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**“Leading teacher development” - Zhainagul Ibrayeva, Quantum STEM School, Nur-Sultan**

**Leading Teacher Development**

**Activity 1**: 10-minute activity.

Work in pairs.   
Think about all of your development as a teacher, from pre-service (at university) to the present day. Identify and tell your partner about at least three useful ideas you have come across during that time which have really improved your teaching.   
For each idea, explain:

* *What it involves*
* *Where you came across the idea*
* *How it has had an impact on your teaching.*

*[feedback]*

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**Leading Teacher Development**

**Activity 2**: 10 to15-minute activity.

Work in the same pairs as in activity 1.

Think about the useful ideas you identified in activity 1. Discuss with your partner:

1. *How many came about as a result of teacher training and how many came about as a result of teacher development?*
2. *Which ideas have changed your practice most?*
3. *What are your general reflections after discussing (a) and (b)?*  
     
    *[feedback]*

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**Leading Teacher Development**

**Activity 3**: 20-minute activity.

Work in groups of four. One person should be the reporter, noting the conclusions of the group for later reporting.

Discuss:

1. *How important is CPD to (i) the teacher (ii) the organisation?*
2. *What kinds of activities are valid development activities which an organisation (eg. a school) might support?*
3. *What proportion of a teacher’s time during the year should be devoted to CPD activities?*
4. *How can an organisation support each individual teacher’s CPD?*  
     
    *[feedback]*

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**What kinds of activities are valid development activities which an organisation (eg a school) might support? Continue the list.**

* attending external events such as workshops, seminars or conferences,
* following a specialized training course
* getting a higher qualification
* becoming a member of a Special Interest Group (for example, the IATEFL Pronunciation SIG)
* leading in-house and external workshops and seminar
* writing teaching materials
* publishing articles
* becoming more informed about current literature on language teaching and linguistics
* observing other teachers and being observed oneself.
* …