Develop ETCF-based Training Curriculum

Training curriculum (for a workshop, a week-long course, or a longer online or blended course) can be organized in a variety of ways using the ETCF. Several ways include:

Example 1: Single Domain Training Course

A single Domain can be used as the basis on which to organize a training course, workshop or seminar. Here's an example:

Single Domain Curriculum: Domain 1 Based on TSNA & TSA Data
Teacher Strengths and Needs Assessment (TSNA) shows that Domain 1 is an area of need among the majority of teachers. Trainers ask teachers to complete the *Teacher Self-Assessment* (TSA) of Domain 1 to determine which competencies in Domain 1 are important to work on first. From the TSA, trainers see that teachers need to develop their own proficiency (1.1a), their understanding of CEF / KNLNN levels to teach their student (1.1b), and content in English to use in their lessons (1.5). Domain 1 is chosen as the focus of a two-week training with the goals of addressing teachers' own language proficiency (from B1-B2, for example), their understanding of CEF, and their use of content for teaching English. Trainers model a content-based / CLIL approach at a B1 instructional level. Academic content (Competency 1.5) is delivered in ways that help teachers develop their own proficiency (Competency 1.1a) while they learn about the CEF / KNLNN levels (Competency 1.1b) and explore academic texts, identify appropriate texts for their student's proficiency level, and discuss (1.1a) how to use these in their classrooms.

NOTE: A two-week long training course would not be adequate to explore an entire Domain and may not be adequate to move teachers from B1 to B2.

Example 2: Integrated Domains Training Course

Two Domains can be integrated to address teachers' needs. Here's an example:

Integrated Domains Curriculum Trainer Judgement
Trainers have decided teaching methodology (Domain 2) is to be the year's emphasis among in-service teachers in the 3 provinces around their university, but they also want to instill values of life-long learning and professional collaboration (Domain 4), so they decide to create a year-long plan that integrates Teaching Methodology with Professional Attitudes and Values. They distribute the *Teacher Self-Assessment* for Domain 2 and Domain 4, and use the data to plan their course. They decide to focus on assessment (Competency 2.4) , technology (Competency 2.6), professional collaboration (Competency 4.2) and life-long learning (Competency 4.3). Trainers create a project-based learning task, asking teachers to a) find out something new about assessing their students' language proficiency (Competency 2.4, assessment) using the CEF (which is easy to find online) (Competency 2.6, using technology; Competency 4.3 - pursuing further professional knowledge on their own). Trainers create an online forum for groups of 3 teachers to share their information on assessment. Teacher groups collaborate online and face-to-face to create an assessment activity for students based on the information they learned. (Competencies 2.4, Assessment; 2.6, Technology; 4.2, Collaboration and Teamwork; 4.3, Life-long Learning)

NOTE: Blended solutions to teacher training that use both face-to-face and online modes of delivery are key to national teacher development.

Example 3: Single Competency Training Course

A single Competency can be the focus of a course, or workshop. Here's an example:

Single Competency Based on TSNA Data and Teacher Interest
Teacher Strengths and Needs Assessment (TSNA) data shows that the majority of teachers do not have basic computer skills, and can not use technology for their teaching and learning. Local English teachers have also expressed a desire to be able to use technology in their teaching. Trainers decide to design a 3-month blended training (meeting face-to-face 1 Saturday a month for 3 months, with online readings and activities over the entire 3 months) for primary teachers to address Competency 2.6 - Technology for Language Teaching. The training course has two main objectives: 1) to teach basic computer skills in the first face-to-face session and 2) to introduce simple ways to use technology to introduce new sounds, pictures (vocabulary) and texts with their students.

Example 4: Multiple Competencies Training Course

Several Competencies can be selected as the content and processes of a course.

Here's an example:

Multiple Competencies Curriculum Based on TSNA Data & Trainer Judgement
The region (DoETs and teacher training universities) decide that the focus of their Year Long in-service training is lower-secondary teachers. Lower secondary teachers are, on average, 2 levels below the expected B2 level. Trainers ask teachers to do the brief *Teacher Strengths and Needs Assessment* (TSNA) to determine which Domains and competencies to focus on. TSNA data shows that teachers express high levels of need in all five Domains. Based on TSNA data, trainers use their professional judgement to choose a focus of 5 critical needs: teacher proficiency (Competency 1.1a), lesson planning (Competency 2.2), reflecting on learner's values and prior learning (Competency 3.3), cooperation and collaboration skills (4.2), and teacher reflection (Competency 5.2). Their curriculum addresses one competency from each Domain, integrating them in a variety of ways over several workshops throughout the year, sometimes explicitly teaching the competency (such as lesson planning, 2.2) while practicing or modeling another (such as cooperation,4.2), and using reflection (5.2) to debrief what was practiced or learned. All training is conducted in English at an instructional level to build teachers' English proficiency from A2 to B1 or B1 to B2 (using CEF performance indicators in training objectives, 1.1a)