

From fighting fires to sustainability: A future-oriented approach to teacher development

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englishaustralia.com.au

Celebrating 40 years of quality and innovation in ELICOS

Reflection

AS YOU SETTLE IN

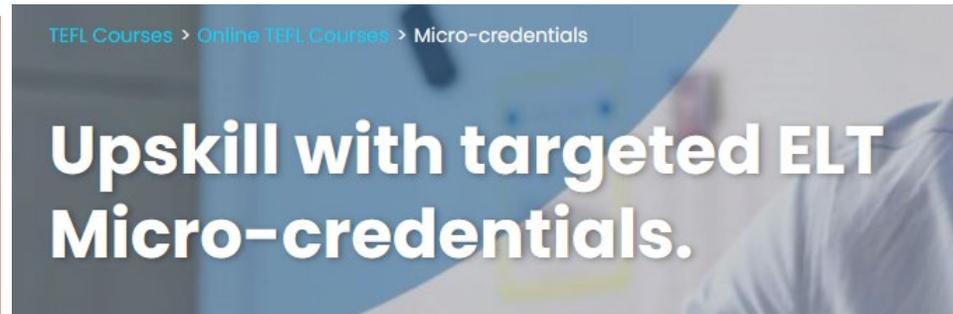
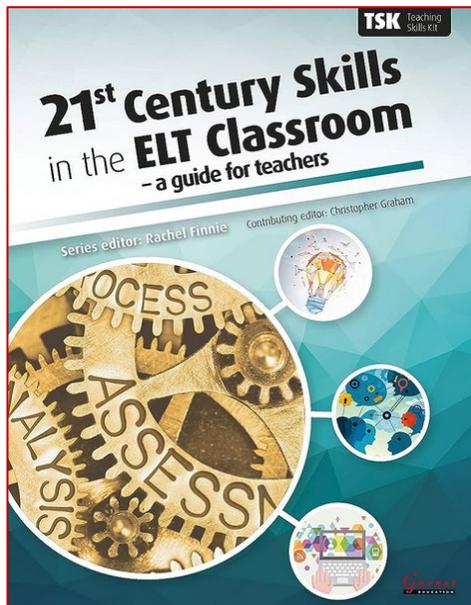
1. Think about the latest PD session you attended or organized:
 - What was the theme/topic?
 - What (skill) did you learn?
2. How do you decide what you focus on in your CPD for the year?



Background/ Context

FIGHTING FIRES

- Intense focus on upskilling (technologies, new modes of teaching)



Learning to Teach Online

[Enroll for Free](#)
Starts Aug 18

Financial aid available

173,325 already enrolled



Artificial Intelligence (AI) Education for Teachers

[Enroll for Free](#)
Starts Aug 18

12,165 already enrolled

- Need to rethink practice, teacher education and PD

Sustainability

FUTURE-ORIENTED APPROACH

- An ecological perspective
- Teaching context as a complex dynamic system
- Skills and mindset required for ever-changing environments



Sustainability of LTE

(REED, KHARCHENKO, BODIS, IN PRESS)

Critical reflection on contextual factors, developing a includes wisdom of practice and the role of community

Extended beyond managing own learning, includes well-being and PLNs

Extended beyond teaching, includes career-related adaptive expertise, and an adaptive mindset



Presentationgo.com

Implementation

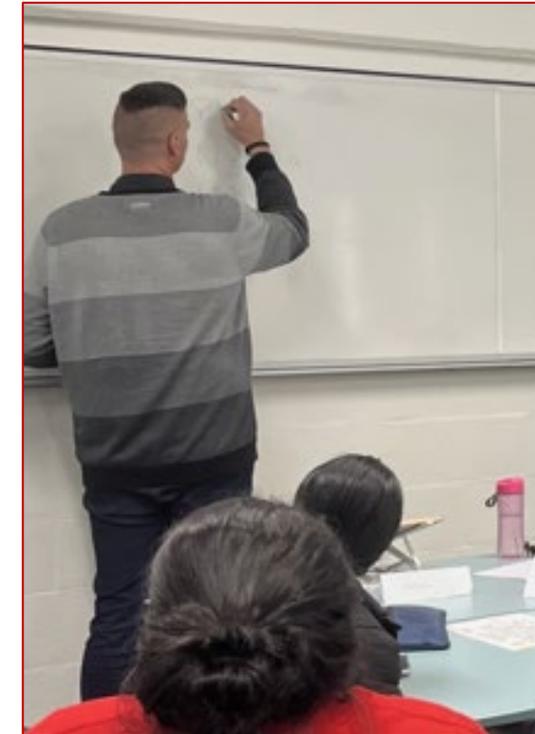
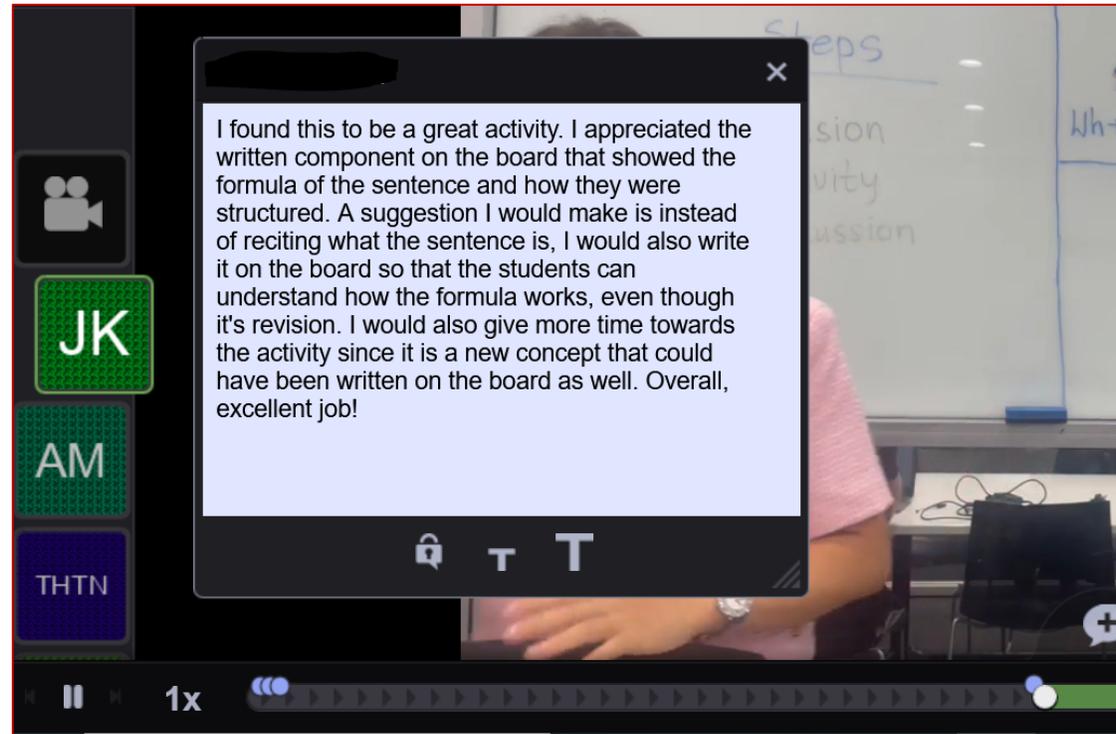
TESOL COURSES AT MACQUARIE UNIVERSITY

Adaptive expertise

1. Identify the technologies used and note what they are used for
2. Choose one activity and think about TPACK and SAMR. Imagine (as if you were a teacher or a student, not to adults too) and note the modifications.
 - What knowledge elements does the teacher need to have?
 - Where does the activity sit in SAMR?



Critical collaborative reflection



Implementation

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Autonomy



Week 3: The Interactive classroom

View

Complete the activity

This is a highly interactive module that helps you familiarize yourself with some or all of the key concepts covered this week. This should be completed before coming to the face-to-face class.



A job ad...

Seek.com.au
Search term: "English language teacher"

Requirements

- Bachelor's Degree or equivalent in any major.
- TESOL qualification (e.g. CELTA or Certificate IV in TESOL).
- Statement of hours for any previous ESL teaching experiences. Note – it isn't required.
- Two recent references.
- WWC number
- Full vaccination against COVID-19

Profile:

- Aims-driven lesson planner
- Able to connect with all kinds of people and be the 'face' of the school.
- Active collaboration with colleagues, one-team mentality.
- A desire to keep learning and grow within an established education organisation.
- Flexible & reliable.
- Creative spirit.



Table of contents

1. Employability

2. Employability skills per sector

3. **Reflect on your own skills**



Practical applications for ELICOS

ECOLOGICAL APPROACH

- Incorporate **reflective practice** in PD
- Foster **adaptive mindset** both in the classroom and beyond it, now and in the future
- Encourage **collaboration** among peers and with the community
- Make visible contextual factors and their influence on choice and **autonomy**



Does your PD program or plan contain three dimensions of sustainability?

adaptive expertise

autonomy

critical & collaborative reflection

Practical guidelines – Handout

<https://tinyurl.com/SusPD>

Fit with EA CPD Framework

COMPATIBILITY

2.2 Meeting students' needs across different levels (**Adaptive Expertise**)

6.3 Teaching different courses, incl. different types of ELT (**Adaptive Expertise**)

8.1 Engaging in and applying professional learning to improve practice – incl. creating collaborative relationships, networking (**Critical Collaborative Reflection**)

8.2 Planning professional learning needs (**Autonomy**)

8.4 Reflecting on teaching and learning, inc. with colleagues and institution-wide (**Critical Collaborative Reflection**)

The screenshot shows the English Australia website header with the logo and '40 YEARS' anniversary. Navigation links include 'FIND A COLLEGE', 'Contact Us', 'Job Centre', 'Search', and 'LOGIN'. A secondary menu lists 'About Us', 'Our Sector', 'Our Members', 'Advocacy', 'Professional Development', 'Market Intelligence', and 'CPD Portal'. The breadcrumb trail is 'Professional Development > CPD Framework > Using the Framework > CPD Framework'. The main content states: 'There are four easy steps involved for teachers who are using the CPD Framework.' Below this are four teal boxes representing the steps:

- STEP 1:** Determine PD needs (magnifying glass icon)
- STEP 2:** Match needs to CPD Framework Grid resources (puzzle pieces icon)
- STEP 3:** Undertake and record PD activities (notepad and pencil icon)
- STEP 4:** Reflect, discuss, experiment, share (group of people icon)

The screenshot shows the e-GRID website interface. At the top right, there are language options: Deutsch, English, Español, Français, Italiano, Bosanski, Português/BR, Türkçe. The main header features the 'e-GRID' logo and the text 'WELCOME TO THE E-GRID WEBSITE, An EPG project innovation'. A green banner identifies the user as 'YOU ARE A TEACHER' and states: 'Here you can assess your competences in any category or in all categories. You can also identify pathways for development throughout your career.' Below this is a 'PLEASE NOTE' section with two numbered points:

- 1 Your assessment won't be saved on the e-Grid website
- 2 When you have finished, make sure you save it on your own computer

At the bottom, there are two main options:

- START A NEW ASSESSMENT:** Enter your personal information and access the eGrid by choosing the descriptors matching your level of competences. You will be able to save and/or transfer your self-assessment by email.
- IMPORT AN EXISTING ASSESSMENT:** You can also import and adjust a former self-assessment and follow your progression through time.

Handouts

HOW CAN YOU USE THIS IN YOUR PD?

SUSTAINABILITY IN ENGLISH LANGUAGE TEACHER EDUCATION

CHECKLIST FOR TEACHERS

When determining your professional development needs, planning and recording PD sessions, consider how your chosen sessions fit with the framework of **SUSTAINABILITY IN LANGUAGE TEACHER EDUCATION**.

ADAPTIVE EXPERTISE

To what extent the PD session helps develop:	NOT ENOUGH	TO SOME EXTENT	VERY WELL
Flexibility in lesson planning			
Flexibility in teaching			
Flexibility in assessment			
Understanding of contextual factors that influence my teaching			
Career-focused soft skills (e.g., time management)			

AUTONOMY

To what extent the PD session supports:	NOT ENOUGH	TO SOME EXTENT	VERY WELL
Investigating a topic of my personal interest			
Development of leadership qualities			
Filling a current gap in my professional learning			
Achievement of my short- and long-term development goals			
Understanding contextual factors that affect my wellbeing			

CRITICAL AND COLLABORATIVE REFLECTION

To what extent the PD session involves:	NOT ENOUGH	TO SOME EXTENT	VERY WELL
Reflection on my teaching experience			
Challenging my beliefs about teaching and learning			
Opportunities to observe other teachers			
Opportunities for peer feedback and discussion			
Engagement with a community of practice (e.g., an interest group)			

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SUSTAINABILITY IN ENGLISH LANGUAGE TEACHER EDUCATION

CHECKLIST FOR INSTITUTIONS AND MANAGERS

When working with your teaching staff on their professional development needs, planning and organizing PD sessions, consider how your chosen sessions fit with the framework of **SUSTAINABILITY IN LANGUAGE TEACHER EDUCATION**.

ADAPTIVE EXPERTISE

To what extent the PD session helps develop:	NOT ENOUGH	TO SOME EXTENT	VERY WELL
Flexibility in lesson planning			
Flexibility in teaching			
Flexibility in assessments			
Understanding of contextual factors that influence teaching			
Career-focused soft skills (e.g., time management)			

AUTONOMY

To what extent the PD session supports:	NOT ENOUGH	TO SOME EXTENT	VERY WELL
Investigating a topic of interest to teachers			
Development of leadership qualities			
Filling a current gap in teachers' professional learning			
Achievement of short- and long-term teacher development goals			
Understanding contextual factors that affect teacher wellbeing			

CRITICAL AND COLLABORATIVE REFLECTION

To what extent the PD session involves:	NOT ENOUGH	TO SOME EXTENT	VERY WELL
Reflection on one's teaching experience			
Challenging one's beliefs about teaching and learning			
Opportunities for peer observations			
Opportunities for peer feedback and discussion			
Engagement with a community of practice (e.g., an interest group)			

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Thank you

QUESTIONS & COMMENTS WELCOME

Reed, M., Kharchenko, Y., & Bodis, A. (forthcoming). Sustainability in English language teacher education: Preparing teachers for an unknown future. In M. Riazi & N.A. Nazari (Eds.), *Adaptable English Language Teaching: Reconsidering Established Practices and Frameworks*. Routledge.

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