

Professional Award for Teacher Educators

Information



1. Introduction

The purpose of the Professional Award for Teacher Educators is to provide status for and recognition of teacher training and development skills. The Professional Award for Teacher Educators is an in-service programme of combined training and assessment. It is credit-based and comprises three mandatory units with a total of five credits. Each unit has a set of learning outcomes and linked assessment criteria.

The Award defines professional standards for measuring and validating expertise in teacher training and development, and enables the development of accredited teacher educators who will be able to deliver quality teacher training and development on behalf of the British Council and its partners.

1.1 Programme overview

The programme is very much 'hands-on'. The approach to both training and assessment is practical - participants are encouraged to relate programme content to their own working contexts.

Training

The programme syllabus combines comprehensive training activities with continuous assessment tasks. Training methodology promotes interaction amongst the participants with a focus on sharing and learning from each other's knowledge and experience.

Participants explore key issues through discussion, analysis and task-based activities. Comprehensive feedback and examples are provided throughout.

Assessment

Assessment is practice-oriented, centred on candidate ability to apply learning to 'real-world' teacher training contexts. Assessment is inclusive, providing a variety of task types suitable for different learning preferences. Our approach is designed to provide an environment where candidates are encouraged and supported in assessment activities and processes.

Each programme is fully quality assured by an accredited Quality Assurer to ensure that all aspects of training and assessment meet the British Council standards and requirements. Quality assurance is a series of checks which involve monitoring, observing, sampling and evaluating the programme to ensure it is consistent, accurate and fit for purpose.

1.2 Candidate requirements

No previous teacher training experience is necessary to participate in the programme. The programme is equally suitable for teachers who wish to make the transition into teacher training, and for experienced trainers who wish to update their teacher training skills.

There is a rigorous selection procedure for participation in the Professional Award programme. To be eligible applicants must meet the criteria outlined below.

Academic and Professional Qualifications

First degree* and recognised** English language teaching qualification

*Applicants without a degree may still be considered providing they have successfully completed a teacher training qualification.

**Recognised by MoE or other recognised authority.

Language

Have a minimum CEFR B2 language competency in **all** four skills.

Knowledge, skills and experience

Minimum five years' classroom experience

Experience and skills in communicative language teaching methodology and learner-centred approaches

Excellent communication and interpersonal skills

Expectations

Programme participants will be required to:

Participate fully in all programme activity

Critically reflect on their own learning

Engage with others through discussions, collaborative group work and task completion

Complete tasks to deadlines

Actively contribute to the learning environment through sharing personal experiences and knowledge

2. Structure

The Award consists of three units. Each unit specifies learning outcomes which detail what candidates are expected to know, understand and be able to do. For every learning outcome there are linked assessment criteria which set clear, measurable assessment standards for the unit.

The Award is a credit-based qualification. A Credit is the notional amount of time needed to complete a unit for 'average' participants. One credit = 10 hours (approximately), this includes training time, study time and the time needed to complete assessed tasks. The diagram below illustrates the number of credits for each unit. See Appendix 1 for the Professional Award Specification.

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| Unit 3 Workshop Design and Delivery | | 2 credits 20-22 guided learning hours |
| Unit 2 Making Training Effective | | 2 credits 20 guided learning hours |
| Unit 1 Introduction to Teacher Development | 1 credit 10-12 guided learning hours | |

The units are progressive and intended to be taken in sequence. Below is a synopsis).

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| Unit 1 Introduction to Teacher Development |
| This unit focuses on transferrable skills from teaching to training; initial assessment, intrinsic and extrinsic motivation and catering for learner differences. |
| Unit 2 Making Training Effective |
| Participants develop skills in assessing and adapting training activities, giving instructions effectively and providing constructive feedback. An important element of the unit is micro-training where participants plan, deliver and provide peer feedback on teacher development activities. |
| Unit 3 Workshop Design and Delivery |
| The focus in this unit is on planning, designing and delivering a 50-minute workshop suitable for use in candidates' own working contexts. |

3. Content and syllabus

Content is provided by the Trainer Development Course. It comprises seven workshops covering the principles and practice of current approaches and methodology. Assessment tasks are interlinked with the workshops: carried out following specific sections of the workshops, at the end of a workshop or, in conjunction with activities in the workshops. See syllabus below. Some assessments are formative (F), some summative (S).

| | |
|---|--|
| <p>Workshop 1: Introductory Teaching beliefs, styles and approaches Teacher and training roles Transferrable skills Self-evaluation</p> | <p>Unit 1: 1 Credit Introduction to Teacher Development</p> <p>Assessment 1 Task Preparation: Group (unassessed) Task A: Individual Assignment (S) Task B: Reflection (F)</p> <p>Assessment 2 Task Preparation: Group (unassessed) Task: Individual Assignment (S)</p> |
| <p>Workshop 2: Understanding your Course Participants Initial assessment Learner differences, Learning styles and Inclusion Intrinsic and extrinsic motivation Maslow's pyramid of needs</p> | |
| <p>Workshop 3: Issues and Challenges Teacher development activities Issues and challenges in delivering training</p> | <p>Unit 2: 2 Credits Making Training Effective</p> <p>Assessment 1 Task A: Group (S) Task B: Individual Assignment (S)</p> <p>Assessment 2 Task A: Individual Assignment (S) Task B: Individual Assignment (S) Task C: Reflection (S)</p> <p>Assessment 3 Task A: Group (S) Task B: Individual Assignment (S)</p> <p>Assessment 4 Task A: Group (S) Task B: Reflection (F)</p> |
| <p>Workshop 4: Making Training Effective Factors of effective training Building rapport Giving feedback Supporting participants Giving effective instructions</p> | |
| <p>Workshop 5: Preparing for Training Evaluating British Council course materials SMART learning outcomes Peer feedback criteria Adapting teacher development activities</p> | |
| <p>Workshop 6: Micro Training Delivery of teacher development activities to peers Giving constructive peer feedback</p> | |

| | |
|--|---|
| <p>Workshop 7: Workshop Design and delivery</p> <ul style="list-style-type: none"> Characteristics of good and bad workshops Conducting whole group feedback Review of learning from the programme Analysis of the structure of a workshop Workshop assessment criteria Planning and design of a workshop Peer workshop delivery | <p>Unit 3: 2 Credits</p> <p>Workshop Design and Delivery</p> <p>Assessment 1</p> <ul style="list-style-type: none"> Task A: Group (F) Task B: Reflection (S) <p>Assessment 1</p> <ul style="list-style-type: none"> Task A: Workshop Design (S) Task B: Workshop Delivery (S) |
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4. Assessment

4.1 Assessment strategy

Our assessment strategy promotes and supports learning and development. Tasks are integral to the learning process and are strongly linked to practical teacher training contexts. Assessment is inclusive, providing a variety of task types suitable for different learning styles and preferences. Candidates are encouraged and supported in assessment activities and processes. Our approach to assessment is designed to promote learning and is outlined in the table below:

| Practical | Collaborative | Candidate-centred | Holistic |
|---|---|--|--|
| Assessment is centred on the ability to apply learning to 'real-world' teacher educator contexts. | Group tasks provide opportunities for candidates to work together to achieve learning outcomes. | Regular reviews and feedback meetings with trainer-assessors guide, motivate and help candidates to meet requirements. | Several learning outcomes and assessment criteria may be covered in one assessment task. |

For every assessment, candidates are provided with the learning outcomes and assessment criteria they will be assessed on. They are also provided with additional assessment information where relevant. Trainer-assessors are provided with Assessor Notes for every assessment, which includes guidance on how to set up and mark the assessments.

Combining learning outcomes and criteria holistically avoids repetition, reduces the number of assessment activities needed and makes evidence collection more manageable. It also helps to present an overall and more realistic picture of candidate knowledge and performance by showing how much they are able to link and relate similar activities. Assessment is formative or summative (F or S). There are three task types: Group tasks, Individual assignments and Reflection tasks (see table below).

This combination of task types provides a clearer overall picture of candidate progress and achievement. Tasks may be formative or summative, and Unit 1 has two unassessed group preparation tasks.

Assessment focus is on evidence of achievement. Assessment outcomes are: *met*, *not met*, and *referred*. To receive the Award, candidates are required to have a 'Met' in all assessment tasks.

Assessment decisions must be based on the principles outlined in the table below:

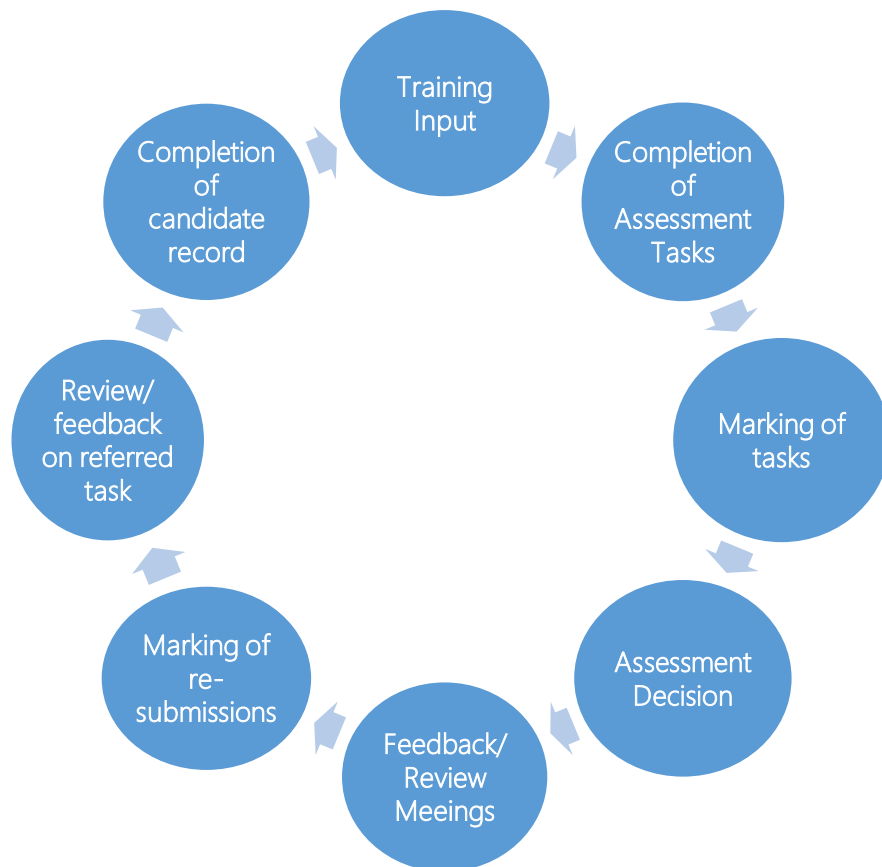
| |
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| Validity |
| Evidence must clearly demonstrate that the assessment outcomes (met, not met or referred) are based on monitoring and completing checklists, information and guidelines provided in the assessor notes for all assessment criteria. |
| Authenticity |
| Group task observation – information from monitoring and completing checklists, notes individual candidate performance as well as overall group performance. Individual Assignment responses are clearly the work of the candidate and written in the candidate's own words. |
| Currency |
| The submission is relevant at the time of assessment. Where final unit 3 assessment takes place post-programme, this should be completed within one year of the end of the programme. |
| Sufficiency |
| Group task performances and Individual Assignment responses are complete and respond to all aspects of the task and assessment criteria. |
| Reliability |
| Marking is consistent across all candidates, over time and at the required standards |

There are three possible assessment outcomes – met, referred, not met.

With the exception of Unit 3 assessment 2, only Summative Individual Assignments and Summative Reflection Tasks can be 'referred'. A referral means the candidate hasn't met some or all of the assessment criteria and is given a second chance to complete a task. Not met is given when a referral fails to meet criteria.

4.2 The Assessment Cycle

The assessment cycle provides for regular review and feedback. This enables trainer-assessors and participants to measure progress, understanding and achievement as well as highlight areas for improvement. See diagram on the next page.



Review and feedback on tasks is an integral part of the assessment cycle. The purpose is to:

- discuss progress, understanding and achievement
- provide guidance and developmental feedback on how to improve
- provide an opportunity for candidates to raise issues and seek advice
- talk through candidate reflections

Our approach is assessment for learning. In this context, it is important that participants receive prompt feedback about their group task performance and their written submissions to enable them to learn from the assessment and help them to improve and develop knowledge and skills.

5. Quality Assurance

Each Award programme is fully quality assured by an accredited Quality Assurer to ensure that all aspects of training and assessment meet British Council standards and requirements. This involves a series of checks which involve monitoring, observing, sampling and evaluating the programme to ensure it is consistent, accurate and fit for purpose.

What does the quality assurer look at?

Training and assessment activities are carried out in a professional manner consistent with the standards of the trainer-assessor profile. The materials are delivered following instructions and guidance for training and assessment.

Equality, diversity and inclusion

Participants are treated fairly and consistently and have the same opportunities to engage with learning and development. No participant is discriminated against and any reasonable adjustments are made to ensure that all participants' needs are met.

Health and safety

Training venue and facilities meet British Council policy standards on safety, security, cleanliness, sanitation and access.

Confidentiality and record-keeping

Participant data is protected and stored in compliance with Privacy and Records Management Policy. Access is controlled and treated in the strictest confidentiality.

Information provision

Appropriate and timely information is provided to all involved.

Training and assessment materials

Sufficient and good quality copies of training and assessment materials are provided.

6. Scheduling and options for running the programme

The programme can be run intensively or on a part-time basis.

The intensive programme can be completed in a two weeks, including all assessment.

The part-time programme can be scheduled more flexibly. However, it is recommended that the input takes place regularly over a maximum of xx weeks to ensure continuity of learning.

There are two options for assessing learning outcomes 23 and 24 of Unit 3 assessment (workshop delivery), depending on the time available.

Option 1: candidates are assessed during the programme in groups.

Option 2: candidates complete the unit post-programme, working individually. Both options are reflected in the learning outcomes and assessment criteria.

For Option 2, arrangements must be made with trainer-assessors to observe the workshop delivery. Where this is not possible, the workshop may be videoed and a recording sent to the trainer-assessor. Workshop delivery should take place within three months of programme completion.

6.1 Timetable

| Programme Timetable: Week 1 | | | | | |
|---|---|--|----------|--|---|
| Note: the timetable is flexible and may be amended as required. | | | | | |
| Day | Morning | Afternoon | Day | Morning | Afternoon |
| Monday | Familiarisation Aim: to clarify the approach to assessment, the links between training and assessment and how review and feedback are carried out. | Introductory Workshop 2 My profile 3 The same and different 4 Teacher roles 5 Teacher roles/trainer roles 6 Self-evaluation - teacher to trainer 7 One-minute reflections | Tuesday | Workshop 2: Understanding your Course Participants 1 Who are your course participants? 2 Initial assessment 3 Initial assessment - what next? 4 Learning styles | |
| | Introductory workshop 1 Name and picture dictionary | Unit 1, Assessment 1, Task Preparation (unassessed) - on completion of sections 4 and 5 of Introductory Workshop. | | 5 Motivation 6 Reflection Unit 1, Assessment 2, Task Preparation (unassessed) - on completion of Workshop 2. | |
| | Homework Assignment: Unit 1, Assessment 1, Task A Individual Assignment (S). (Note - may be carried out following section 5 if time permits). Assessment 1, Task B Reflection (F) - on completion of Introductory Workshop. | | | Homework Assignment: Unit 1, Assessment 2, Task A Individual assignment (S), on completion of workshop 2. | |
| Wednesday | Workshop 3: Issues and Challenges 1 What's coming up? 2 Approaches to teaching and teacher development | Workshop 4: Making Training Effective Unit 2, Assessment 1, Task A Group (S) - on completion of Workshop 3. 1 Collocation Match 2 What makes training effective | Thursday | Workshop 4 (Continued) 4 Building rapport 5 Making feedback constructive | |
| | 3 Issues and challenges 4 Game: Troubleshooting and tips 5 Reflection | 3 Interactions | | Unit 2, Assessment 2, Individual Assignment Tasks A&B (S), following section 5, Workshop 4. 6 Supporting your participants 7 Giving instructions 8 Reflection | |
| | Homework Assignment: Unit 2, Assessment 1, Task B Individual Assignment (S) on completion of Workshop 3. | | | 3 Evaluation criteria Unit 2, Assessment 3, Task A Group (S) on completion of section 3, Workshop 5. 4 Learning outcomes | |
| | Homework Assignment: Unit 2, Assessment 2, Task C Reflection (S) on completion of Workshop 4. Unit 2, Assessment 3, Task B Individual Assignment (S), following section 4, Workshop 5. | | | 3 Evaluation criteria Unit 2, Assessment 3, Task A Group (S) on completion of section 3, Workshop 5. | |
| | Workshop 5 (continued) 5 Preparation for micro 6 Preparing materials | | | Unit 2, Assessment 4, Task A Group (S) - in conjunction with sections 5 and 6, Workshop 5 and all of Workshop 6. 7 Reflecton | 3 Evaluation criteria Unit 2, Assessment 3, Task A Group (S) on completion of section 3, Workshop 5. |
| Friday | | | | | |

| Programme Timetable Week 2 | | | | | |
|--|--|--|---|------------------------------------|---|
| Note: the timetable is flexible and may be amended as required. | | | | | |
| Day | Morning | Afternoon | Day | Morning | Afternoon |
| Monday | Workshop 6 Micro training | | Tuesday | Workshop 7 workshop Design | |
| | 1 Organising micro training | Continuation of Unit 2, Assessment 4, Task A, Group (S). | | 1 The magic genie | 5 Pre-planning |
| | 2 Delivery | | | 2 Good and bad workshops | 6 Planning and structuring |
| | Continuation of Unit 2, Assessment 4, Task A, Group (S). | 3 Comments and feedback | | 3 Conducting whole group | 7 Workshop assessment criteria |
| | | 4 Reflection | | 4 Review | Unit 3, Assessment 1, Task A Group (F) - following sections 1-7 Workshop 7. |
| Homework Assignment: Unit 2, Assessment 4, Task B Reflection (F) on completion of Workshop 6 | | Homework Assignment: Unit 3, Assessment 1, Task B Reflection (S) on completion Unit 3, Assessment 1, Task A Group (F). | | | |
| Wednesday | Workshop 7 Continued | | Thursday | Workshop 7 continued | |
| | 8 Design your workshop | Unit 3, Assessment 2, Task A (S) Workshop Design - in conjunction with 8.1, workshop 7. | | 8.1 Design your workshop continued | 8 Workshop delivery |
| Unit 3, Assessment 2, Task A (S) Workshop Design - in conjunction with 8.1, workshop 7. | | | Unit 3, Assessment 2, Task A (S) Workshop Design continued. | | Unit 3, Assessment 2, Task B (S) Workshop Delivery - in conjunction with 8.2, Workshop 7. |
| Friday | Workshop 7 Continued | | | | |
| | 8 Workshop delivery | Unit 3, Assessment 2, Task B (S) Workshop Delivery continued. | | | |
| | | | 8 Feedback | | |
| | | 9 Reflection | | | |

Appendix 1: Professional Award Specification

Overview

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| Title | Professional award in Teacher Development |
| Purpose | The aim of the qualification is to provide status for and recognition of teacher development expertise. The award defines professional standards for measuring candidate knowledge and skills in teacher development. |
| Level | Suitable for teachers at the integration development stage of the CPD Framework for Teachers, and at any stage of the Teacher Educator Framework. |
| This qualification is suitable for | <p>This award is aimed at teachers making the transition from teaching into training. It is also suitable for experienced teacher trainers who want to refresh and assess their skills.</p> <p>Target group:</p> <ul style="list-style-type: none"> • Experienced teachers moving into teacher education • Experienced teachers in mentoring and supervisory roles • Experienced teacher educators who want to update their skills • Trainers who have responsibility for delivery of British Council courses |
| Entry requirements | Candidates should be qualified and experienced teachers of English with a minimum CEFR B2 English language competency. |
| Credit requirements | A total credit of 5. |
| Structure and options | 3 mandatory units |
| Assessment model | <p>To pass the units, all assessment criteria must be 'met'. Criteria 'not met' will be classed as a fail. Candidates may also be 'referred' i.e. given a second opportunity to submit a task.* Evidence requirements and full guidance on assessing candidate submissions are provided for each unit.</p> <p>Units are assessed by approved trainer-assessors. Results are verified by internal quality assurance.</p> <p>*Note, group tasks cannot be referred, with the exception of Unit 3, Assessment 2, Task A, Workshop Design.</p> |

Unit 1: 1 credit

Introduction to teacher development

Guided learning hours 10-12

| Learning outcomes <i>The candidate is able to</i> | Assessment criteria <i>The candidate can</i> |
|--|---|
| 1. Select and describe a training role, explaining why it is important for teacher educators | 1. Define a training role and analyse its importance, providing examples from own experience |
| 2. Explain the impact of the training role on learning and development | 2. Assess the impact of the role on learning and development with reference to own experience |
| 3. Identify transferrable skills and development needs | 3. Use self-evaluation check-list to: evaluate own transferrable skills, experience and areas for further development specify activities to support areas identified for development with reasons |
| 4. Identify teacher motivation and learning preferences. | 4. Analyse a teacher profile to identify teacher motivation and learning preferences. |
| 5. Identify developmental areas and activities for inclusion in a teacher development programme. | 5. Use analysis of a teacher profile to: Specify professional development areas for the teacher, with reasons. Specify activities to support areas identified for development, with reasons. |

Unit 2: 2 credits

Making Training Effective

Guided learning hours 20

| Learning outcomes <i>The candidate is able to</i> | Assessment criteria <i>The candidate can</i> |
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| 6. Identify teacher strengths and areas for development from workshop observation notes. | 6. Describe and analyse positive trainer behaviours and items for improvement. |
| 7. Provide suggestions for improving workshop delivery. | 7. Analyse issues and provide appropriate solutions to enable trainers to improve workshop delivery. |

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| 8. Define and resolve the potential problems of training a diverse group of teachers. | 8.1 Describe and analyse the types of problems involved in training a diverse group of teachers. 8.2 Provide solutions to enable effective training of diverse groups. |
| 9. Describe the impact of negative feedback comments on motivation. | 9. Analyse and explain the implications of negative feedback comments on motivation. |
| 10. Re-write feedback comments using language appropriate to constructive feedback. | 10. Transform negative feedback comments in a way which is constructive, motivating and developmental. |
| 11. Give examples of the factors of successful and motivating training. | 11. Identify and describe the factors of motivating and successful training and explain why they are important. |
| 12. Provide clear and effective instructions. | 12. Provide advice to a colleague on making instructions effective. |
| 13. Review, evaluate and improve a workshop plan. | 13.1 Discuss and evaluate a workshop plan for participants of different experiential levels. 13.2 Present suggestions for improvements to a workshop plan. 13.3 Make constructive comments on the ideas of other groups. |
| 14. Write SMART learning outcomes. | 14. Write specific, measurable, achievable, realistic and time-bound learning outcomes for training activities. |
| 15. Select and adapt material from a British Council course for a specific group of teachers (i.e. primary, secondary, adult). | 15. Produce a plan for a teacher development activity, which: is adapted from British Council materials includes coherent staging has realistic timing is inclusive supports the stated SMART learning outcomes. |
| 16. Contribute effectively and supportively to group adaptation and delivery of micro-training activity. | 16. Actively support members of their group to enable the activity to proceed smoothly and according to plan – for example, distribution of materials, time management, arranging furniture. |
| 17. Deliver teacher development which is participant-centred and inclusive. | 17. Encourage participant involvement, such as: elicitation, sensitive monitoring, identifying and providing support where needed. . |

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| 18. Demonstrate a range of effective teacher training skills. | 18.1. Manage effective delivery of training activity, including: <ul style="list-style-type: none"> giving clear instructions checking understanding signalling stages setting up pair and group work realistic timing and pacing of activities giving constructive feedback 18.2. Use language appropriate to the level of proficiency of the selected teacher group |
| 19. Provide constructive feedback on micro-training to peers. | 19. Comment constructively on peer micro training activities including suggestions for improvements. |
| 20. Reflect critically on the micro training process. | 20. reflect on learning from: <ul style="list-style-type: none"> materials adaptation micro-training preparation group delivery of micro-training (this should be balanced, i.e. identifying strengths as well as areas for development). |

Unit 3: 2 credits

Workshop Design and Delivery

Guided learning hours 20-22

There are two options for assessing learning outcomes 23 and 24, depending on the time available. Option 1: candidates are assessed during the programme in groups. Option 2: candidates complete the unit post-programme, working individually. Both options are reflected in the learning outcomes and assessment criteria.

| Learning outcomes The candidate is able to | Assessment criteria The candidate can |
|---|---|
| 21. reflect on own learning about workshop design | 21. self-evaluate own learning |
| 22. Share and discuss reflections with peers and identify how this enables peer support | 22. explain how individual learning will contribute to the success of the workshop design and delivery. |

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| <p>23. Option 1: Work co-operatively with their group to design a workshop relevant to their own teaching contexts, incorporating learning from the programme.</p> <p>Option 2: Design a workshop relevant to their own teaching context incorporating learning from the programme.</p> | <p>23.1 Option 1: Work co-operatively with their group to design a workshop which:</p> <ul style="list-style-type: none"> - is participant-centred and inclusive - includes SMART learning outcomes - is logically structured - is staged and sequenced appropriately - has a balanced and varied range of activities which clearly support the learning outcomes - is motivating and suitable for participants with different learning preferences - is at the right level for the specified group <p>and:</p> <p>any accompanying materials are inclusive, professional, and support the learning outcomes.</p> <p>Option 2: Design a workshop which:</p> <ul style="list-style-type: none"> - is participant-centred and inclusive - includes SMART learning outcomes - is logically structured - is staged and sequenced appropriately - has a balanced and varied range of activities which clearly support the learning outcomes - is motivating and suitable for participants with different learning preferences - is at the right level for the specified group <p>and:</p> <p>any accompanying materials are inclusive, professional, and support the learning outcomes.</p> <p>23.2 Provide contextual information on their workshop, including:</p> <ul style="list-style-type: none"> - the sector and participants it is intended for - the rationale for choice of theme and activities - the venue where the workshop will take place - any potential difficulties or challenges and proposed solutions. |
| <p>24. Option 1: Work co-operatively to deliver inclusive, participant-centred teacher development activity, demonstrating the ability</p> | <p>24.1 Manage the learning environment confidently and competently, through:</p> <ul style="list-style-type: none"> - effective use of available resources, equipment and materials |

to manage the learning environment, and apply a range of techniques and skills to motivate participants and facilitate learning.

Option 2: Deliver inclusive, participant-centred teacher development activity, demonstrating the ability to manage the learning environment, and apply a range of techniques and skills to motivate participants and facilitate learning.

- effective organisation of collaborative work
- smooth handover to group members
- adherence to planned timing of activities
- responding to the unexpected (where appropriate)

24.2. Motivate participants and facilitate learning, through:

- explaining learning outcomes at the beginning and referring to them at the end of the workshop
- establishing positive rapport with participants
- providing opportunities to for participants to work co-operatively
- eliciting participant ideas and responding constructively to their responses and suggestions
- managing participant interactions efficiently
- providing clear instructions and checking understanding
- monitoring sensitively and providing support where required.
- giving constructive feedback
- giving opportunities for reflection (if appropriate)

24.3 use language appropriate to the specified group of teachers

24.4. [**Option 1 only**] Support own group to deliver the workshop according to plan.