

# Best Practice models of PD for teachers of adult EAL/Literacy

*Background*

*The Issues*

*The Approach*

*My Questions*

*The ISSI Fellowship*

*The Learnings*

*What next?*

*?*

# *Background*



*Margaret  
Corrigan*

*Who are we?*

- 30 years+
- Richmond and Collingwo...

*Program  
s*

*Our people*

## ***Who are we?***

- ***30 years+***
- ***Richmond and Collingwood***
- ***8 sites***
- ***Learn Local***
- ***RTO***
- ***DGR status***

## ***Programs***

- EAL - AMEP, SEE, Skills First
- Pre-accredited
- Work Readiness
- Literacy
- Community Projects

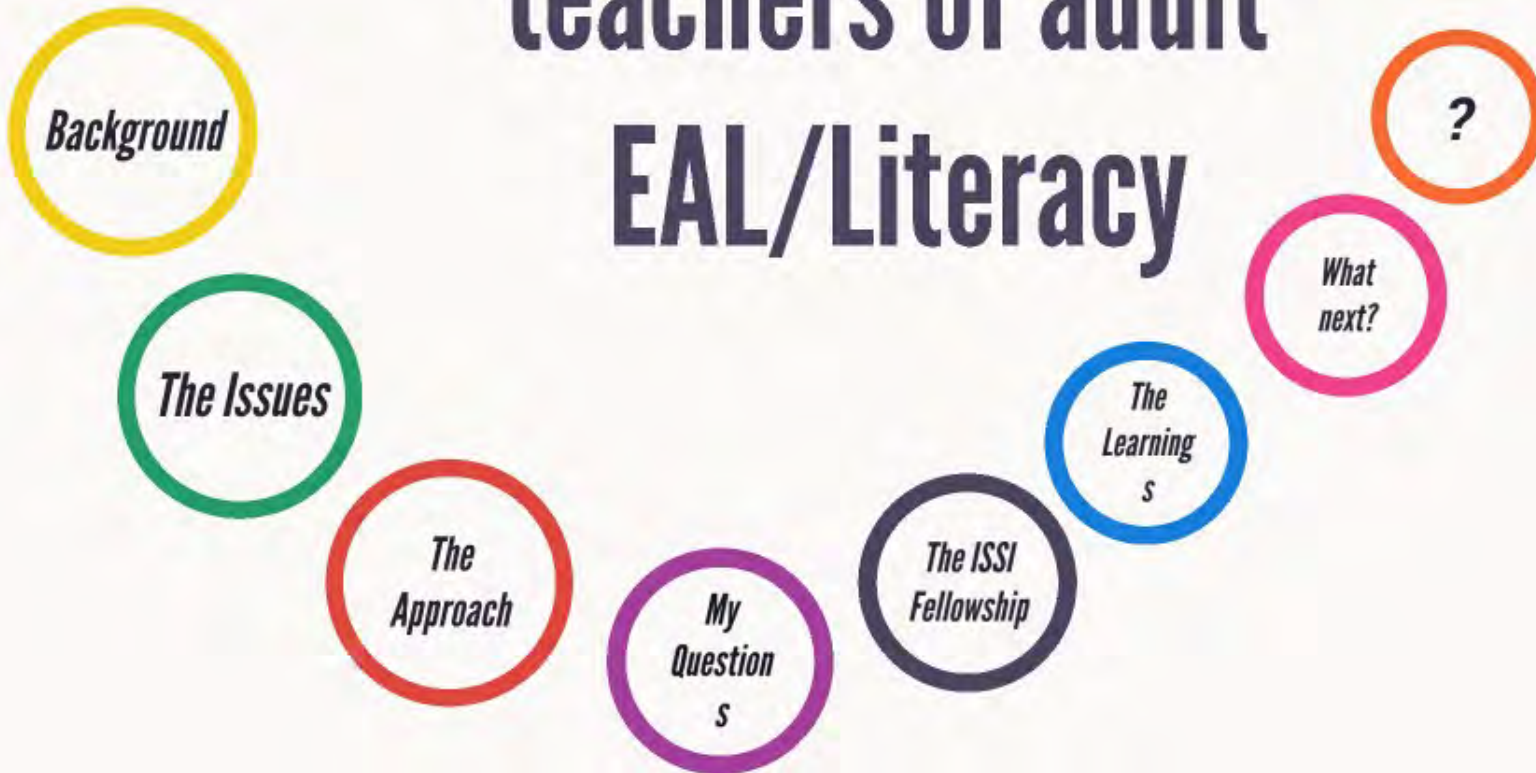


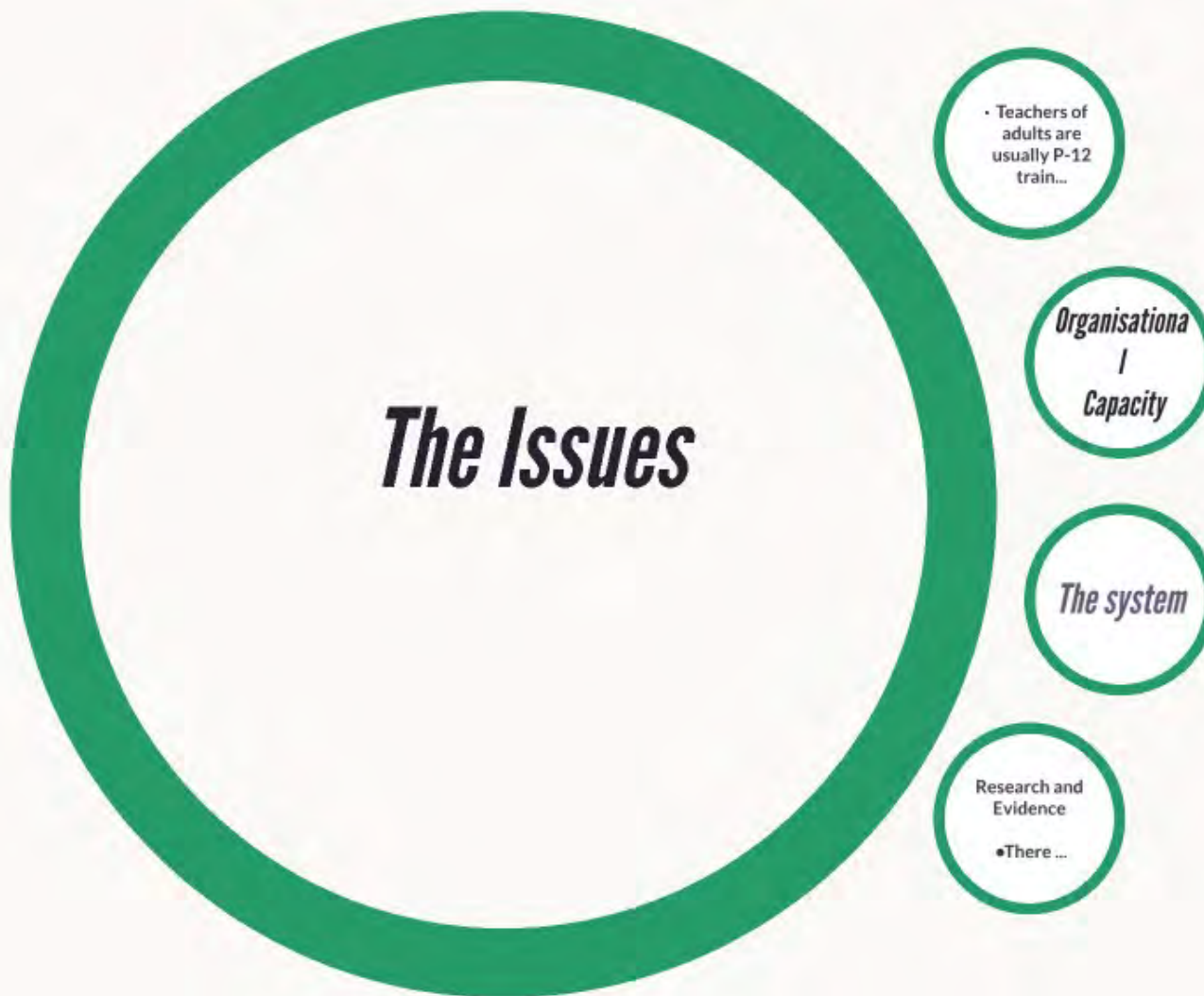


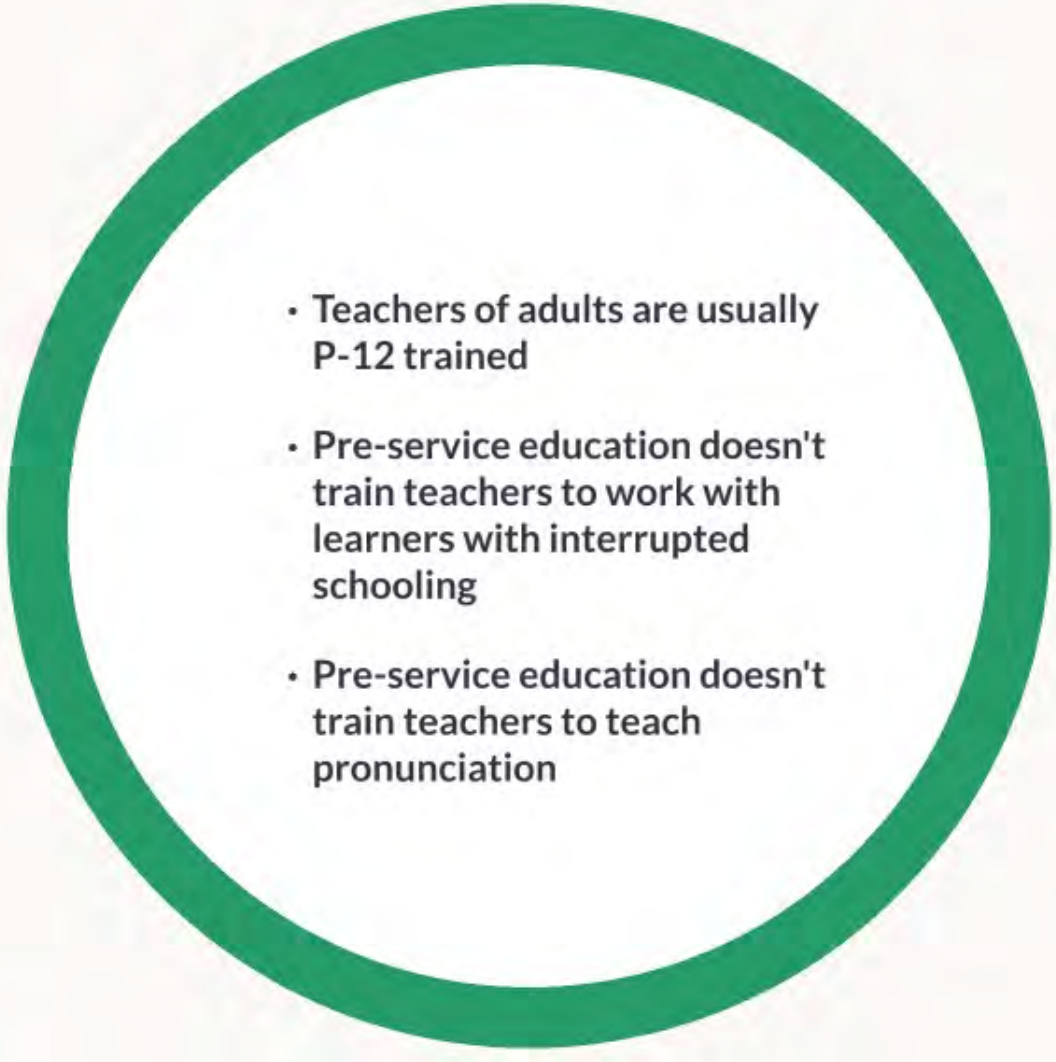
## ***Our people***

- 10 teachers
- Community Development Manager
- Manager of Volunteer Program
- 200 students
- 30 volunteers

# Best Practice models of PD for teachers of adult EAL/Literacy





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- Teachers of adults are usually P-12 trained
  - Pre-service education doesn't train teachers to work with learners with interrupted schooling
  - Pre-service education doesn't train teachers to teach pronunciation



## *Organisational Capacity*

- Complexity of compliance burden
- Time constraints
- Budgetary constraints
- Part time teachers
- Multiple delivery sites

## *The system*

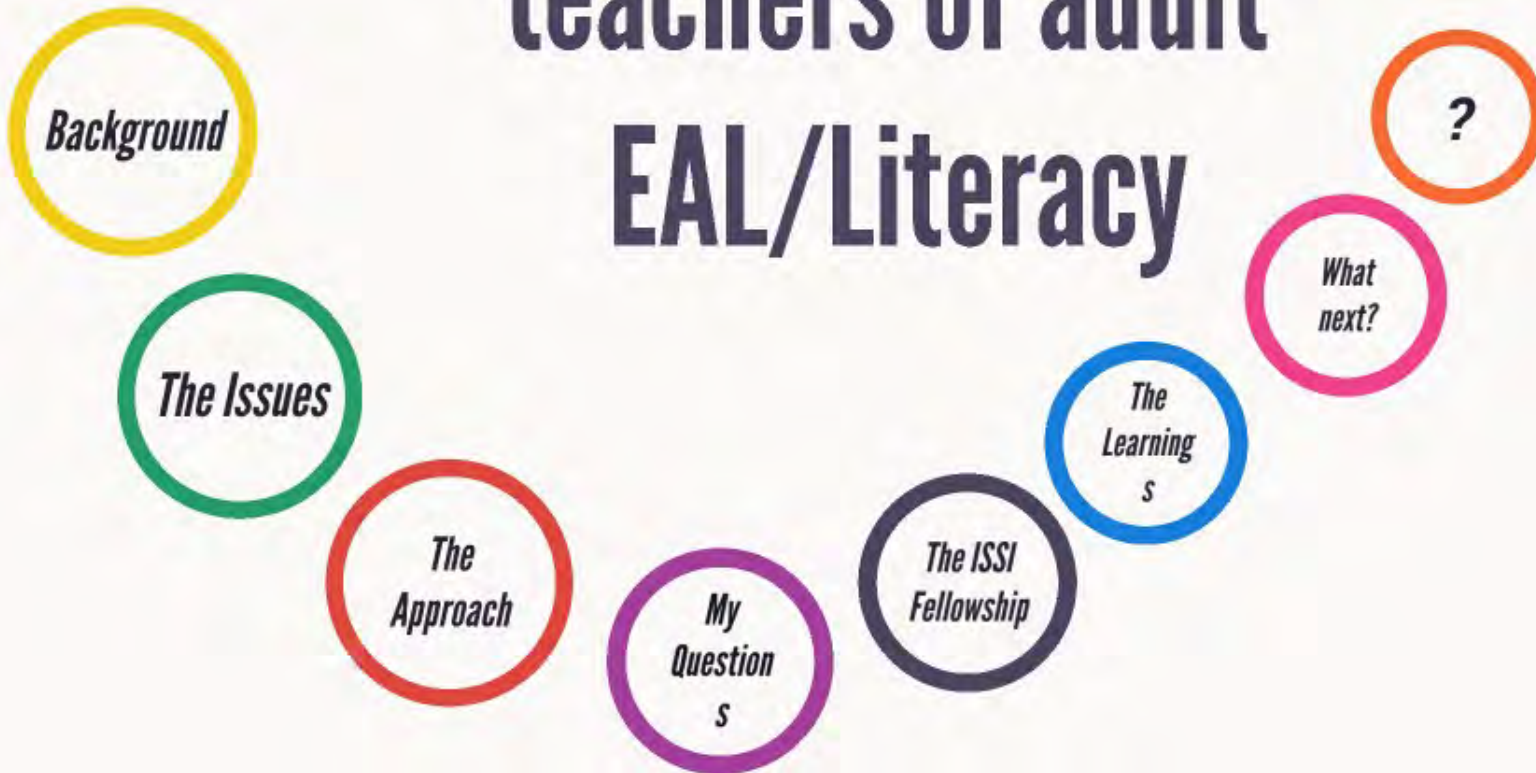
- No clear PD mandated for sector
- No particular qualifications required for teaching pre-accredited programs
- Various peak bodies providing PD, but approach is uncoordinated
- Lack of opportunities for sharing learning from projects
- PD is often one-off events



## Research and Evidence

- There is insufficient training available in working specifically with low-literate EAL students, (Vinogradov & Liden 2009)
- One-off workshops are insufficient; what is more effective is duration (Birman et al, 2003, Burt, Peyton, Schaetzel, 2008)
- Part time staff and multiple sites, make PD and collegiality difficult (Smith & Gillespie)
- The field of language teaching is always changing so teachers need to regularly update their skills (Richards and Farrell 2005)

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# *The Approach*

**1**

Survey of teachers

**2**

Research

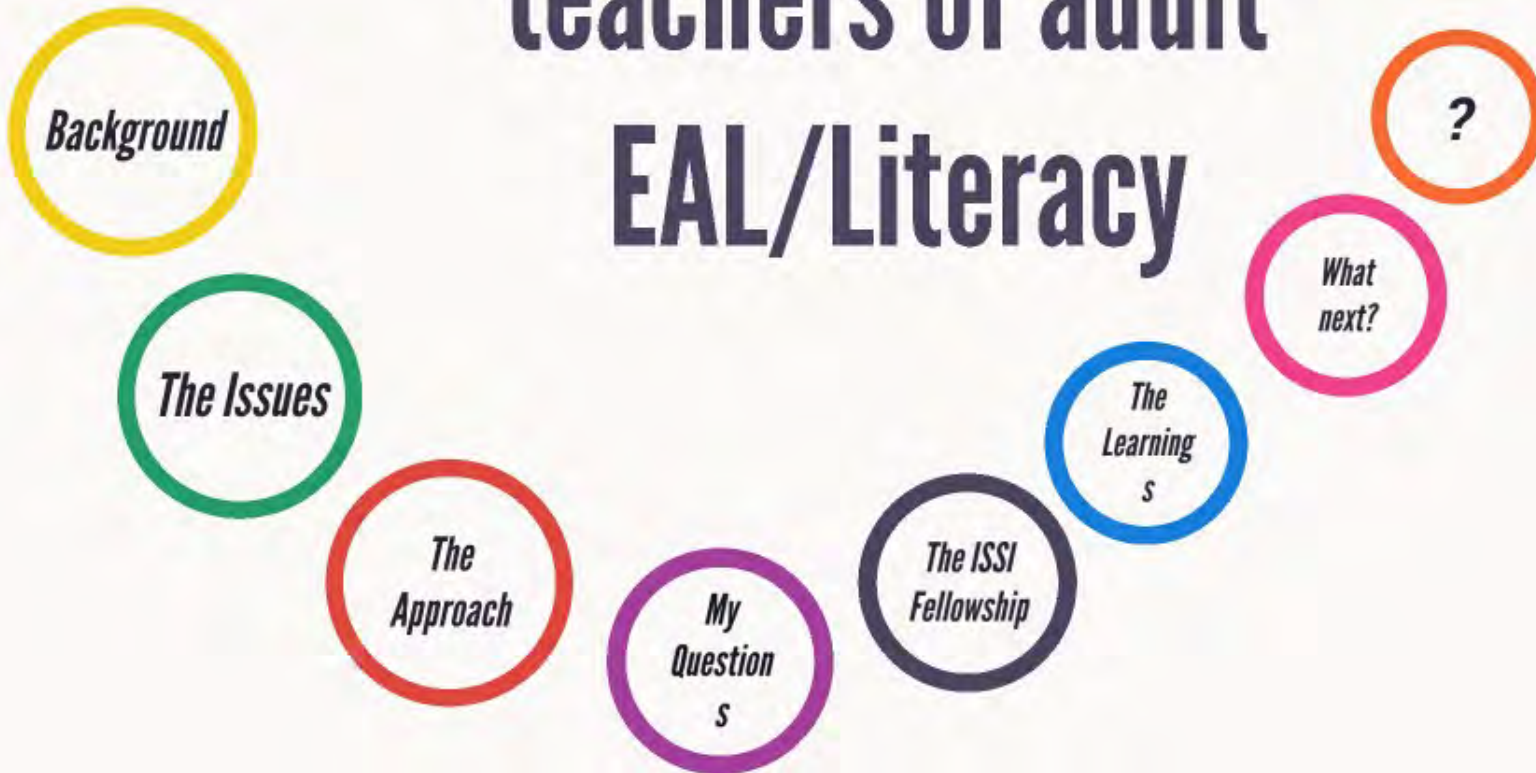
**3**

Fellowships with  
International  
Specialised Skills  
Institute

**4**

Action Research

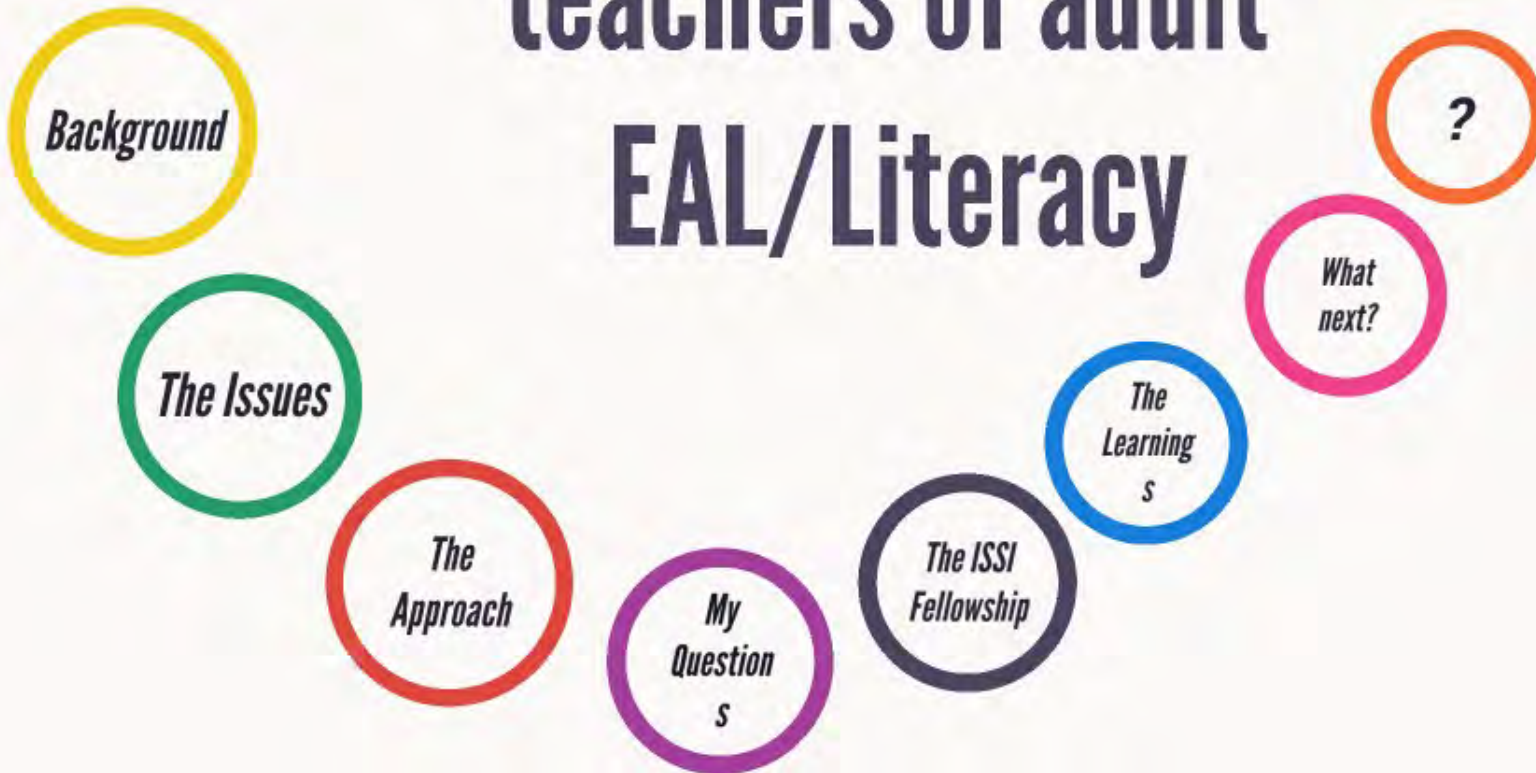
# Best Practice models of PD for teachers of adult EAL/Literacy



## ***My Questions***

- What alternative approaches to PD for ESL/Literacy teachers exist in the world?
- What are the most effective strategies for teaching learners with interrupted schooling?
- How can we improve the coordination of PD at a State and National level?

# Best Practice models of PD for teachers of adult EAL/Literacy





# *The ISSI Fellowship*

TESOL 2017  
Conference, Seattle,  
Washington, US

Bow Valley College,  
Calgary, Canada

Minnesota, US  
-various organisations

*TESOL 2017  
Conference*

*Bow Valley  
College, Calgary*

*Minnesota*

## *TESOL 2017 Conference*

- Sessions
- Special Interest Group Panels
- Extended Workshops
- School Visits
- Coffee Talks
- Poster presentations

*Sessions*

*Special Interest  
Group Panels*

*Extended  
Workshops*

*School Visits*

*Coffee Talks*

## *Sessions*

- PD strategies
- Reports on PD research projects
- Pedagogy approaches
  - teaching pronunciation
  - teaching numeracy
  - teaching adults with interrupted schooling

## *Special Interest Group Panels*

- Connecting Research Practice: Serving Adult Emerging Readers
- Adult ESL Teachers to Meet Today's Rigorous Language Demands
- Adult Education Special Interest Group
- Keeping it Real: What Works For Adult Emergent Readers





## *Extended Workshops*

Techniques For Teacher Observation,  
Coaching and Conferencing

Chris Stillwell



*School Visits*

Casa Latina



## *Coffee Talks*

- Amanda Baker: Haptic approach to teaching pronunciation
- Donna Brinton: Content based instruction
- Tom Farrell: Reflective inquiry



## ***Bow Valley College, Calgary***

- Director
- Youth programs director
- PD Coordinator
- Class observation
- Teach the teacher
- E-Learning specialist
- Intercultural Centre Manager



## *Minnesota*

### Minneapolis/Saint Paul

- Department of Education
- Hamline University
- Adult Teaching Learning Advancement System (ATLAS)
- Minnesota Literacy Council
- H'Mong American Partnership
- Adult Options in Education
- Pathways to Hospitality
- PD workshop for Metro North
- ELS Language Centre
- Lyndale Community Education

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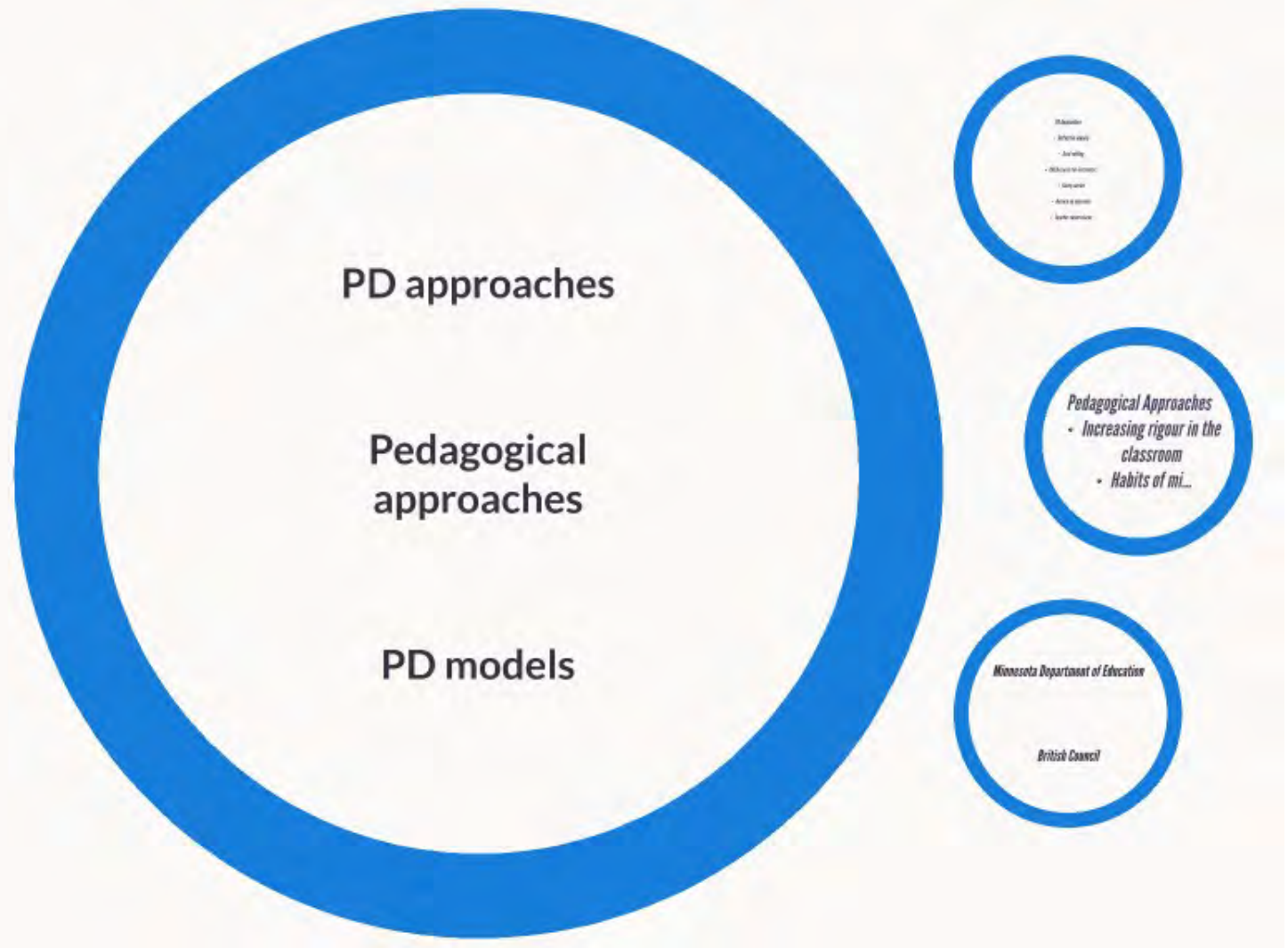
*The ISSI Fellowship*

*The Learnings*

*What next?*

*?*

# *The Learnings*



## *PD Approaches*

- *Reflective inquiry*
- *Goal setting*
- *CALD course for instructors*
- *Study circles*
- *Bottom up approach*
- *Teacher observations*









## ***Pedagogical Approaches***

- ***Increasing rigour in the classroom***
- ***Habits of mind***
- ***Student advisor***
- ***Activities and outcomes***
- ***Content based projects***
- ***Guided reading program***
- ***Teacher talent***
- ***Authentic materials***
- ***Incorporating numeracy***
- ***Facebook communities***



*Minnesota Department of Education*

*Minnesota Dept of  
Education:  
ABE Professional  
Development Coordinator*

*British Council*

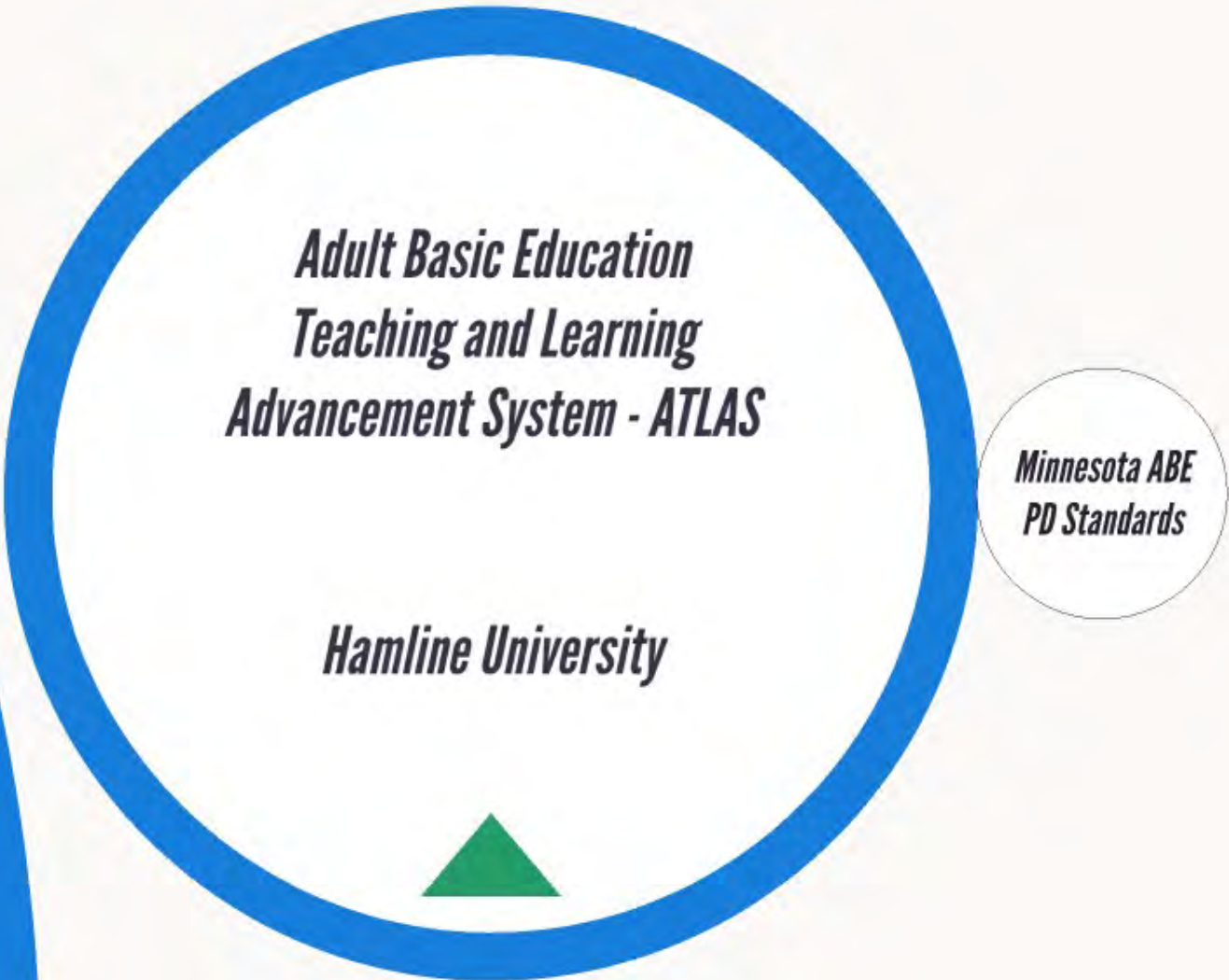
*British Council  
English Agenda*

***Minnesota Dept of Education:  
ABE Professional Development  
Coordinator***



*Adult Basic Education  
Teaching and Learning  
Advancement System -  
ATL...*

***Minnesota  
Literacy Council***



***Adult Basic Education  
Teaching and Learning  
Advancement System - ATLAS***

***Hamline University***

***Minnesota ABE  
PD Standards***



### ***Minnesota ABE PD Standards***

- #1 Deepens and broadens practitioners' knowledge
- #2 Prepares ABE staff
- #3 Multiple sources of data collected
- #4 Uses multiple evaluation strategies
- #5 Enhances practitioners' abilities
- #6 Is well designed
- #7 Models theories of adult learning and development.
- #8 Fosters program, community, regional, state and national level collaboration.
- #9 Builds learning communities
- #10 Leadership at the state and local levels promotes effective PD



The logo for the Minnesota Literacy Council features a large, stylized blue letter 'M' on the left side. To its right is a large blue circle containing the text and a small blue triangle at the bottom center.

## *Minnesota Literacy Council*

Volunteer Tutor Training - 12 hour course

Literacy Hotline

Have own centres

Visit centres around the state

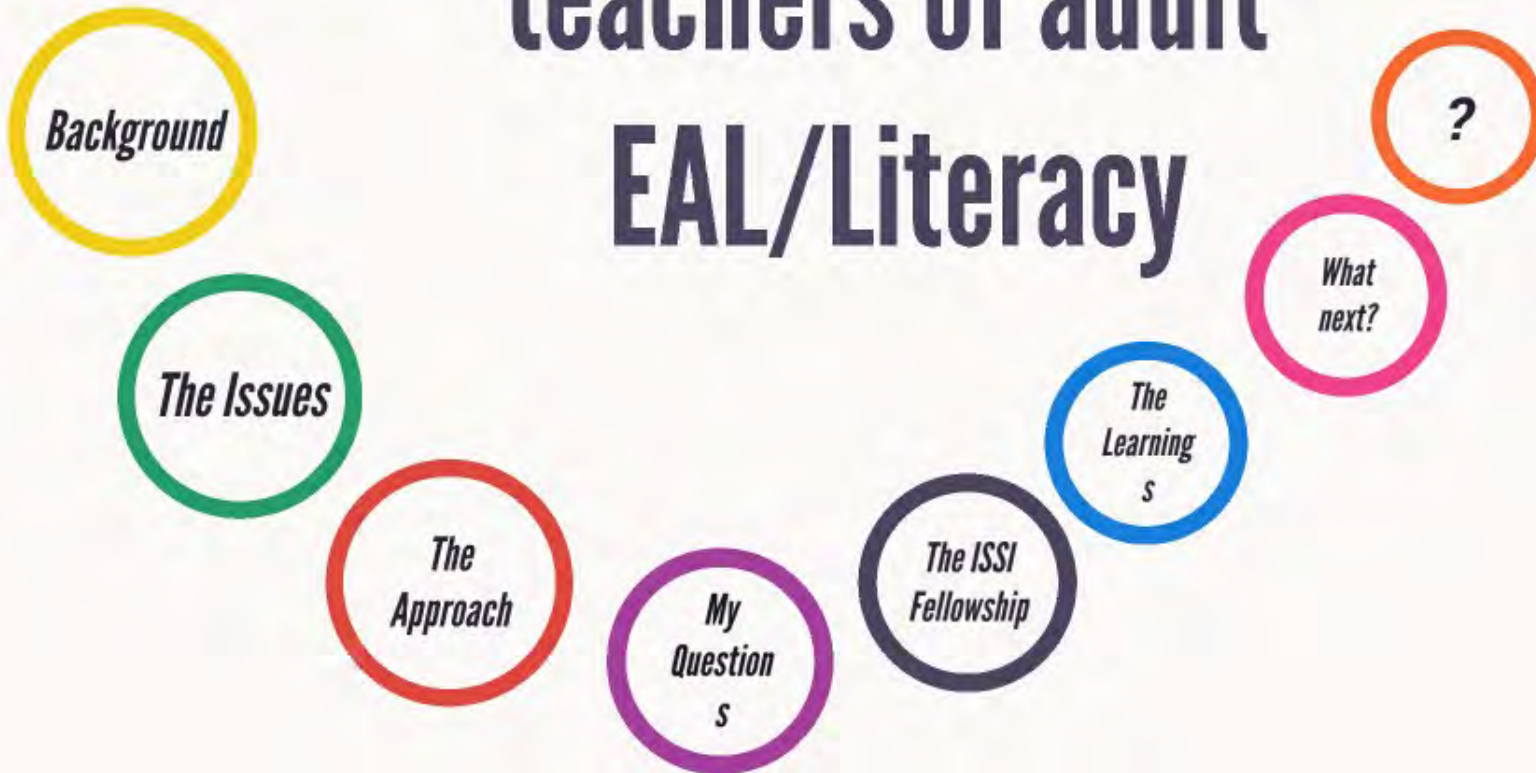
Summer conference



## ***British Council English Agenda***

- New UK standards 2016: Teachers to take responsibility for their own professional development
- Teacher does an assessment; gets a profile; decides on how to improve
- Acknowledgement that teachers need different approaches at different stages of their career
- English Australia has developed a version of this
- British Council website - My Courses
  - Lots of short courses to choose from \$15 each

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# *What next?*

Dissemination of findings

Written report

Changes at a local level

Possibilities for more collaboration

Possibility of more systemic change

*PD at Your Centre*

*- What is working  
we...*


*Are there ways  
organisations could  
collaborate more?*

*Systemic  
change*

## ***PD at Your Centre***

- ***What is working well?***
- ***What could be improved?***





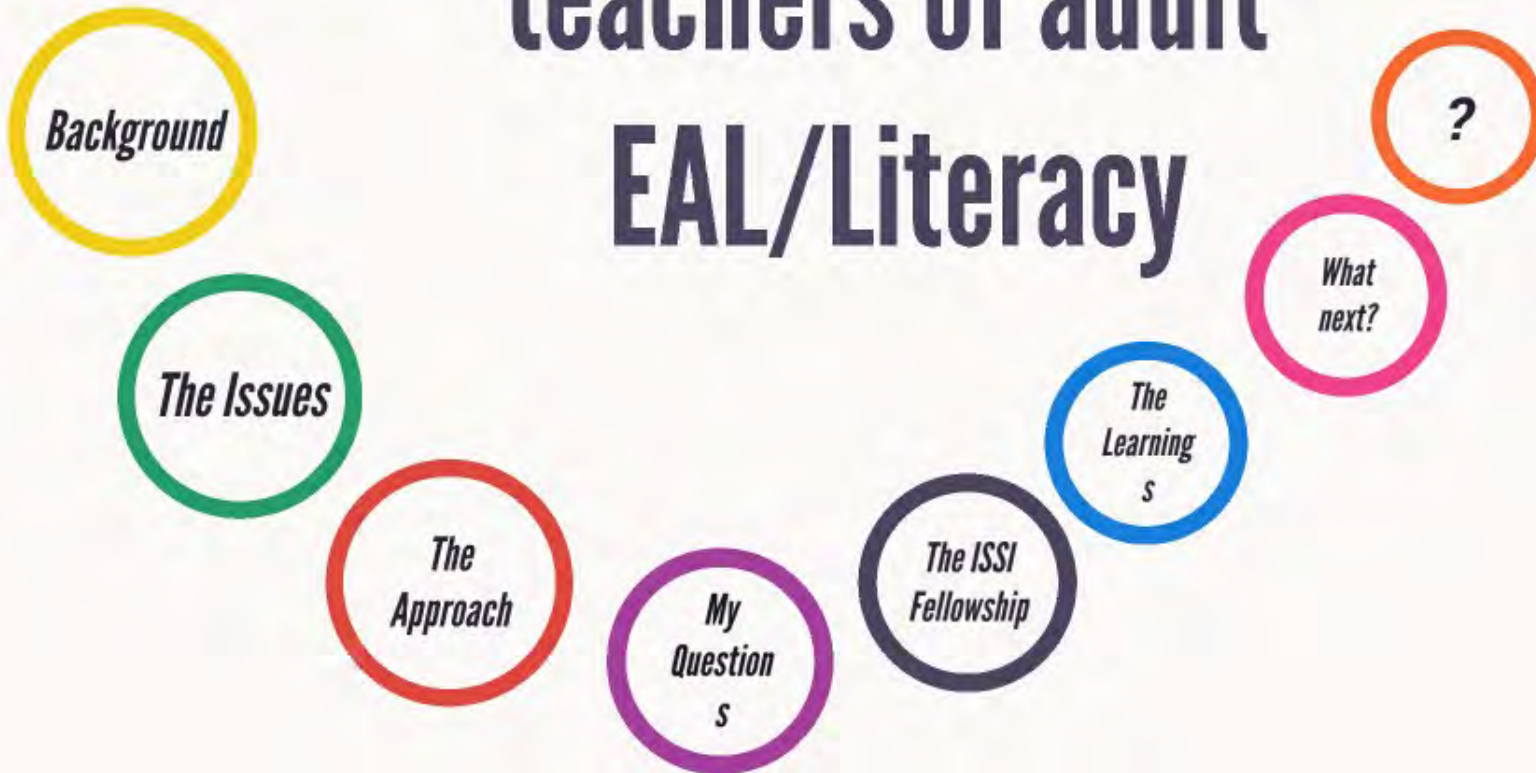
***Are there ways organisations  
could collaborate more?***



## ***Systemic change***

Advocate for a more cohesive approach to Professional Development

# Best Practice models of PD for teachers of adult EAL/Literacy



**?**

***Questions/Comments***



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