CODiGO

Collaborative professional development for language teachers
Grundtvig Learning Partnership 2012-2014

GUIDELINES FOR COLLABORATIVE PROFESSIONAL DEVELOPMENT FOR LANGUAGE TEACHERS

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INTRODUCTION

The Grundtvig Learning Partnership "Collaborative professional development for language teachers – CODIGO", focused on promoting collaborative professional development among language teachers in order to improve the quality of language teaching and enhance the success of learners on language courses.

The partnership aimed to find out more about the characteristics of an organisational culture which promotes the sharing of good practice and resources, and which encourages peer review and reflection among language teachers.

The partnership investigated and promoted approaches to collaborative professional development to improve the quality of teaching and communication among teachers.

All the partners are convinced that initial and peer observations are an excellent means of sharing good practice. The teachers develop skills that enable them to reflect more effectively on their own practice and to use feedback in order to improve their teaching. Peer-exchange and shared–learning offer solutions to the everyday problems and questions all teachers have to deal with in the classroom. In addition, using portfolios can help to record the skills and experiences gained both formally and informally, as well as to reflect on the competences they still need to develop.

At the same time we found out that it is not only the teachers who have to develop. Institutions have to adapt and react to new circumstances and establish a good climate for cooperation as well as present themselves transparently to the public.

In the periods between meetings the partners tried out different forms of peer-observation, and giving and receiving feedback. In general, the reaction of the teachers was sceptical in the beginning but positive after the experience. We noticed that a positive, open-minded organisational culture is a vital basis for any kind of cooperative learning exchange of good practice.

Although the partnership focused on language teaching, most of the approaches considered are applicable more widely within adult education. The dissemination activities carried out in the various partner institutions enable other adult education organisations across Europe to benefit from the work of the partnership.

The topics of the six partner meetings were: peer observation, approaches to positive communication, feedback, organisational culture, networking, and finally reflection and teacher-portfolios.

To gain a realistic idea of the relationships between the institution, the teachers and the learners, we also tried to include the voice of the learners in the form of round-table discussions and the voice of more teachers in the form of a survey which was carried out on the topic of networking among more than 400 teachers in the partner countries.

Guidelines for Collaborative Professional Development for Language Teachers

PEER OBSERVATION AMONG TEACHERS WORKING IN ADULT EDUCATION

Introduction

Peer observation has been identified as a key method of promoting collaboration between language teachers. While the requirements in time and effort invested by the institution need only be minimal, the benefits achieved can be considerable. A small amount of teacher training input is required to "set the ball rolling", but, after that, it should be self-perpetuating. Initial reluctance on the part of teachers soon dissipates as the benefits become apparent. Teachers gain an increased sense of belonging, and feel their work is valued by colleagues and organisational management. They also gain valuable insight into how to improve their teaching practice.

Definition

Peer observation is defined as the exchange of experience between two practitioners on equal terms through non-judgmental observation according to established principles and guidelines.

Why we think an institution should promote peer observation amongst teachers

If an institution wishes to improve the quality of teaching and learning, it should promote peer observation. Peer observation increases the sense and level of professionalism and encourages a collaborative culture. This is crucial in institutions where teachers work in different premises or for different companies and who may not otherwise have a chance to meet their colleagues.

Why we think teachers should take part in peer observation

Peer observation is an excellent opportunity to improve and refresh teaching in an informal and non-threatening way by working with colleagues.

Teacher can benefit from the experience, skills and knowledge of their peers in relation to different teaching styles, use of resources, sharing materials, classroom management, using technology, differentiation strategies, evaluation, assessment and other issues.

Peer observation helps teachers to reflect on their own teaching practice. And consequently this could enhance the learning experience for learners.

Participants will feel they are a valued member of a team with something positive to contribute.

Rationale and purpose

Peer observations are undertaken for the following reasons

Institutional

- To promote a collaborative culture
- To increase the sense and level of professionalism
- To contribute to improving the quality of teaching and learning
- To ensure teachers feel valued within the organisation

Individual

- To increase a sense of belonging and self-esteem among teachers
- To contribute to the professional development of teachers
- To encourage reflective practice among teachers in order to improve teaching
- To enable teachers to benefit from the experience, skills and knowledge of their peers in relation to different teaching styles, use of resources, classroom management, using technology, differentiation strategies, evaluation, assessment, developing teacher-student rapport, etc.
- To enable teachers to work together to find solutions to deal with classroom challenges
- To improve teachers' practice in order to enhance the learner experience

Context

Conditions for effective peer observation

- There needs to be a common understanding within an organisation of what constitutes effective teaching and learning
- Participation is not obligatory but encouraged
- It needs to be positively promoted within the organisation (by encouraging teachers to do it)
- It should be clearly distinguished from other forms of observation including those where judgements are made about a teacher's practice
- Participating teachers should have the option to take both roles i.e. observer and observee

Key principles

Peer observations should take place according to the following key principles

Essential aspects

Peer observations must

- Be constructive

- Be non-judgmental
- Include a confidentiality agreement between participants, with no consequences on the working-contract
- Be peer to peer i.e. teacher to teacher, curriculum manager to curriculum manager
- Include the following three stages
    1. *Pre-observation discussion*: purpose of the visit, theme, length, time
    2. *Observation:* with an introduction of the observer at the beginning of the lesson, explanation of the purpose of the visit and no participation in the lesson by the observer
    3. *Follow-up discussion*: focussing on reflection and transferring into practice

Recommended aspects
Peer observations should
- Include giving and receiving feedback
- Result in discussion leading to positive change if needed
- Be informally evaluated
- Lead to the development of an action plan for improvement
- Be considered an element in wider action research about solving difficult situations in the classroom.

Benefits for teachers

Peer observation provides a teacher with the opportunity to have a clearer opinion of what good teaching is through exchanging experience with other teachers on classroom practice and management. It can provide support in relation to questions or problems from a peer's perspective. Moreover, the teacher may gain an insight into other teaching approaches, styles and strategies in order to develop new ideas with more confidence and inspiration. Teachers can pick up useful tips and hints on how to improve their teaching. They may reflect and identify their own specific training needs. They will feel supported as interest has been shown in their personal and professional development. This will lead to an improved experience for learners.

Benefits for organisations

Peer observation provides the organisation with many benefits. It increases the quality of the teaching and learning experience. It contributes to a more collaborative working atmosphere. Ideally, the teachers will have a chance to become more autonomous as they will support one another. Peer observation also creates opportunities for responding to some of the teachers´ needs and concerns. This inexpensive process will enhance teachers' satisfaction and increase their professionalism.

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Giving and receiving feedback

The following chart provides guidance on giving and receiving feedback in the context of peer observation.

When giving feedback:	When receiving feedback:
• Create an open welcoming atmosphere • Start by asking how the teacher felt about the session observed • Be objective: describe what you saw without making judgements • Be specific: focus on the aim of the observation • Comment on the activity, not on the person • Stay on peer level, not on a superior level • Give oral feedback immediately after the lesson • Ensure feedback is a two-way process: a dialogue, not a monologue • Ask questions rather than make statements • Structure your feedback, covering all aspects of teaching and learning (as agreed beforehand) • Give time to think and reflect • Finish on a positive note	• Reiterate the aim of the observation • Show interest in what the observer has to say • Listen to the observer without interrupting • Be open to discussion; it is not personal • Ask questions and seek clarification if needed • Explain rather than justify your point of view • Explore any discrepancies that arise • Reflect on what happened • Reflect on future practice • Remember that feedback can be accepted or not • Finish on a positive note whether you agree or disagree

THREE APPROACHES TO POSITIVE COMMUNICATION (FEEDBACK AND COMMUNICATION)

In this section, we will be considering 3 different approaches to providing feedback following peer observation. The methods chosen are

- The SAPA model
- The sandwich approach
- The coaching approach

These methods were introduced to us through presentations and workshops, and we considered the positive and negative aspects of each approach. After the 3rd meeting, in which the methods were introduced, we implemented and evaluated a process of feedback to teachers in our own organisations, based on the proposed models.

Austrian SAPA Model

This approach involves a narrative of the observation. The peer observes a lesson and reports to the observee what he/she has seen. The aim is to provide a mirror for reflection and ultimately share good practice.

The observer tries to be objective without making suggestions, presumptions or judgments. A list of criteria is agreed by both parties and they can choose on which criteria they want to focus.

Positive aspects of the approach
- Works with peers on the same level (teacher – teacher / manager – manager)
- Can be applied with new teachers or during mentoring
- Is good practice for job shadowing
- Can be used as a basis for further development
- Can enable teachers to set themselves future goals
- Observers and observees can establish and preserve good relationship between each other
- Reduces the potential for conflict

Potential challenges of the approach
- The two parties should have a similar understanding of good teaching
- The observer should stick to the agreed criteria
- Only three or four points from the observation should be selected
- Ensure time for reflection during the feedback session
- Ensure the observer is non-judgemental
- It might be difficult for an observee to get the message because people often expect direct positive or negative feedback

The Coaching Approach in Peer Observation

The coaching method in peer observation helps teachers to reflect on their teaching practice and identify aspects they would wish to improve. In order to achieve this, reflective questions are asked. In the coaching method, the teacher is the initiator of the process and the coach is only there to support. Reflective questions are open-ended, for example, "How did you feel about your lesson?", "What would you do differently if you taught it again?", "What went well during the lesson?" To assume the role of the coach, the peer should have undergone training.

There are three stages of the coaching process

1. Pre-observation talk
   The focus of the observation is agreed, some basic information about the lesson is given and the post-observation meeting is agreed.

2. Lesson observation takes place (coach should not interfere in the lesson)

3. Post-observation talk for which the G-R-O-W approach is used

   G = Goal. This is agreed in the pre-observation talk. Sometimes another goal will be established from the observation.

   R = Reality. This phase helps the teacher to realise details of the lessons by asking questions ("How did you think the lesson went?" etc.) The coach then describes the lesson. The teacher identifies a few main aspects that he or she could improve on.

   O = Options. The coach helps the teacher to reflect on the teaching and to identify alternative ways of reaching the relevant goals.

   W = Will. The coach asks questions to help the coachee find out whether the set goals are realistic. They discuss possible obstacles and what external tools the coachee might use to overcome them. They also talk about how motivated the coachee really is to make changes.

   In order for this process to be successful, this talk should not be the end of discussions. The teacher tries to implement what has been agreed with the coach and further actions can be agreed (e.g. a re-visit or another talk in the future).

Goals should be SMART: Specific, Measurable, Achievable, Realistic, Time-bound.

Positive aspects of the approach

- A lot of space for self-reflection: the goals come from the coachee
- The coachee "owns" the process and takes full responsibility for it
- It is flexible: it can be used in a limited amount of time or repeated infinitely
- The coachee focuses on a few main aspects of their teaching, which allows them to actually reach their goals
- The coachee plans a clear path to reach their goals (What? How? When?)
- This process might also trigger reflection on the part of the coach, leading to his/her own self-development

Potential challenges of the approach

- Proper training is needed, especially for the colleague assuming the role of the coach
- If a coachee is convinced that his/her teaching is excellent, this approach might be problematic, as the goals should come from the coachee him/herself. The only input coming from the coach can be through questions
- Lack of motivation of the coachee
- The coachee might feel the need to receive some direct feedback and ask the coach for opinions or suggestions

The Sandwich Approach

The sandwich approach is a method of giving feedback regarding the positive and formative aspects of the observation.

The process presents the results of the observation by means of alternative layers of good practices and areas that require improvement.

It is suitable for both hierarchical and peer observations.

Main aspects of this approach:
- Objective
- Non competitive
- Non threatening
- Supportive
- The ground rules should be clear for both parts
- It should be a two way process
- This method may be predictable for the teacher

Positive aspects of the approach

- Very sensitive
- Supportive
- Non threatening atmosphere
- Enables the observer to focus on the good aspects of the lesson
- Suitable for new teachers

Potential challenges of the approach

- One of the participants does not know the rules
- Insufficient good teaching and learning aspects were observed
- Lack of objectivity while observing or while giving feedback
- Lack of initial criteria (benchmarks)
- Could be seen as a means of delivering bad news

How are the three approaches different from each other?

SAPA
- The observer describes what he/she sees. Does not pass judgment
- It is a one-off procedure, not a process like coaching
- The observer does not explicitly mention the good points and the areas to be improved as in the sandwich model

Coaching
- More self-reflection
- Very structured
- No external criticism (focus on self-reflection)
- It is a process rather than a method

Sandwich
- It is a two-way process
- More sensitive and supportive to the observee
- Suitable for new teachers

REPORT ON PEER OBSERVATION CARRIED OUT IN THE PARTICIPANT COUNTRIES

AUSTRIA

In Austria a peer-observation programme was set up after the second meeting in Palma. The first step was to change the name of the initiative from observation to visit "Unterrichtsbesuch". The initiative for teachers of VHS in the whole country started in September with a 3-day workshop. After that, teachers from the Tyrol, Linz and Vienna decided to implement teacher visits in their adult education centres. Salzburg and Graz were also interested but decided to wait.

At the beginning of the winter semester 2013, another workshop was offered in Innsbruck to experienced teachers. The aim of the workshop was to familiarise the teachers with the concept and the procedure as well as to organise the visits. It was important for the teachers to know that it was peer observation and that they would be learning from one another and were not being assessed.

Teachers saw the benefits of the programme very quickly and the word spread. Other teachers also became interested. A second workshop was organised. At the end of this workshop the teachers organised their own visits. The institution was not involved in the process.

At the end of the term a world café was organised by the institution so teachers could reflect on the visits and get feedback for further trainings. The following questions were offered to trigger discussion
 1. What is good teaching to you?
 2. How does this cooperative reflection affect your teaching?
 3. What can the institution do for your further development?

In Linz, a similar initiative was started by a couple of teachers in the summer semester 2014. The regional organisation financed a workshop and also financed the visits.

In Vienna another workshop was organised in the summer semester for trainers teaching in Second Chance and basic education to improve the interface between those two curricula. It supported the trainers in the ownership and empowerment of their teaching.

All in all the feedback to the initiative was very positive and most of the teachers wanted to continue visiting their colleagues once or twice a term. Peer observation "Unterrichtsbesuche" has proved to be an important tool to increase the quality of teaching by collaboration among teachers.

BELGIUM

Just before the CODIGO project started, CVO Antwerpen went through a merger. There were some difficulties and the foreign language department needed time to adapt.

After the second meeting in Chorley, only two teachers volunteered to participate in a peer observation project after a working session on how to implement peer observation.

The first steps towards peer observation have been implemented at CVO Antwerpen. They tackled some topics before starting observing classes. The teachers looked at each other's exams and commented on them using a checklist. They also reviewed and commented on the teaching materials. After that, they discussed and gave feedback on the results of each other's students.

Thirteen CVO Antwerpen teachers took part in different workshops about communication and organisational culture during the final CODIGO meeting in Antwerp.

Peer observation is on the priority list in next year's professionalisation plan for the modern language department.

CZECH REPUBLIC

For the teachers in our institution the concept of peer observation was quite new. It was used mainly for new and/or less experienced teachers to introduce them to the style of teaching in Educa.

To introduce this idea and also the project in general, the teachers were invited to a series of workshops which were followed by observations. The first workshop focused on different aspects of what can be observed in a lesson. The participants could also practise the feedback session in the form of a role play activity based on a video, which showed a regular lesson. The second workshop focused mainly on giving feedback. Moreover, it introduced a form to guide the observer through the stages of the observation and also to give some background for the feedback. One of the most important outcomes of the workshops was that the teachers become interested and they were motivated to find partners for mutual observations.

From the questionnaire research (see annexe) we know, that this experience was mostly appreciated and it was seen as a positive opportunity to learn something new or to try change something about one's teaching.

This positive perception of peer observation among the participating staff gives a promising background for possible future implementation. The institution has a vision to set up a timetable in which teachers will indicate any lessons available for observations so that colleagues will be able to choose convenient times and places. Ideally, peer observation should become a normal part of every teacher's life.

GERMANY

TVV e.V. offers training courses for teachers in adult education. One modular training course is aimed at teachers with insufficient qualifications in adult education. As part of this teacher training scheme, peer observation is obligatory. Apart from this project, peer observation has been introduced in different adult education colleges, and also a guidance document created for the institutions. But peer observation was not taken up as widely as hoped. Within the project, a small number of teachers were questioned about their experience of carrying out peer observation. The majority of teachers felt that the experience of being observed was quite positive. They benefitted from tips and hints and feedback on their style of teaching. However, some of them also felt a bit nervous and feared interference. All of them, however, thought that the experience of observing was positive. All of them learned and tried out something new afterwards. They got ideas for their own teaching; had a different perspective; found out how other teachers work and adopted the good practice of others.

Crucial for peer observation is the kind of feedback that was given. If it was free of judgements, the feedback was well received. Also the experience was positive when ones own questions were discussed and dealt with. However, the experience was negative when judgments or generalisations were made. Here the TVV e.V. sees a need for related training.

SPAIN

This academic year 2013-2014 the Escuela Oficial de Idiomas de Palma has grown a lot and, as a result, there are 30 new English teachers with very little experience.

For this reason peer observation has been crucial for both new and experienced teachers. This initiative was launched by the board of the school and 40 out of 84 teachers participated in it.

The general outcome was that people were quite satisfied with the experience and the most important aspect mentioned in the evaluation questionnaires was that they had all learned something new and were going to implement it in their lessons.

Teachers participating in this experience became aware of their own teaching practice and personal performance because peer observation acted as a reflective mirror.

One of the difficult aspects mentioned in the evaluation questionnaires was that teachers in Spain are not used to being observed and some of them were reluctant. Giving feedback turned out to be not an easy task.

The institution plans to continue this project of peer observation next year, changing some aspects such as introducing peer observation to the teachers in either workshops or informative sessions. At the end of the peer observation sessions, they would have a follow-up session in order to trigger reflection to improve teaching quality.

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UNITED KINGDOM

Following the project meeting, the UK has now formally included peer observation within the existing quality frame work.

For new tutors, peer observation is strongly recommended. During the interview process, the assistant curriculum manager will introduce and discuss arrangements regarding when and how they might observe. To ensure different styles and practices are considered, tutors will observe a number of peers. This is to ensure that tutors understand the value of and recognise different teaching styles.

Existing tutors who have received a grade 3 during the formal observation process will be required to receive mentoring and peer observation to provide a clear focus for areas requiring improvement.

Positive aspects of peer observation are that new tutors feel supported and fully prepared to teach classes independently. They feel part of a team and have a sense of belonging. This also provides a good opportunity to recognise their own teaching style and how to use resources effectively.

Negative aspects can be the logistics of organising peer observation across a geographically large organisation. There is also a financial cost. More experienced tutors can feel undermined and unwilling to change their practice.

ORGANISATIONAL CULTURE AS THE BASIS FOR NETWORKING

An organisational culture is a common set of values within an organisation. To develop a positive culture, the institution must involve everybody and offer opportunities for sharing, joint collaboration, honesty and transparency with a genuine belief in it from people working at all levels. That is a difficult process. Quite often there is resistance to change. In order to change a culture within an institution, there must first be the awareness that change is needed.

Relationship between networks and organisational culture

For the purpose of the project, two approaches were considered, one by Hargreaves and one by Handy.[1]

Positive features for collaborative culture have been defined

- Working as part of a team (e.g. sharing experience, knowledge, good practise)
- Empowerment
- Ability to reflect
- Openness to new ideas and changes
- Flexibility
- Space for making mistakes
- Common goals (not only those decided by the leadership)
- Ability to contribute to the direction of the organisation
- Transparency
- Effective communication
- Clear definition of responsibilities
- Clearly stated values

In the meeting in Innsbruck, all participants completed an organisational profile developed by Handy. This is a tool for identifying the type of organisation to which the participants belong. The four models are

- Bureaucratic, which tends to be role orientated
- Organic, which is task orientated
- Autocratic, which is power orientated
- Anarchic, which is person oriented.

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[1] **Hargreaves "Changing Teachers, Changing Times" and Handy "The Gods of Management"**

Quadrant Characteristics: How is your organisation

A) BUREAUCRATIC – Role Oriented	B) ORGANIC – Task Oriented
Role and status predominate Communication up and down Decisions made by leader Answers sought/few ideas offered Dependence on leader Moderate dependence on group Low interaction High leader satisfaction	Overall task predominates Group consensus about decisions Some shared influence Solutions sought jointly High participation/high interaction More ideas generated Share satisfaction – lower leader satisfaction High dependence on group
C) AUTOCRATIC- Power Oriented	D) ANARCHIC – Person Oriented
Power/politics predominate Answers demanded/rejected Anti-participation/divide & rule Withholding of ideas High integration against Rejection of decision by group No dependence on group Low satisfaction to members and leader	Individual personalities predominate No decision by group/sharing low Individual influence Low interaction/no participation Possessiveness about own ideas Individual solutions Low dependence on group Variable individual satisfaction

The participants concluded that for a successful organisation some characteristics from each model would be present.

On an organisational level there has to be a structure, there have to be common values and a mission (web-like model). Teamwork and cross-team work are essential for effective cooperation (net model). Everybody feels responsible for what they are doing (galaxy model). It is based on rules and clearly defined processes agreed on by everybody (Greek temple).

How To Get There

The institution must involve everybody. You have to define the vision together which is a difficult process as there is quite often resistance to change. In order to change the institution, people must be aware that change is needed. It is good practise to organise workshops or meetings with the staff in order to come to a general understanding about the way the organisation should function. This should be an ongoing process.

Problems
- Lack of staff time (especially in a case of freelance teachers in the institution)
- Resistance to change
- Lack of awareness
- Previous experience might be an influence
- Priorities of individuals
- Limited working hours might lead to less or no involvement

Challenges
- Agreement on actions, objectives
- To make sure that everybody gets the opportunity to contribute

We strongly believe in the importance of networking. It benefits teachers, and supports the quality improvement process for teaching and learning.

However, the type of organisational culture defines the opportunities for networking. If there is a positive atmosphere and transparent culture in the organisation, this will enable the growth and development of internal and external networks. Conversely, if an organisation is closed and secretive, the growth and development of individuals through networking is restricted.

We believe that communication is an essential feature in the development of the networks. The institution should promote two-way, open opportunities for communication. Teachers should be encouraged to contribute.

NETWORKING

Final definition of networking and kinds of networking

Networking is establishing and maintaining beneficial relationships between individuals, groups and institutions for the purpose of exchanging information, solving problems, lobbying, sharing experiences and finding support etc.

Networks can be formal or informal or anything in between. They can range from being strictly individual to institutional, from local to international.

Usually the individual level compared to the institutional level tends to be more
- Informal
- Local and smaller
- Personal

On the institutional level, it is felt to be important to add some formal working frame or structure to the network for it to be more efficient. According to their nature, networks are dynamic. Individual networks tend to be much more flexible than networks on an institutional level.

The desire by adult education (AE) institutions to put effort into networking is often "linked to the hope that AE as a whole can be given a strong voice and that at the same time the interests of one's own institution can be better represented." (John Field)

In the case of AE, examples of networking between the institution and teachers could be
- Training courses and conferences
- Teacher conferences organised by the institution
- Events
- Regular team meetings with time allotted for networking

Examples of networking among teachers could be
- Meeting at the copy/coffee machine
- Staff room, if available
- Informal meetings outside the institution (going out for lunch, or for a drink after work, etc.)

Not so common yet is the use of digital and social media, such as
- Virtual learning environments
- E-newsletters and flashes
- Wikis and Blogs
- Facebook

Benefits of networking for teachers

- To feel included in a group. To be part of a team
- To get to know other teachers (from different fields)
- To share information about their experience
- To get insights into other methods of teaching
- To run new ideas past an interested party
- To reaffirm own beliefs
- To profit from pooling activities
- To increase resources
- To be more efficient in your work and save time

Challenges of networking for teachers

- To raise awareness among the teachers and institutions about the benefits of networking. Ideally, start with small projects so that participants will feel encouraged by good results.
- To provide room and time to network. The institution should set a good example by organising professional exchanges and social events.
- To enable teachers to use digital media by means of teacher training
- To find out good practice in other institutions and research digital platforms, experts in the field, etc.
- To be open to collaboration with other organisations to exchange expertise, materials and training

Competences for effective networking

Pre-requisites
- Enthusiasm for the subject matter
- Awareness of the value of personal contribution
- Self awareness of own strengths and areas for improvement
- Reliability, trustworthiness and confidentiality when necessary
- Recognition that it is a two-way process
- Awareness of availability of resources and what can be achieved

Competencies	Skills
Open-mindedness	Good communication skills
Flexibility	Clarity of expression (written and oral)
Ability to reach consensus	Body language
Empathy	
Diplomacy	
Ability to set clear objectives and outcomes and to moderate throughout	Organisational and time management skills e.g. arrange time, place, frequency
Technical competencies	IT skills e.g. how to use internet, blog, create distribution lists, access different platforms
Knowledge of subject matter and resources	Problem solving skills
Analytical approach	Evaluation and reflection skills
Ability to take a reflective stance	

Different models of networking

Amongst the participating institutions in the CODIGO project, there are huge differences in the networking models. What is available in each country is outlined below.

AUSTRIA

The structure of VHS is similar to the one in Germany. There is a federal umbrella association (VÖV), 9 regional associations (e.g. Tyrol) and local adult education centres (e.g. Innsbruck).

Two examples of productive networks in Austria are ÖSKO and ÖDAF.

ÖSKO (language learning network) is an Austrian language committee funded by the Ministry of Education and Culture with approx. 50 partners from different levels (kindergarden, school, university and adult education). ÖSKO is coordinated by the National Language Institute (ÖSZ) and a steering-group, consisting of one member from each level which decides on the topics they want to discuss in the bigger group.

ÖSKO has the following aims
- Monitoring: analysing developments in language policy.
- Implementation: within the partner institutions and with other partners.
- Visibility: make effectiveness visible.
- Participation: open to everybody.
- Effectiveness: innovative ideas, cooperation.

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ÖDAF (German language network) has more than 50 members from different institutions and focuses on integration policies. It supports multilingual and intercultural learning at teacher level. It tries to improve working conditions, promoting the transfer and exchange of regional and cultural studies within the international community of language teachers. It holds informal discussions ("Stammtisch") and has a journal ("Mitteilungen").

BELGIUM

Networking is a key element of an obligatory quality control system which is funded by the government. As a higher vocational education, it is necessary to demonstrate that all stipulated criteria are fully satisfied so that accreditation can take place in all the departments. This reinforces a quality oriented culture in which networking at all levels, including external cooperation, is positively perceived. Attendance at networking events is compulsory and teachers are given attendance accreditation.

There are different levels
- Teacher: Formal/informal. Internal/external cooperation (e.g. language market)

- Organisation: Training days which focus on key concepts of andragogy/ experience days (workshops, meetings and presentations where achievements are shown). They take place 2 or 3 times a year.

- Local: Meeting day - managers and teachers from different departments come together and exchange ideas. It takes place once a year, and it involves as many teachers as possible. An example topic could be blended learning.

- Regional: Learning networks are organised by the Pedagogical Counselling Service (funded by the regional government). The learning networks in adult education aim to bring together teachers and/or school managers from several CVO in the different regions of the country to work on a set theme that resonates with the strategic goals e.g. connection labour market, competence based learning and blended learning. The network decides on operational goals, associated activities and the timing.

Methodology
- Learning from each other
- Face to face discussions with peers
- Exchanging materials , experience and expertise
- Developing new materials
- Making good practices visible
- Inviting guest speakers
- Exploring external links to benefit the community

CZECH REPUBLIC

There are different networks for the various adult education centres mainly at state level. In general these networks operate on a fee paying bases and membership is open to individuals as well as organisations. A few networking opportunities also exist at regional level.

Examples of the different activities include working groups, membership meetings, training courses etc. In general, most of the centres were established quite recently (in the nineties) alongside the life-long education policy set by the government. Prior to this, adult education received no recognition by the state.

GERMANY

The Thuringian adult education association (TVV e.V.) is a network by itself. The TVV e.V. works in regional, federal and European networks which aim to create as many links as possible covering different topic areas and fields of knowledge.

Regional: There are 23 adult education centres based in the communities which are members of TVV e.V. and with which TVV e.V. works in different working groups and settings. A range of events are carried out for them. Apart from the member institutions TVV e.V. works with other educational institutions at regional level on a variety of topics.

Federal: TVV e.V. is a member of the national body (DVV e.V.). They take part in national working groups.

TVV e.V. is also actively involved in European projects and through that has developed a European partner network.

SPAIN

There are two types of networking events
- Organisational school level. At least three times a year there is a compulsory general meeting "Reunión de Claustro" in which the heads of the school provide information about the most important current events and issues. The School Council also meets at least three times a year to discuss and deal with relevant organisational issues. On an ad hoc basis (approximately every two or three years) a set of meetings called "The Market of Ideas" are held to enable teachers to share ideas and good practice.

- Regional level. There is a new collaboration between the teachers of the Official School of Languages and Secondary school teachers. This involves providing opportunities for secondary students to gain additional qualifications if their teachers have volunteered to join this network.

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There also exists a "Teachers´ Centre" that organises and provides all kinds of networks as well as support. Examples of these are teacher training courses, study groups and all kinds of collaboration between different types of schools/educational institutions. Over a six year period, teachers have to do 100 hours of in-training courses in order to get an economic incentive.

UNITED KINGDOM

There are three different types of networking events within Lancashire Adult Learning.

- CPD (Continual Professional Development) meetings are held annually in September, at the start of the academic year. It is compulsory for all tutors across all curriculums and lasts 3 hours. Tutors receive an update on current strategies and goals as well as feedback on last year´s results and funding.
- Language curriculum meetings are held twice a year and last 2 hours. These are not compulsory but tutors are strongly urged to attend. Specific language issues are discussed, tutors are updated with any changes in paper work and procedures. This enables them to do their job more effectively. These meetings provide opportunities for tutors to feel part of a bigger team which is particularly important for new tutors. Sharing ideas and good practice is always an important part of these meetings.
- Language events are held twice a year, one in the winter and one in the summer. They are very successful full day events and are opened up to all tutors from the organisation as well as neighbouring counties. Attendance is not compulsory but this is never an issue as tutors are very keen to attend them. Activities include workshops (e.g. using IT effectively in classroom, using the target language effectively etc.). Guest speakers are invited, these are usually subject experts and they provide some depth and rigour, as well as providing a theoretical and linguistic backbone.
  These events started in the language department and have spread to other curriculum areas (e.g. visual and performing arts).

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REPORT ON NETWORKING SURVEY

The aim of the survey was to ask teachers of all participating countries about their ways of networking and how important networking is for them. The survey was carried out to test the assumptions of the project.

- Teachers do not have many opportunities to exchange experience among each other
- Teachers do not have many opportunities to learn from each other
- The potential of collaboration is not used
- Schools do not always support teachers to collaborate among each other

Altogether 457 teachers answered the survey (see Table of Participants)

Table of Participants

Country	Number	Percent
Spain	45	9.8
UK	35	7.7
Germany	31	6.8
Czech Republic	13	2.8
Belgium	27	5.9
Austria	302	66.1
Subtotal	**453**	**99.1**
Without country	4	0.9
Total	**457**	**100.0**

The statistical representation of the survey is not given and was not intended, but the results offer insights into the aspects we wanted to consider. The general framework of participating institutions (size, working status of teachers, legal requirements in each country, governmental parameters etc.) had an impact on the number of participating teachers and the results. The survey gives us an interesting insight into the situation of adult education in the various countries which were also part of the discussions led during the project meetings. The results offer some hints about possible challenges to address in adult education.

Because the employment situations are so different in the various countries, we asked about the employment status of the teachers. In Table of Employment Situation it becomes obvious that in certain countries the teachers generally are fully or part-time employed (Spain, UK, Belgium) while in other countries the teachers are predominately freelance (Austria, Germany, Czech Republic).

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The survey was analysed with regard to the question whether the employment situation has an implication on the results (see below).

Table of Employment Situation

Country		Employee-freelance				Total
		fully employed	part time	freelance	no answer	
Spain	Number	42	2	1	0	45
	% of Country	93.3%	4.4%	2.2%	0.0%	100.0%
UK	Number	4	21	10	0	35
	% of Country	11.4%	60.0%	28.6%	0.0%	100.0%
Germany	Number	6	2	22	1	31
	% of Country	19.4%	6.5%	71.0%	3.2%	100.0%
Czech Rep	Number	2	0	9	0	11
	% of Country	18.2%	0.0%	81.8%	.0%	100.0%
Belgium	Number	13	13	0	0	26
	% of Country	50.0%	50.0%	.0%	.0%	100.0%
Austria	Number	27	56	195	20	298
	% of Country	9.1%	18.8%	65.4%	6.7%	100.0%
Total	Number	94	94	237	21	446
	% of Country	21.1%	21.1%	53.1%	4.7%	100.0%

European outcomes

Contact with other teachers
Teachers usually have contact with their institutions and other teachers within their school or institutions but seldom on regional or European level. Thus, 62% have no or rare contact on a regional level and 79.5% have no or rare contact on a European level.
Very unexpected, however, was that 25% of the teachers feel that they have rare or no contact in their school and institution.

Recommendation
The implementation of diverse methods to increase collaboration (organisational culture, networking, peer observation etc.) in an institution is recommended. Suggestions therefore appear in these guidelines. Furthermore it is recommended that more use be made of the European programs to establish contact among professionals in different countries.

Opportunities to meet
We also asked whether there is an opportunity to meet other teachers in the institutions (e.g. social events, teacher training etc.) and 85.7% of the teachers answered positively. However, 9.4% of the teachers said that they are not sure whether such opportunities existed and 4.9% said that there are no such opportunities. This was rather surprising,

because each involved institution offers such opportunities. It seems that not all teachers are aware of this.

Recommendation
The institution should make sure that all available opportunities to meet other teachers within their institutions are known by the teachers. Online platforms are adequate instruments to ensure this.

Interest in having contact
While some of the answers might be surprising, it is necessary to consider whether teachers are interested in having contact. For that reason we had asked "How important is contact with other teachers for you". And indeed 75.8% of the teachers surveyed feel that contact is very important. The assumption was that freelance teachers would feel a greater need for contact compared to fully employed or part-time teachers (assuming that the two latter have more contact per se) but the findings did not support this assumption.

Recommendation
Overall the contact proved to be important so institutions should offer various opportunities to meet.

Contribution of cooperation to the professional performance
The focus of the project is whether cooperation among teachers can contribute to their professional performance. The results match the previous assumptions: 68.7% of the teachers think that this applies to them considerably. This result encourages us in our project, which aims to find ways to increase cooperation. While 12% responded it would not be important /would not apply, 19.2% responded "not completely sure". We interpret this as evidence that there is a need to expand awareness about external contact and the benefits it offers.

Recommendation
The results show that investing in opportunities to collaborate contributes to the quality of teaching, therefore, institutions should not only offer opportunities to establish contact (teacher rooms, social media, conferences, workshops) but also programs to increase awareness about the benefits of the above mentioned.

Employment status:
The need for contact with other teachers is not necessarily connected to employment status. Regardless of their employment status, most teachers feel the need for contact and profit from it. The number of teachers who do not feel the need for contact could result from unawareness of the benefits linked to it.

Our survey shows that freelance teachers have the least face-to-face contact with other teachers and 70% of them feel the need for more contact. It also showed that freelance

teachers do not use e-mail communication with other teachers as frequently as their full or part time peers.

<u>Recommendation</u>
Offering opportunities for freelance teachers to interact and communicate is relevant to every institution. Social media seems to be a useful tool, but it is observed, that easier ways of contact are more suitable as a first step e.g. teachers' rooms, teachers' meeting points (once a month, material exchange platforms etc.)

Virtual learning platforms and Social Media
Virtual learning platforms are not being used to communicate with other teachers (43% never use it). Regarding the question "Which channel do you have to communicate with other teachers?" Face-to-face, platforms and social media were among the options. This was not an appropriate question to get the required information. We assume, teachers are using platforms to work, but not to communicate. Platforms could be used as a mean of communication with the students rather than with other teachers.

Blended and e-learning do not have a significance at the moment. (93% do not use it.) Most of the declared users are fully or part-time employed, while age does not seem to have any impact.

The above results for platforms correspond directly to those for social media, except for the influence of age, the younger teachers being the ones who use this media more often. The results were lower than expected: just 15.6% of the age group 20 - 30 use social media on a regular basis.

REFLECTION AND PORTFOLIOS

Reflection is the cornerstone of any programme of professional learning and development for teachers. Hence it plays an important role in peer observation, teacher portfolios and improvement in the quality of teaching and professional identity. It focuses on a process-centred approach. It is generally triggered by an issue of uncertainty and it can help teachers to face and overcome this.

Reflection can help to break down the learning barriers and unpack hidden knowledge. It helps teachers become aware of their own subjectivity and it leads to empowerment and autonomous thinking.

Reflection about teaching and learning is difficult because we all have assumptions about "ideal teaching and learning". There is a gap between ideal teaching and learning and what we are actually doing. Often we are not able to overcome that gap. As reflection allows us to question granted assumptions, there occurs a disorienting dilemma between how things actually are and the ideal. This leads to a disconnection that causes discomfort.

In this context, it is important to know the concepts of "comfort zone" and "edge-emotion" (compare Mälkki[2]). The comfort zone means that we experience comfort and pleasure as the world seems understandable. We talk about edge-emotion when prior beliefs, attitudes and values become questioned or when we are not able to understand the situation. We feel uncomfortable, we are worried and we want to return to the comfort zone.

Unrestricted reflection without barriers on our assumptions to destruct and reconstruct our values and attitudes without inhibition could result in an inability to maintain our identity and the intactness of the structures of consciousness. The edge-emotions are seeds of reflection. They are aroused at the edges of our comfort zones when our assumptions are questioned. In order to be able to reflect in a fruitful way, you have to establish a balance between edge-emotions and comfort zone.

When facing a difficult situation, you are leaving your comfort zone. It is important to remember the following aspects: you have to be aware of what the barriers are before trying to overcome them and you should be open for edge-emotions and unpleasant feelings.

A good way to stimulate teachers to start to reflect is the "reflecting team" method. It is a technique where peers reflect with each other on a shared experience e.g. on a

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training course (not a form of hierarchical reflection). This kind of dialogue enhances collaborative reflection and motivates you to continue reflecting on your own.

"Asking 'what' and 'why' questions, give us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control that we can exercise over our actions. In reflecting on 'what' and 'why' questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life."

Possible questions to start reflecting
- What is the current situation?
- What is unsatisfactory?
- What do I want to concentrate on first?
- How do I want to do this?
- Transfer to my own teaching?
- What have I learned?
- Contents/method?
- What is difficult for me?
- Pair work or group work?
- How can I use it in my lessons?

The process of reflecting in 5 steps (Dewey)
- Identifying the problem
- Considering the suggestions for dealing with the problem
- Hypothesis building
- Reasoning
- Testing i.e. confirming or disapproving the hypothesis

Reflective Cycle (Gibbs, 1988)

One method of helping teachers to reflect was the use of teacher portfolios.

What is a teacher portfolio?

A teacher or a teaching portfolio is a concise and meaningful selection of documents and materials, which reflects teaching performance. It includes teaching philosophy and methodology, objectives, strengths and weaknesses, the courses taught, planned or prepared and how assess and improve teaching. The requirements for a portfolio are to be selective, well-organized and clear.

"Teacher portfolio" is an Italian term dating from the 18th century, taken from the word "*portafoglio".* In the 20th century, Canada was the first country to use this method as a way for teachers to keep a record and review of their teaching for evaluation by managers. Teachers felt it was fairer than previous methods of reflecting their real abilities and performance in the classroom. They were called Teaching Dossiers. Later, in the USA, the name was changed to Teacher Portfolio.

How can the teacher portfolio help to reflect on the teaching performance? As it is a document that shows authentic material created by the teacher as well as evidence from other colleagues or institutions, it is a valuable tool to record professional

qualifications and successes. It provides far more information about a teacher than curriculum details.

The electronic format makes it quite accessible. Multimedia documents can be really valuable and it is more creative than the paper/folder version. It can be taken as a source or starting point to reflect on one's own performance as a teacher. It helps teachers to individually reflect on their teaching philosophy, methods and approaches, as well as reflect on their own strengths and weaknesses. If an institution is seeking a specific profile, they can easily find it through a Portfolio.

Some useful examples of current teacher portfolios

German teacher portfolio
The German teacher portfolio ("KompetenzProfil") helps to reflect on the teacher's competencies. It is used in the adult education colleges (vhs) as a means of reflection. It was created in 2008.
Background: Working with teachers is part of the Quality Management systems of vhs. Teachers' qualifications are important, but the vhs often work with freelance teachers. Many of them are native speakers but have no formal teaching qualification. As part of their professional development they are asked to fill out the teacher portfolio.
Content: CV, skills and competencies, courses and/or training completed so far, self reflection and other relevant information.
Abilities/skills: interpersonal (task orientation, role understanding), social (communication skills, conflict resolution), methodological, guidance, institutional/civic (law), professional/expertise, general (language skills, computer), initiative/entrepreneurship (marketing).
http://www.vhs-th.de/kursleiter-werden.html

Austrian teacher portfolio:
The Austrian teacher portfolio is being re-edited right now. It was developed by Thomas Fritz in 2005. It was designed as a tool for reflection in teacher training courses.

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PARTNERS AND OTHER ORGANISATIONS INVOLVED

SPAIN – coordinating institution

The Official School of Languages of Palma de Mallorca (OSLPM) is a state-run school devoted to the teaching of languages. The school forms part of quite a large network of more than 300 Official Language Schools distributed all round Spain. The OSLPM offers the possibility of studying 9 different languages: English, German, French, Italian, Arabic, Catalan, Russian, Chinese and Spanish as a Foreign Language.

Among all the Official School of Languages, the OSLPM has the biggest offer of languages in Spain and has an intake of more than 15,000 students aged from 16 to over 70 years old. More than 10,000 of our students are women and more than 1600 students are foreign students coming from very different social and working backgrounds. The OSLPM was also the first Official School in Spain offering language courses from A1 to C2 in the year 2010.

Bearing in mind that 90% of the gross domestic product of the Balearic Islands is related to tourism, the OSLPM plays an important role in the teaching and certification of different people. Apart from providing unemployed and employed people with the official qualifications and certificates required by many companies, the OSLPM has been involved in the organisation of specific language programmes for young students (aged 18 to 30 years old) and language courses for specific professional purposes (medicine, tourism). It is also starting to work with the branch of regional Government in charge of unemployment (SOIB) in order to develop specific language programmes for unemployed people. The OSLPM collaborates actively with other Spanish schools and institutions exchanging educational material and information concerning teachers' work. As regards the international work with other institutions, the OSLPM has been involved in European programmes like GRUNDTVIG.

Every year, the OSLPM hosts and organises courses not only for the staff of the school but also to teachers from other schools. The aim of these courses varies from developing methodology to the use of new technologies in the classroom.

http://www.eoipalma.com

AUSTRIA

The Association of Austrian Adult Education Centres (Verband Österreichischer Volkshochschulen, VÖV), together with its Educational Work and Research Unit (Pädagogische Arbeits- und Forschungsstelle, PAF), regards itself as a co-ordination centre for activities relevant to educational policy and pedagogics in Austrian adult education centres and also as a service centre for its member organisations, the regional associations. VÖV is the umbrella-association of 272 adult education centres in Austria, the oldest and largest institutions of adult education in Austria.

Special features of the adult education centres include the breadth and variety of courses offered (e.g. up to 60 different languages), reasonable fees, region-wide coverage, continuity of courses on offer, comprehensive view of education, flexibility and educational quality assurance.

Nationwide statistical evaluation of adult education centres in Austria first began in 1950/51. Since then, the number of courses offered has increased tenfold and the number of participants more than fivefold. Today, some 46,000 courses are offered at Austrian adult education centres, attended by almost half a million participants. These long-term educational opportunities are supplemented by 7,000-10,000 individual events every year which attract between 300,000 and 900,000 people. Both attendance figures and the number of courses on offer continue to show an upward trend and from the year 2000 a stabilisation on a high level.

Statistically, the courses are divided into seven specialised areas. The greatest number of courses is to be found in the "Language" sector, which has more than 37% of the total figure. About 700 people are employed in the organisation and administration of the Austrian Adult Education Centres, 200 of them in a pedagogical and planning capacity. Instruction is given by almost 20,000 course trainers.

The Austrian adult education centres offer about 25,000 language courses a year with up to 22,000 participants. In Vienna for instance, up to 60 different languages are taught. Most of our approximately 3,000 language teachers are employed as sessional or freelance part-time tutors and sometimes have neither a professional background nor formal qualifications. Approximately half of them are native speakers who lack contacts with local teachers. Many of them feel quite isolated as they teach in different institutions and sometimes also in geographically remote areas.

http://www.vhs.or.at/61/

BELGIUM

CVO Antwerpen is an Adult Education Centre with several campuses in and around the City of Antwerp in the Flemish region of Belgium. CVO Antwerpen is one of the largest centres for adult education certified and funded by the Flemish Government. It organises more than 700 modular daytime and evening courses per year. These courses are clustered around courses for immigrants (Dutch as a second language, ICT, other languages); formal Vocational Education and Training at the level of secondary education: Second Chance to Learn, potentially leading to a diploma of secondary education; higher professional education (ICT, accounting, etc); a range of language courses (French, English, Spanish, Italian, German, Russian, Chinese and Portuguese) and entrepreneurial training courses. CVO Antwerpen offers an increasing percentage of its courses as blended learning. The centre is, was and remains a leading player in the introduction of different types of distance learning using e-learning platforms, developing interactive content (learning objects), multimedia and video recording, social software, automated evaluation and mobile learning etc. The centre employs a team of ICT staff and course designers to support the implementation of its distance education.
The main campuses offer an open learning centre, providing facilities for intake and advisory self-paced study, counselling, individual tutoring and study groups.

CVO Antwerpen also subcontracts for external partners (e.g. police academy and the regional employment agency) and is providing formal education to inmates in the Antwerp penitentiary.

From September 2012 onwards, the language department of CVO Antwerpen is expected to grow considerably. The timing for this project on collaborative professional development for language teachers could hardly have been better. Although there already is a culture of working together and sharing material and experiences in CVO Antwerpen, there is still room for improvement, especially when we consider the growth of the department which involves a lot of new teachers. We are happy to share our experiences with the other partners. We will pilot the experiences from other partners, new approaches and products developed throughout the project and adopt the outcomes. Evaluation and dissemination, full contribution to the project and hosting the last meeting are the other responsibilities of our CVO as a partner in CODIGO.

http://www.cvoantwerpen.be/home/

CZECH REPUBLIC

EDUCA – vzdělávací centrum is a rather small private school based and functioning in the field of lifelong adult education. Educa prepares and organises trainings in languages, IT, accountancy and taxes and soft-skills etc.

One of the main activities is the preparation and delivery of various language courses and trainings, translating and consulting services. The centre uses modern, communicative methods of learning. Educa has experience of using European Language Portfolio and its methods of teaching/learning, assessment and self-assessment, also flexible teaching/learning and other methods such as suggestopedia, multiform teaching etc.

Educa is certified by the CZ Ministry of Education. It provides accredited courses for teaching professionals and qualifications. As such, it has the authority to award qualification certificates with nation-wide validity for courses such as Basic PC Operation, PC Operation, Accountancy, Tax Records, and a number of other courses, such as "hands-on" or PC-based courses for Primary and Secondary school leavers, with or without English language modules.

We have also participated in different projects and have a broad experience in teaching Czech to immigrants and asylum seekers.

The broad spectrum of its students ranges from secondary school learners to senior citizens, and from professionals to unemployed. Educa is prepared for ISO quality certification and is very much interested in quality management topics. The centre has experience in national and international projects. The staff and teachers participated in several projects including Sokrates, Grundtvig, in Leonardo mobility projects and Lingua. Educa is a member of the Czech Chamber of Commerce, the Czech Association for Adult Education, and the Association of Teachers of English of the Czech Republic.

http://www.educa-jbc.cz/cz

GERMANY

The Thuringian Association of Adult Education (TVV e.V.) is the regional umbrella organization of the 23 adult education centres (Volkshochschulen) located in the communities and major cities of Thuringia. Each year, the adult education centres offer courses for more than 100,000 learners. They employ almost 4,000 teachers and trainers. The TVV e.V. has currently 14 employees.

As an umbrella organisation, we provide a range of services for our members, including lobby work. In a broader sense, we aim to promote adult education in general and in political, cultural and professional terms. We are involved in the implementation of lifelong learning by raising awareness among the wider public and by working on the basic conditions for its success. We carry out pedagogical work in the fields of
- Politics, Society, Environment
- Career, Data Processing
- Languages
- Health Care
- Arts and Culture

- Basic Skills, School Degrees, Literacy

We also offer train-the-trainer courses.

Since 2000 we have been actively involved in projects on a regional, national and European level. We carry out projects both as coordinator and as partner, including projects in European programmes like GRUNDTVIG or Daphne. Areas of expertise include integration of migrants, basic skills, language learning and professionalization of adult education.

TVV e.V. has developed two European Language Portfolios (one for migrants) and is working on their implementation nationally. TVV e.V. was the coordinator of the Learning Partnership Quali-T which was selected "Example of good practice" by the German National Agency. The project had a focus on improving the quality in language teaching and learning.

We are also an authorised centre for a range of examinations.

The TVV e.V. is associated with a wide network of institutions in Thuringia, in Germany and across Europe. We work with regional ministries, adult education organisations all over Germany, schools, the Thuringian teacher training school, social partners, publishers, chambers of commerce and political representatives etc.

www.vhs-th.de
www.facebook.com/vhs.thueringen

UNITED KINGDOM

Lancashire Adult Learning is the adult education service for Lancashire County Council, a large local authority in the north west of England. The service provides a broad adult learning programme across the county of Lancashire which includes targeted and public courses in many curriculum areas and work-based training, and which is funded from a mixture of public subsidy and fees charged to learners and organisations. Provision is delivered in three adult colleges, in over 300 community venues and on employers' premises, and includes long and short part-time courses, individual training programmes, and residential courses. The service employs approximately 700 staff and in 2013/14 recruited over 30,000 learners. The service has a large modern foreign languages programme that includes part-time weekly courses in many languages from A1 to C1+ including Spanish, Portuguese, Italian, French, German, Greek, Russian, and Mandarin. It also provides short intensive residential language courses, provision in some community languages such as Urdu and Polish, British Sign Language (BSL) at all levels, and bespoke language course for businesses. The service also provides a wide

range of ESOL (English for speakers of other languages) provision targeted at people with migrational backgrounds.

The role of Lancashire Adult Learning in the partnership will be to
- Host one of the six meetings which will focus on the theme of peer observations
- Contribute fully to the development of all outcomes and products
- Share information on current practice in relation to collaborative professional development
- Pilot approaches and products developed through the project within the organisation
- Use the outcomes of the project to enhance collaborative professional development within the organisation.
- Contribute fully to the evaluation of the project
- Disseminate the outcomes of the project internally, to partner organisations , and regionally and nationally

http://www.lancashire.gov.uk/acs/sites/adult-learning/

CODIGO

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ACKNOWLEDGMENTS

Guidelines for Collaborative Professional Development for Language Teachers

ANNEXE

Questionnaire for teachers: networking needs for professional use

Please take 5 minutes to answer the following questions regarding contact with teachers / institutions.

1. In which country are you teaching?

   ❑ Spain   ❑ UK   ❑ Belgium

   ❑ Germany   ❑ Czech Republic   ❑ Austria

2. Do you have contact with teachers

	Often	Sometimes	Rarely	Never
in your school/institution	❑	❑	❑	❑
on a local level	❑	❑	❑	❑
on a regional level	❑	❑	❑	❑
in Europe	❑	❑	❑	❑

Comments:

_____

3. Do you teach blended / e-learning?

   Yes ❑ If yes, what_____   No ❑

4. Is there an opportunity to meet with other teachers in your institution (e.g. social events, teacher training)?

   Yes ❑   No ❑   I do not know/I am not sure ❑

   Comments: _____

   If yes, how/what?

   _____

5. How important is this for you? Please mark 1-5. 1 = very important; 5= not important

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

Does not apply ☐

Comments: _____

6. Does contact to others contribute to your professional performance? Please mark 1-5. 1 = very important; 5= not important

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

Does not apply ☐

Comments: _____

7. Which channels do you have to communicate with other teachers and how (often) do you use them?

channels	Does not apply	Weekly	Monthly	Occasionally	Never	How important is it? Please mark 1 to 5. 1 = very important, 5=not very important
face to face						
Virtual learning platforms (e.g. Moodle)						
Social Media (e.g. Facebook, Twitter)						
E Mail						
Telephone/skype						
Other, please name:_____						

Please provide us with some statistical data

8. How old are you?

   ❑ 20 – 29   ❑ 30 – 39   ❑ 40 – 49   ❑ 50 – 59
   ❑ 60+

9. Are you

   ❑ Female   ❑ Male

10. Are you

    ❑ Fully employed   ❑ Part time employed
    ❑ On a contract/freelance

11. Which languages do you teach?

    _____

12. Can we come back to you for more details? If yes, please enclose your name, email or telephone number and institution.

    _____

Thank you very much.