



Contextualised CPD: using video to develop teachers' 'Professional Vision'

Ben Beaumont
Head of TESOL Qualifications
Trinity College London

15th June 2019

Session overview

1. Identify 'Professional Vision'
2. Suggest ways in which video can support teachers' development of professional vision
3. Review some of the free video resources available to support teachers' professional vision
4. Suggest ways forward for further teacher support

Professional Vision

Professional vision is the theoretical, practical and contextual knowledge that an expert practitioner brings to a particular situation.

“...socially organized ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group.”

Goodwin 1994: 606

1. *Coding*, which transforms phenomena observed in a specific setting into the objects of knowledge that animate the discourse of a profession;
2. *Highlighting*, which makes specific phenomena in a complex perceptual field salient by marking them in some fashion; and
3. *Producing and articulating material representations*

Coding and articulating

“All **vision is perspectival** and lodged within endogenous communities of practice...

An archaeologist and a farmer see quite different phenomena in the same patch of dirt (for example, soil that will support particular kinds of crops versus stains, features, and artifacts that provide evidence for earlier human activity at this spot).”

Goodwin 1994: 606

Classroom setting:

A teacher educator or teacher manager will see different things in a classroom observation to an new/early career teacher.

“...teachers’ professional vision involves the ability to notice and interpret significant interactions in a classroom.”

Sherin 2001

In the beginning...

Video was used to study teachers' professional vision and what it was (Sherin 2001). Teachers were asked to look, retrospectively, at short excerpts of video that they had collected of their own teaching, or the teaching of others. They then said why they did the actions they did.

Then...

Video was used in training to *develop* teachers' knowledge, skills and reflective practice through video clubs (Sherin 2007), pre-service teacher education (Beaumont & Compton 2013, Seidel & Sturmer 2014) and in-service teacher CPD.

1. Describe
2. Explain
3. Predict classroom situations

Coding questions 1

Task 1:

Contrast quality/management lesson observations with observations for certificate or diploma ELT qualifications. Identify two specific similarities and two differences in what the observers are looking for.

Coding questions 2

Task 2:

Consider these stages from the EAQUALS teacher development Framework. How are these manifested in teacher behaviour?

Development Phase 1

Knowledge of

- some possible ways of organising lessons and varying activities
- a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners

Development Phase 2

Knowledge of

- various possible teacher and learner roles, and some effective lesson management techniques
- the rationale and options for planning lesson stages in different logical sequences

Development Phase 3

Knowledge of

- the principles and techniques of materials and test design with reference to various teaching contexts
- a wide range of strategies for fostering learning opportunities to develop and sustain learner autonomy

Coding questions 3

Task 3:

Consider setting up a 'back-to-the-board' activity with a group of mixed intermediate learners who have never done the activity before.

Coding

1. How many stages are there in the initial explanation?
2. Do you agree?
3. Which stages of these stages do you see in video?
4. Watch again. Identify two good things and one area for development. Don't tell peer.

Highlighting

5. Tell each other what these are

Producing and articulating material representations

6. Why were these your favourite. Why areas for development?

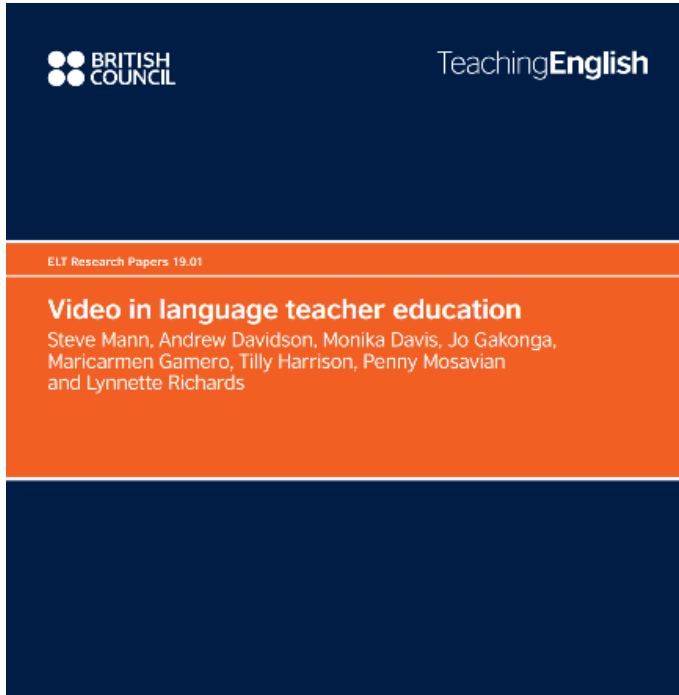
Coding and producing implications

Think about the examples of manager/trainer, EAQUALS criteria and the 'back-to-the-board' activity.

What are the training and school implications of this in terms of:

1. management support;
2. working on teacher education courses; and
3. generic teacher development?

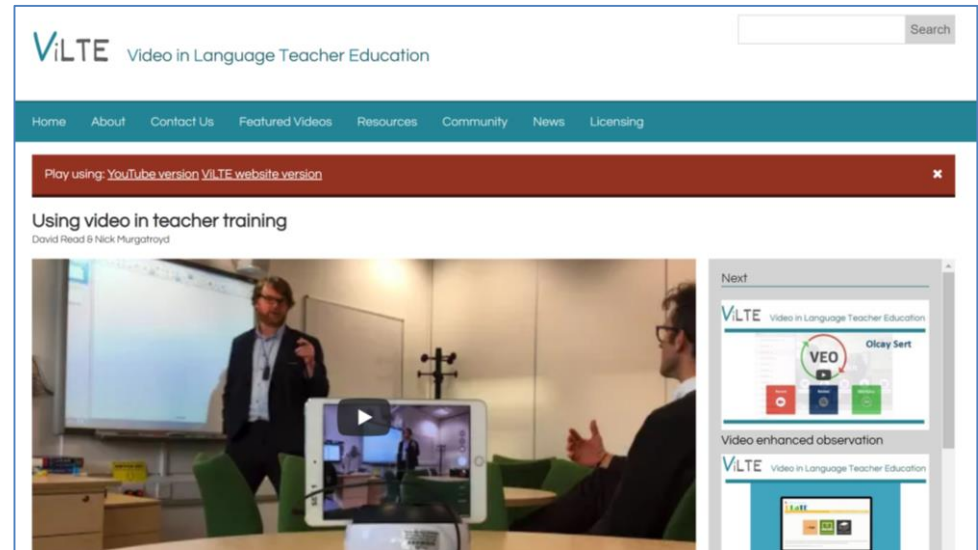
Videos in Language Teacher Education



BRITISH COUNCIL TeachingEnglish

ELT Research Papers 19.01

Video in language teacher education
Steve Mann, Andrew Davidson, Monika Davis, Jo Gakonga,
Maricarmen Gamero, Tilly Harrison, Penny Mosavian
and Lynnette Richards



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Using video in teacher training
David Read & Nick Murgatroyd

Next

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Video enhanced observation

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<https://vilte.warwick.ac.uk/>

Trinity's journey for teacher education resources

1. Trainer training and standardisation
2. Videos of different teaching contexts
3. Lesson reports on teaching
4. Interviews with expert practitioners
5. Worksheets to guide observations of lessons (ongoing)

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TYLEC: Summary lesson feedback
 Roisin ELI (5-6-year-olds) lesson

	Strengths	Areas for consideration
Lesson planning / aims	Clear, age-appropriate aims: food vocabulary and focus on talking about foods that you like / asking for food.	/

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Teaching Young Learners
 Video observation worksheet: Year 5 APP Gandia

This worksheet accompanies the 'Year 5: Spain' YL class, filmed at APP Gandia.

0:00 - 3:00	Starting the class & eliciting language	8:50 - 17:40	Seating, setting up activities
3:00 - 6:40	Eliciting language	21:35 - end	Closing and lesson reflection
7:40 - 8:50	Instructions & grouping		

Before watching the video

Q1. Make a short list of potential challenges you might encounter when teaching young learners.

Q2. Who generally uses the board in the classroom? For what purposes? Make a list of three.

Q3. Tick three factors from the list below which you consider to be important in the YL classroom. Then rank these in order of importance.

<input checked="" type="checkbox"/> Factor	Ranking
<input type="checkbox"/> 1. Classroom management	

ought could be given to settling and stirring s. There were a lot of high-activities at the start of the and low energy at the end. during activity might have re effectively placed before play, as it settled the and would allow the to set up the tables while re busy colouring. This so result in a more d role play to round off the using their colourful menus.

ids that arose were fed in sson but might benefit re repetition for correct

Free online resources for teacher development

- 'General English'
- Assessment literacy
- Teaching young learners
- Teaching teenagers
- Teaching online
- UK ESOL
- Teaching phonology
- Teaching grammar
- General English
- HEI-based EAP
- Getting feedback
- Developing listening skills
- Becoming a teacher educator
- Global Englishes
- Equality in ELT
- Finding work
- Diagnostic assessments
- Example assessments for Trinity's TESOL qualifications
- ...

www.trinitycollege.com/tesol-centre-resources

Feedback from teachers and trainers

1. “I think putting these questions on the last slide in your powerpoint, for example, would be a great way to see how the students felt about the lesson over a myriad of levels.

1) What was easy?

2) What was difficult?

3) Favourite part of the lesson? / Least favourite part?

I am going to try this with my next observed and see what kind of feedback I get.”

2. “Those videos will certainly help me plan better lesson and select activities with more caution.”

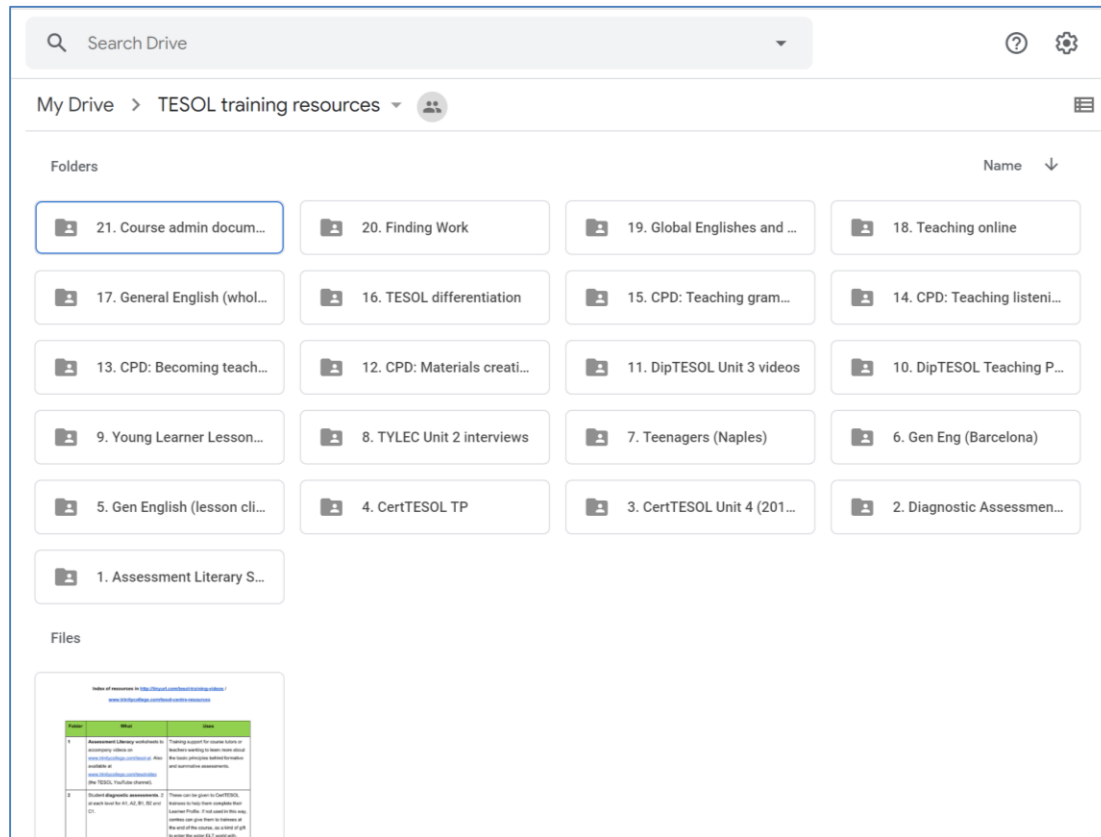
3. “The videos are really helpful in helping teachers see how teaching is different in different contexts – the fact they’re filmed in different countries really helps.”

Index of materials

Folder	What	Uses
1	<p>Assessment Literacy worksheets to accompany videos on www.trinitycollege.com/tesol-a1. Also available at www.trinitycollege.com/tesolvideo (the TESOL YouTube channel).</p>	<p>Training support for course tutors or teachers wanting to learn more about the basic principles behind formative and summative assessments.</p>
2	<p>Student diagnostic assessments. 2 at each level for A1, A2, B1, B2 and C1.</p>	<p>These can be given to CertTESOL trainees to help them complete their Learner Profile. If not used in this way, centres can give them to trainees at the end of the course, as a kind of gift to enter the wider ELT world with. Centres should also feel free to use them for any other purpose (e.g. adapting them for their own 'actual' diagnostic assessments).</p>
3	<p>5 x CertTESOL Unit 4 interviews (videos, materials and marksheets with rationales)</p>	<p>Training to introduce CertTESOL trainees to the Unit 4 interview and to help them understand what to expect.</p>
4	<p>4 x CertTESOL Teaching Practice videos. 1 x TP3, 1 x TP4 and 2 x TP</p>	<p>For trainer training and for use in input as appropriate</p>

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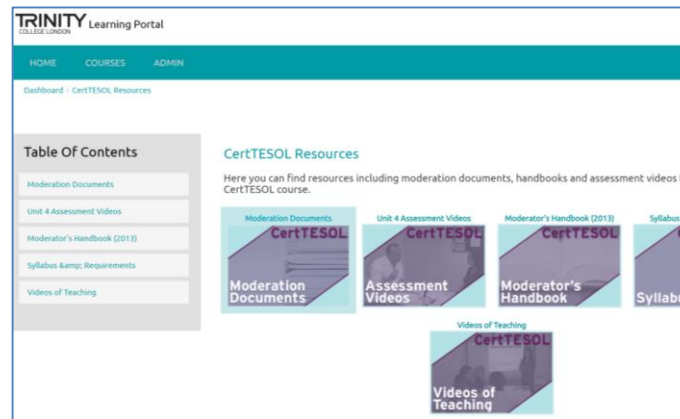
Resource site



www.trinitycollege.com/tesol-centre-resources

What next?

1. Continue to film videos to support teacher development.
2. Write up lesson reports for each classroom video.
3. Create worksheets to help code, highlight and articulate features of teaching that comprise professional vision.
4. Create a free, online portal for teachers to access videos to support their own CPD.



Your needs

What video resources would you like available to support your teachers with their professional development?



References and further reading

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ben.beaumont@trinitycollege.com

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