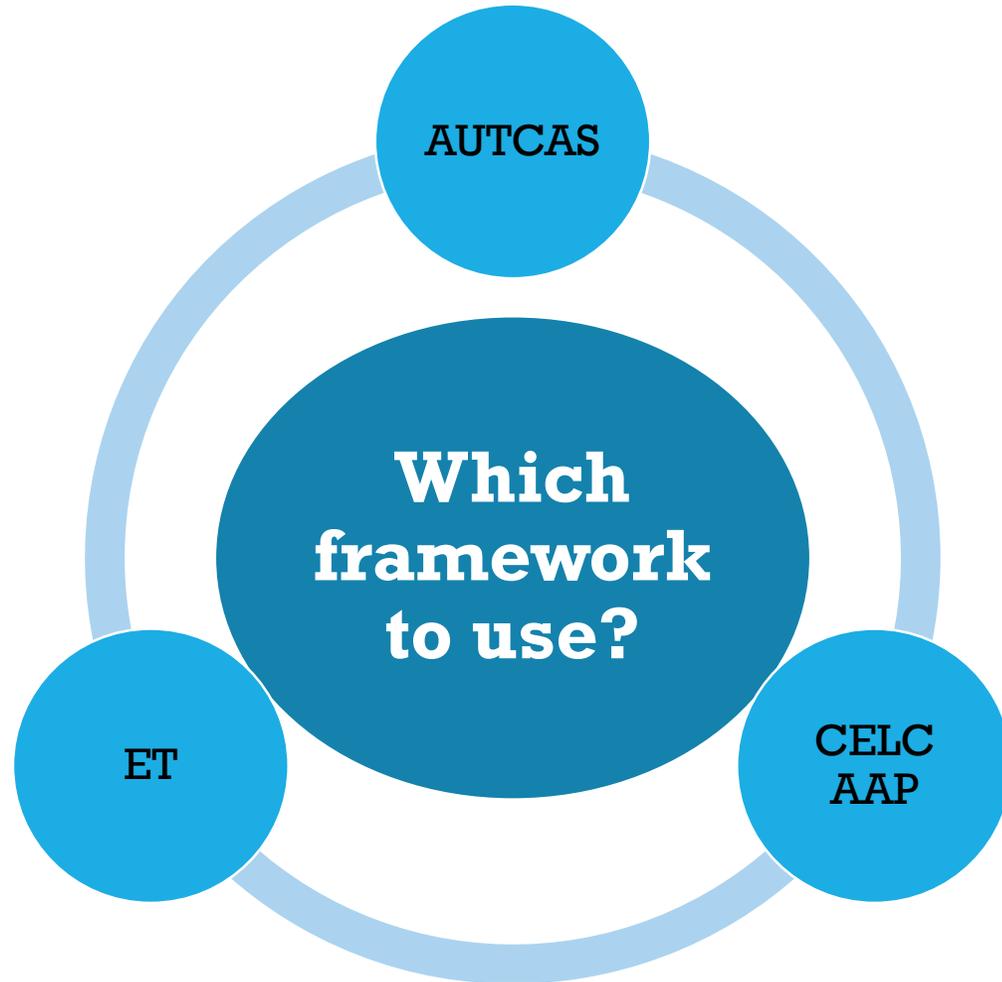
Student performance



Critical elements and sources of evidence for evaluating teaching (Chalmers & Hunt, 2016)



PROBLEMATIZING SELF-ASSESSMENT



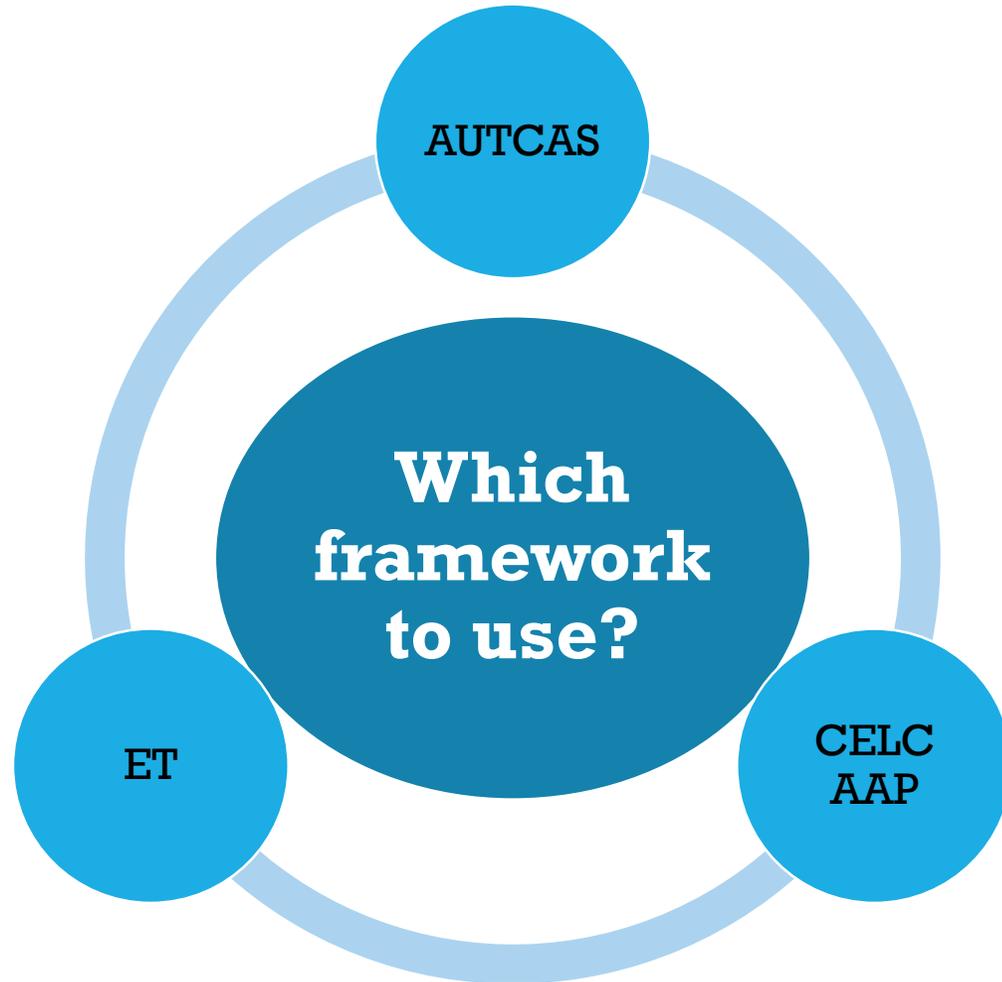
AUTCAS - Australian University Teaching Criteria and Standards

NUS ET - NUS Educator Track document

CELC AAP – CELC Appointment, Appraisal & Promotion document



PROBLEMATIZING SELF-ASSESSMENT



AUTCAS - Australian University Teaching Criteria and Standards

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Proposal – the **ELTCS** matrix
English Language Teaching Criteria and Standards matrix



PROBLEMATIZING SELF-ASSESSMENT

This paper focuses on addressing two broad questions:

- What is the conceptual understanding of threshold teaching standards in the ELT context?
- What are the corresponding indicators of teaching effectiveness?



METHODOLOGY

1. Mapping the criteria for evaluation

- Based on AUTCAS, ET and CELC AAP
- **Identified 3 domains of competency:** Teaching, Pedagogical research, Engagement
- **Mapped the criteria** in the 3 documents to the respective domains



METHODOLOGY

1. Mapping the criteria for evaluation

- Based on AUTCAS, ET and CELC AAP
- **Identified 3 domains of competency:** Teaching, Pedagogical research, Engagement
- **Mapped the criteria** in the 3 documents to the respective domains
- **Refined the descriptors** for each criterion, adding where necessary



METHODOLOGY

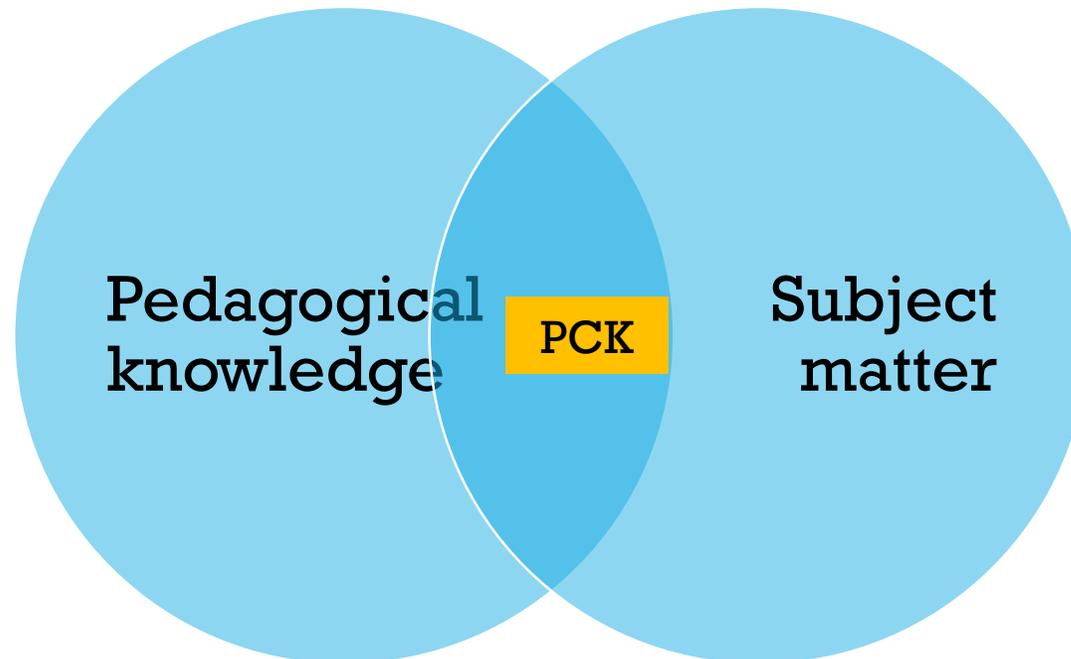
2. Identifying the evidence specific to CELC

- Categorised the **pedagogical content knowledge** required of CELC staff
- Drew from competency frameworks developed by other **established** institutions
- Added these to the matrix as **exemplars** to the sources of evidence



PEDAGOGICAL CONTENT KNOWLEDGE (SHULMAN, 1986)

- the intersection of **content** and **pedagogy**
- “the ways of representing and formulating the subject that make it comprehensible to others” (p. 9)



PEDAGOGICAL CONTENT KNOWLEDGE AT CELC

– 2 Categories Of Professional Competencies

- Curriculum design
- Student engagement
- Assessment principles
- Scholarly teaching

**Higher Education
competencies**



- Academic writing
- Professional communication
- Critical thinking & writing

**ELT/Communication
competencies**



EXAMPLARS OF PROFESSIONAL COMPETENCIES

Higher Education competencies

- Using 'alignment' as a key principle when designing programmes and curricula (Biggs and Tang, 2007)
- Evaluating practice to improve the student learning experience
- Encouraging students to take a deep approach to learning, (Biggs, 1978; Trigwell & Prosser, 1999)
- Encouraging a focus on learning, i.e. student-centred approach (Trigwell & Prosser, 1999)
- Assessing appropriately
 - Deploying a range of methods
 - Using formative and summative assessments
- Ensuring an equitable learning environment



ELT/Communication competencies

Competencies specific to **Academic writing** courses; (BALEAP competency framework for TEAP, 2008)

Competencies specific to **Professional communication** courses (e.g. Celce-Murcia, 2008; Johnson, et al, 2015; etc)

Competencies specific to **Critical thinking and writing** courses (e.g. Paul & Elder, 1997; etc)



PROPOSED ELTCS – A CLOSER LOOK

| D. Criteria | E. Possible sources of evidence |
|---|---|
| <p>(a) Design and planning of learning activities</p> <p>Demonstrates</p> <ul style="list-style-type: none">• Scholarly/informed approach to learning design <i>of ELT/communication courses</i>• Thorough knowledge of the unit material and its contribution in the course• Effective and appropriate use of learning technologies• Effective unit/ course coordination• Effective preparation of tutors and management of teaching teams• High-quality course design, including innovation, e.g. the use of technology• Effective design that focuses on the students' learning process and achievement of learning outcomes | <p>Teaching portfolio comprising:</p> <ol style="list-style-type: none">1. Self-assessment<ul style="list-style-type: none">• Reflection on educational approach / teaching philosophy and how it supports student learning in the context of the discipline and institution• Reflection on development of educational approach over time• Reflection on how educational approach has had a positive impact on the local academic environment to help improve excellent practice |

PROPOSED ELTCS – A CLOSER LOOK



| D. Criteria | HE professional competencies |
|--|---|
| (a) Design and planning of learning activities | <ul style="list-style-type: none">• Using ‘alignment’ as a key principle when designing programmes and curricula (Biggs & Tang, 2007)• Evaluating practice to improve the student learning experience |
| (b) Teaching and supporting student learning | <ul style="list-style-type: none">• Encouraging students to take a deep approach to learning, (Biggs, 1978; Prosser & Trigwell, 1999)• Encouraging a focus on learning, i.e. student-centred approach (Prosser & Trigwell, 1999) |
| (c) Assessment and giving feedback to students on their learning | Assessing appropriately <ul style="list-style-type: none">- Deploying a range of methods- Using formative and summative assessments |
| (d) Developing effective learning environments, student support and guidance | Ensuring an equitable learning environment, |

PEDAGOGICAL CONTENT KNOWLEDGE AT CELC

– 2 Categories Of Professional Competencies

- Curriculum design
- Student engagement
- Assessment principles
- Scholarly teaching

**Higher Education
competencies**



- **Academic writing**
- Professional communication
- Critical thinking & writing

**ELT/Communication
competencies**



PROPOSED ELTCS – A CLOSER LOOK



D. Criteria

ELT professional competencies

(a) Design and planning of learning activities

Demonstrates

- **Scholarly/informed approach** to learning design *of ELT/communication courses*
- Thorough knowledge of the unit material and its contribution in the course
- Effective and appropriate use of learning technologies
- Effective unit/ course coordination
- **Effective preparation of tutors and management of teaching teams**
- High-quality course design, including **innovation**, e.g. the use of **technology**
- Effective design that focuses on the **students' learning** process and achievement of learning outcomes

Lecturers on **EAP modules** should demonstrate:

- understanding of the relationship between **student needs** and the **implementation of a syllabus** in a programme
- personal approach to teaching relates to a **specific EAP teaching context**
- ability to recognize and explore **disciplinary differences** and how they influence the way knowledge is expanded and communicated.
- a high level of **systemic language knowledge** including knowledge of **discourse analysis**.
- understanding of the role of **critical thinking in academic contexts**, hence employing tasks, and interactions that require students to demonstrate critical thinking skills.

PROPOSED ELTCS – A CLOSER LOOK



D. Criteria

ELT professional competencies

(b) Teaching and supporting student learning

Demonstrates

- Student-centred approach to teaching
- A range of teaching undertaken (i.e. different levels/mode)
- Effective collaborative teaching approaches
- Evidence of **innovation**/ creativity in teaching
- Monitoring of quality of student learning
- Effective delivery that focuses on the **students' learning** process and learning outcomes
- Good peer reviews for all areas of teaching abilities within the last one year prior to application
- Good student feedback for four consecutive semesters and in all modules taught.

Lecturers on **EAP modules** should demonstrate:

- familiarity with the methods, practices and techniques of **communicative language teaching** and be able to locate these within an academic context
- understanding of the importance of student **autonomy** in academic contexts, hence employing **tasks and interactions** that require students to work **effectively in groups or independently** as appropriate.
- understanding of the **requirements of the target context** that students wish to enter as well as **the needs of students** in relation to their prior learning experiences and how these might influence their current educational expectations.

USING THE ELTCS MATRIX

As a self-diagnostic tool

- ❖ To guide one's writing of the Teaching Portfolio
 - helps in developing a plan to evaluate own teaching
 - provides clear and specific evidence to support achievement of criteria
- ❖ To chart one's professional development and growth
 - in terms of **BREADTH** and **DEPTH**



EXAMPLARS OF PROFESSIONAL COMPETENCIES – DEPTH AND BREADTH

Higher Education competencies

- Using ‘alignment’ as a key principle when designing programmes and curricula (Biggs and Tang, 2007)
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THE WAY FORWARD

Proposed ELTCS matrix may be used on two levels:

1. **Individual** working out a systematic programme of professional development
 2. **Appraiser** evaluating CELC staff for appointment, appraisal and promotion
- good degree of **alignment** between how our teachers develop and how they are evaluated as having developed



THANK YOU!

Questions?
Comments



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