FOCITEPE UNIVERSITY

Proposed Collaboration Between Curriculum & Professional Development
Definition: Professional Development

All activities that support the continuous journey of teachers

For example:
- Raising awareness
- Reflective teaching
- Incorporating technology
- Needs driven workshops
The PD Role of the Curriculum Team

• The PD role of the CT should be as follows:
  ▫ Have regular constructive meetings with teachers
  ▫ Build trust and facilitate the relationship between the students, teachers and the CT
  ▫ Identify areas of improvement
  ▫ Inform and support novice and new teachers about the institutional philosophy and specific approach regarding the curriculum
The Role of PDU in Curricular Development

The Professional Development Unit should be involved in all stages of curricular activities in order to:

- Collaborate with all stakeholders
- Anticipate problems and suggest effective solutions
- Find innovative ways to overcome issues
- Identify the strengths and ensure a shared vision
- Stay updated with current trends in the field of ELT
- Initiate and support professional learning
## COLLABORATION BW PD & CT

### BENEFITS
- Smooth operation
- Ss learning will be enhanced
- Increase in self-esteem, trust, motivation & tranquility
- Fair share of responsibility
- Active learning
- Awareness raising brings about clarity in objectives
- Constructive feedback

### OBSTACLES
- Stakeholders’ backgrounds, beliefs & perspectives about PD/curricular issues
- Limited/scarce resources (financial, HR, etc.)
- Time constraints, e.g. heavy workload
- Resistance to change
- Frequent policy changes may cause unrest/confusion
Factors to Consider

When collaborating, **WHO** decides?
HOW to decide?

**Suggested ways:**
- Needs Analysis
- Surveys
- Observations
- Focus groups
- Feedback from Ss
- Interviews
- Diagnostic results
- Questionnaires
WHO participates/Frequency?

- All stakeholders should participate in the decision making process
- Frequency: At least 3 times a year
Mandatory or Optional?

- **Mandatory: General issues**
  - Implementation of a new textbook, technology, etc.

- **Optional: Specific issues**
  - Teacher talk time
  - Methodological issues
  - Listening/Pronunciation skills
RELATIONSHIP between PD & CT

Without a PD team, there should be:
• Clear goals & transparency from the beginning
• Guidance and support by the level coordinators/CT members.
  ▫ Standardization sessions before marking assessments
  ▫ Well structured weekly meetings should be held to address PD issues and concerns of teachers
• Team teaching/Mentoring/Peer Observations
• Teacher-to-Teacher Workshops, e.g. how to deal with mixed ability classes, R&W skills, classroom management, etc.
• Building trust, sense of fairness, respect could help develop understanding and willingness for development
THANK YOU