

WORKSHEET A

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| Title | Construction of teachers' professional competences | |
| Objective(s) | To reflect on teachers' professional skills | |
| Keywords | Reflection – awareness – self-assessment – qualitative assessment – formative assessment | |
| Ref to the guide I.4, I.5 | Ref to the CEFR 9.3.4, 9.3.10, 9.3.13 Table 7: Types of assessment | |

Task A

Step 1 (†)

To be able to guide learners to reflect on their learning and to become more effective language users/learners, teachers need to regularly question and contextualize their own practice and therefore to be responsive to learners' needs, linguistic competencies, cognitive capacities and educational aims.

The core of professional development is the analytical observation of one's teaching skills.

Read Chapter I of the guide and choose which elements of reflection you use in your own practice and which you still find difficult to carry out.

Step 2 († † †)

Discuss with colleagues where you stand regarding the concepts of

- “ reflection as a learner strategy; to make learning process and learning involvement clearer.

- “ the CEFR as a reference tool for teachers and learners in assessing unbalanced and changing competencies.

- “ the CEFR as a reference tool to assess the range of competences within your student group –and make a profile of your group.

How does reflection and discussion help you to become a better guide of reflection to your learners?

Task B († † †)

Discuss with colleagues

1. What are the characteristics of teenagers as learners/language learners?

2. What do you think their competences are – by using the CEF as reference

3. Which competencies do you think you will have to emphasize in each age group

4. How do you think the CEFR can help them to assess their own competencies and give them a realistic picture of where they stand as language users?

5. How can the CEFR become an instrument in setting their learning objectives?

Task C



Step 1 († † †)

Discuss with your colleagues learning situations in which the following or similar reflective questions are relevant, and what they could lead to in the learning process?

| Reflective response | Situation/case |
|--|----------------|
| <i>In this lesson I learned</i> | |
| <i>I was surprised by</i> | |
| <i>I might have got more from today if...</i> | |
| <i>The most useful thing I will take from this lesson is</i> | |
| <i>I was interested in</i> | |
| <i>What I liked most about today was</i> | |
| <i>One thing I'm not sure about is</i> | |
| <i>The main thing I want to find out more about is</i> | |

Step 2 († † †)

Compare them to the range of feasible assessment, according of the CEFR (Ch. 9) and discuss how these responses fit the list of qualitative categories relevant to oral assessment.

Task D († †)

Think about an assignment in your repertoire where you consider you could use a reflective phase. In what way would this reflective task phase enhance the learning and understanding of your learners? What kind of reflective questions would you ask?

The following grid gives you an example of possible questions

| Possible response from students to reflective questions | Reflective questions (from teacher) |
|---|---|
| <i>I am probably proudest of either my first book report, because it was the first really big project I've done (and probably still is my biggest project up until now). I worked hard and put a lot of effort into it. This is now my favorite subject J</i> | Which of your assignments are you most proud of and happy about? |
| <i>The instructions for assignments have been OK. The instructions for assignments have been easy to follow. They could be a little clearer, but I can do the work with the instructions the way they are.</i> | Have the instructions for doing the assignments been clear and understandable? |
| <i>The teacher's feedback has always been timely and very useful. The teacher's feedback has been lacking. Sometimes also a little difficult to understand but I do finish my assignments all the same. The teacher's feedback is also often late. I always try to use the feedback to improve my work.</i> | Was the teacher's feedback clear and understandable? |
| <i>The timeframe given was more than enough. I found it a bit hard doing some projects within the timeframe. The timeframe given to return assignments was too short. We don't have time to polish up the assignment in that period of time.</i> | Was the amount of time allowed for doing the assignments reasonably sufficient? |