

Accreditation
UK

High quality English
language courses
you can trust...

Finding out about teaching

IATEFL 2014



IN PARTNERSHIP WITH
ENGLISH**UK**



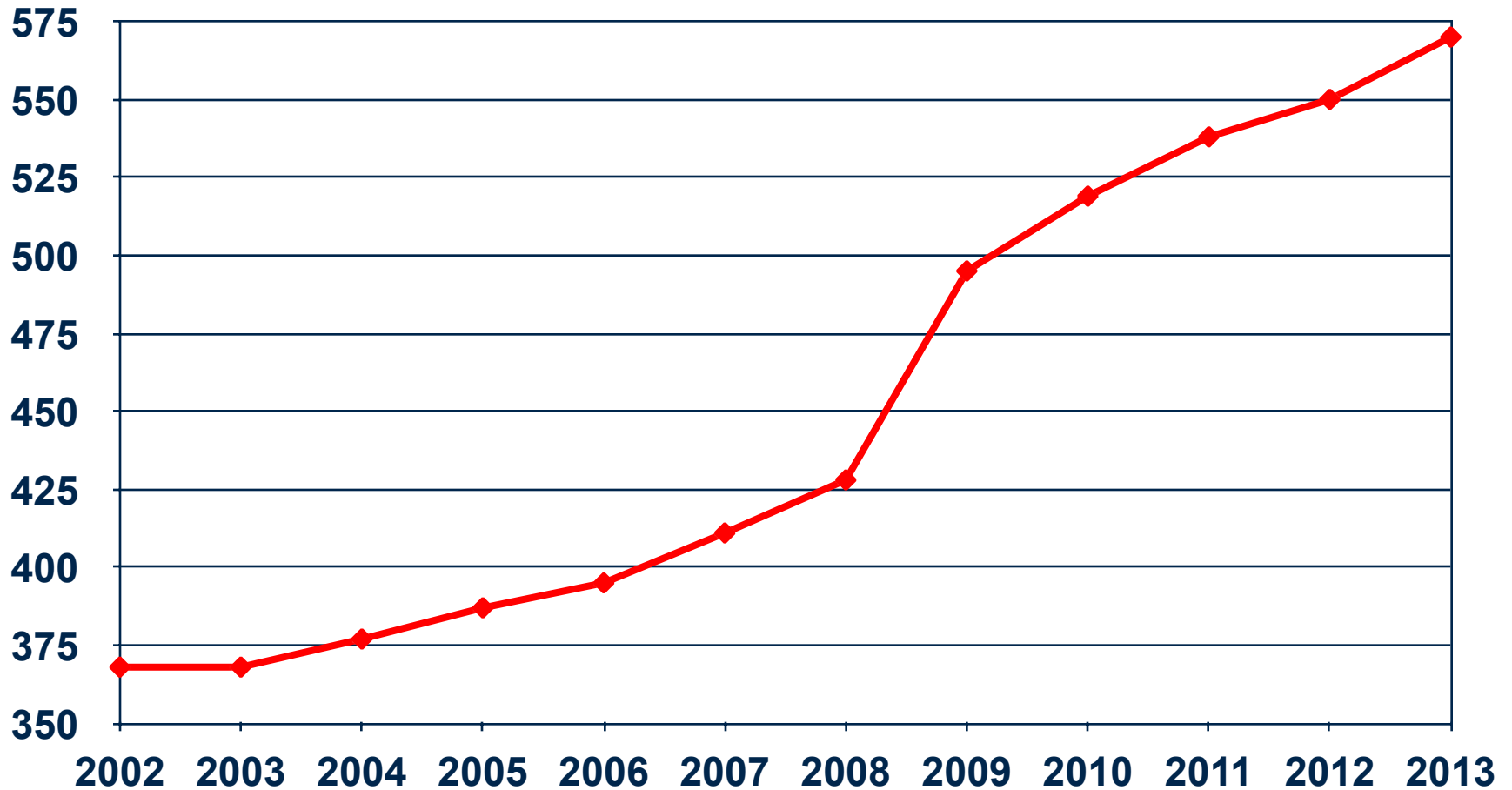
British Council accreditation

- The original quality assurance scheme for ELT
- Originally founded by the Department of Education and Science (DES) in 1957
- British Council run since 1982
- Accreditation UK brand since 2006
- Specialist inspection by ELT experts
- 600,000 international students come to the UK each year in order to study English

A worldwide reputation for academic excellence



A decade of growth



Inspection process

Rigorous inspection every 4 years:

5 main areas; 108 inspection criteria

Management

Resources and environment

Teaching and learning

Welfare and student services

Care of under 18s

Specialist additional categories

Minimum two inspectors per inspection

Teaching and learning

How do you see it?

Process not product

One off snapshot

A central paradox

We want to report on “the teaching”
not individual teachers

But we can only build up a picture of
“the teaching” by looking at the work of
individual teachers

What do inspectors look for?

1985: 10 criteria

It is not possible to list all the factors which contribute to 'good teaching', but inspectors will pay particular attention to the following

1. The shape of the lesson and evidence of preparation....whether there is a rational sequence and a logical end, rather than a matter of being 'saved by the bell'.
2. The teacher's rapport with the class Extremes of tyranny, or domination by an unruly class, are not acceptable.
3. The teacher's voice is the most important of the classroom aids; it should be clear and comprehensible. Accent itself is not a criterion.
4. Other classroom aids should fit the situation.
5. Correction techniques...should be helpful and never aggressive.
6. What are the students actually doing during the course of the lesson?
7. What is the atmosphere among the learners as they leave the classroom? – elated, dejected, bored? Does the interest generated by the lesson last beyond the bell?

Drills, grammar/translation, pair work, simulations, role play etc are not in themselves desirable or undesirable, but:

- relevant or irrelevant
- well done or badly done

Both of these criteria must be applied.

1985

Slightly wordy, slightly 'didactic'?

Non-prescriptive in methodological terms

1995

Six areas - each with a text description

2005

Five areas each with bullet points

Total of 17 individual criteria

2005

The planning and preparation of lessons (x 4)

Linguistic competence and sensitivity (x 1)

Teachers' performance (x 8)

Students (x 1)

Role and rapport (x 3)

2014

Three areas with eight criteria:

- Knowledge
- Planning
- Delivery

Knowledge

T23 Teachers will show sound knowledge and awareness of the linguistic systems of English and will be able to provide appropriate models of both spoken and written English.

T24 Teachers will be able to adapt their language to the level of the learners and differentiate between learners with different needs and learning styles.

Planning

T25 The content of the lesson will show that the course objectives and the profile of the specific students in the class have been taken into account.

T26 Lessons will be based on a coherent sequence of activities leading to relevant learning outcomes.

Delivery

T27 Teachers will demonstrate effective management of the classroom environment and resources to promote learning.

T28 Teaching techniques will be appropriate to the focus of the lesson and the needs of the students, and will include feedback and review.

Delivery

T29 Teachers will demonstrate the ability to manage learning activities and interactions effectively to engage students.

T30 Teachers will be aware of cultural differences and individual characteristics, and will show sensitivity to the group and individuals to ensure a positive learning atmosphere.

Thank you

Liz McLaren.

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<http://www.britishcouncil.org/accreditation>