



TRAINING CENTRE  
ENGLISH & MANAGEMENT SKILLS



# TEACHER AND EDUCATION LEADER PROFESSIONAL DEVELOPMENT SERIES

## TRAINER PROFILES



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## 01 CUTTING-EDGE TECH FOR YOUR CLASSROOM

Whilst Technology Enhanced Learning (TEL) is certainly not considered a new concept in the educational landscape, the rise of Covid-19 and the subsequent shift to fully online and blended models accelerated the uptake of educational technologies and methods within our schools. In doing so, developments in the application of technology to support learning has continued to accelerate with a sea of innovations and models for teachers to choose from.

This engaging workshop picks some of the hottest trends in educational technology right now and provides practical ways to implement them in your classroom for the maximum benefit of the learning experience.

### LEARNING OUTCOMES

Judiciously choose educational technologies for their classroom context.

- Practically apply a range of innovative technologies into their teaching context, including:
  - Chat GPT
  - AI image creation
  - Augmented Reality (AR)
  - Interactive whiteboards and presentation tools
  - Embedding interactive elements into your LMS or Google Classroom
  - Google Tools
  - Infographics and design tools
- Plan for integration of technologies into activity and lesson plans.
- Utilise technologies for assessment, homework and extended learning.



By the end of this module, participants will be able to:

# 02

## TOOLS FOR COLLABORATIVE CLASSROOMS

Collaboration and social connection in learning have long been supported by educational research and practice as being key to not only the development of students' comprehension of learning material, but also their application and skills-transfer in contexts which model those expected of them in wider society post-education.

Whilst this is largely well-established amongst educational researchers and practitioners, application of collaborative learning design in the classroom can be difficult due to a lack of access to practical models, strategies and activities that support the transformation of learning activities into collaborative opportunities.

This module therefore seeks to equip teachers and management with both the understanding and activity-level tools for practical application of these concepts into design of activities, lessons and collaborative modules.

### LEARNING OUTCOMES

By the end of this module, participants will be able to:

- Recognise and explain the benefits of collaborative learning in educational settings.
- Identify and implement the key components of successful collaborative learning in learning design.
- Transform existing individual activities into collaborative activities.
- Design a lesson plan which integrates collaborative learning activities.
- Develop assessment and evaluation strategies for collaborative work.



# 03

## THINKING ROUTINES IN EDUCATION



As students, we are seldom taught how to think in education, but recent developments in cognitive education have highlighted the strength of teaching students thinking routines to cultivate deeper learning of educational topics and skills.

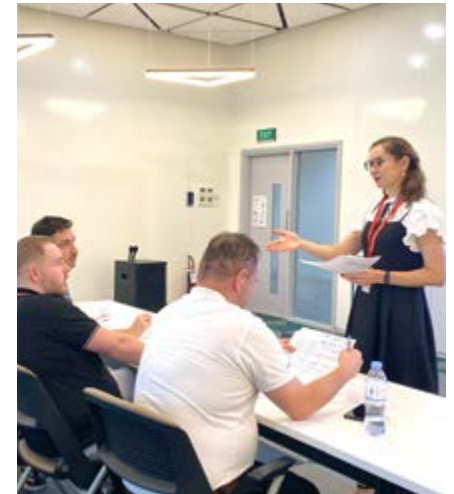
Through supporting students in how to approach new information and how they can apply new information with awareness of the process, students become equipped as better learners who maximise transferability of ideas.

This module will explore the findings of Harvard School of Education's 'Project Zero' and how making thinking visible can boost your students' creative, critical and lateral thinking skills in a wide range of contexts and applications.

### LEARNING OUTCOMES

By the end of this module, participants will be able to:

- Explain what thinking routines in education are and how they can support student development.
- Apply thinking routines to any subject to maximise comprehension and transfer.
- Analyse the teacher's role in developing thinking routines and processes in their classrooms.
- Cultivate a culture of 'thinking' in their classroom and wider school context.
- Utilise 'visible thinking' to support students' development into global citizens.



# 04

## INNOVATION IN CLASSROOM AND BEHAVIOUR MANAGEMENT



Behaviour and classroom management are often at the top of teachers' priorities. Without the right environment, learning can encounter obstacles and teachers are constantly on the look-out for ways to support the culture of learning within their classrooms to maximise class time and support student achievement.

Whilst classroom management techniques have been around since the dawn of the classroom, new insights and practises to classroom management have emerged to support the journey to the best classroom experience.

This module explores emerging approaches to classroom management and provides practical tips for their implementation into a range of classrooms contexts.

### LEARNING OUTCOMES

By the end of this module, participants will be able to:

- Define behaviour management and identify its importance in the classroom.
- Use nonverbal communication to support their existing behaviour management approaches.
- Identify alternative routes to dealing with distracted students and challenging behaviour.
- Utilise engagement as a key tool for healthy classroom cultures and behaviour.
- Recognise reinforcement approaches to behaviour management.
- Confidently plan for and teach mixed-ability classrooms through expectations of behaviour



## 05 PERFECTING SELF-DIRECTED CLASSROOMS

Self-directed learning is a term attributed to the design of educational delivery whereby students are in the driving seat of their own learning and their progression through lesson, module or course content.

Self-directed learning can therefore be seen as a method of assisting teachers ensure that all students progress at a pace suitable for their development, whilst allowing students across the spectrum of ability to access challenge in their learning whilst avoiding overwhelm. The method has been recognised as supporting teachers in their natural role of facilitators of learning - providing more time and capacity for student support whilst also encouraging organic collaboration amongst students.

This module will explore what self-directed learning is, establishing the benefits of such learning design and equipping teachers and management with the tools required to implement self-directed learning smoothly into classrooms to reap the greatest benefit.

### LEARNING OUTCOMES

By the end of this module, participants will be able to:

- Recognise and explain the benefits of self-directed learning
- Design a self-directed learning experience for their educational context
- Implement technology in self-directed learning
- Plan assessments for self-directed learning
- Analyse the role of the teacher in facilitating self-directed learning.
- Address scepticisms and common boundaries to self-directed learning



# 06

## COLLABORATIVE PEDAGOGIES IN COMPLEX CLASSROOMS



Key to the successful implementation of curriculum programming, are the pedagogies employed by teachers. Competency-based curriculums require pedagogies that enable students to be active participants in their learning and provide opportunities for them to apply their learning in practical and meaningful ways. While collaborative pedagogies are imperative for competency-based curriculums, the focus in this module is also on providing teachers with strategies to more effectively engage students in their learning.

Student engagement is the starting point for effective classroom behaviour management and supports the shift from behaviour management that is reactive and consequence driven, to proactive and engagement driven. There will be a particular focus on how to manage collaborative pedagogies with large class sizes and diverse learner cohorts.



# 07

## CRITICAL LITERACIES – TEACHING STUDENTS TO THINK, NOT HOW TO THINK

Shifting a teaching and learning context from a subject content and technical skills focus, to a competency-based context requires a significant change in how students engage with subject content. This shift is one of the single largest obstacles in moving from rote and passive learning practices to new, outcomes-based curriculum models.

While the Collaborative Pedagogies module provides a range of practical strategies and activities for teaching a competency-based curriculum, this module will look more deeply at how critical thinking is developed in students. It will give teachers an introduction to Education Psychology and learning theories that support the development of critical and creative thinking in students. The ability for students to engage critically and creatively in their learning is imperative for the educational shift from skills-based learning to competency-based learning.

A range of models will be presented to support teachers in developing critical thinking in their students. This module will support the Collaborative Pedagogies module but can also be a stand-alone module for teacher development.



# 08

## OUTCOMES- BASED CURRICULUM PLANNING – LESSON AND PROGRAM PLANNING



In this module teachers will learn how to use the Understanding by Design model for their lesson and program planning. Known as Backward by Design, this model gives teachers a practical tool to plan with outcomes as the focal point of the planning process. Teachers will be able to complete lesson and program plans in these workshops to take back to their school sites.

There will be a focus in this module on adapting planning tools to suit the context in which teachers are working. This will allow teachers to adopt a change process that is manageable and realistic for their particular work sites, resourcing level, student cohort and parent body.



### Training Approaches



Our experienced team of international trainers are equipped with an extensive pedagogical toolkit to ensure classes are energetic and dynamic, yet remain focused, practical, International and relevant to Vietnamese business contexts towards a communicative approach. Recognising the individuality of adult learners, our trainers understand the importance of varied approaches to training to get the very best out of our learners.

In our teachers and educational training courses, the modules' contents are brought alive by a wide range of activities and practices, ensuring soft skills such as group-work, public speaking and critical thinking are seamlessly woven into the learning experience and further prepare learners for real-life application of the educational administration content.

### Key Distinctions



- Interactive sessions with high level of instructor interaction and feedback.
- Real-life case studies of best practices for learning and teaching with British University Vietnam.
- Practical tips to provide teachers with actionable steps for implementing in their own classrooms.
- 100% international BUW trainers of with extensive knowledge of education and experience in providing teacher training for schools and organisations.





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