Continuing Professional Development course: Application for approval by the ELT Council

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| ELT related training |  |
| Non-ELT / ESP-related training |  |

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| Internal CPD Session |  |
| CPD Session Open for Public |  |

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| 100% face-to-face |  |
| Blended format (face-to-face and online) |  |
| 100% online |  |

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| Applicant: | |
| Licensed ELT School |  |
| Individual/Freelancer |  |

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| **Section 1** | | |
| Date of application |  | |
| Date and time of training |  | |
| Title of training |  | |
| Location of training | If the CPD is blended or 100% online please indicate the online platform/tools used and their URL/location online | |
| Contact details of applicant |  | |
| Name of applicant |  | Permit No. |
| Email address |  | |
| Landline/mobile phone number |  | |
| Name of authorised trainer/s\* |  | |

\*Please see ELT Council CPD Policy if trainer has not been authorised by the ELT Council.

The Applicant of the proposed course shall guarantee that anything used in the material and/or content provided during the course proposed herein, or made use of in any preparation and planning for the course has been lawfully obtained, and the use thereof is also in accordance with the laws of Malta. This shall apply most especially with regard to legislation regarding, but not limited to, criminal offences and contraventions, data protection, and intellectual property. The ELT Council shall in no way be responsible for any breaches thereto.

The Applicant shall ascertain that all material and/or content made use of in the preparation and subsequent execution of the course shall be obtained by the Applicant himself, and the determination of any restrictions to the use thereof shall be the sole responsibility of the Applicant. The ELT Council shall not engage in any responsibility for any issues which may arise with regard to the ownership of anything used in the material and/or content provided during the course proposed herein, or made use of in any preparation and planning for such course, including but not limited to textbooks, notes, lesson plans, online or other computer-based sources, together with any texts, images, videos, graphics or any such related content. The ELT Council shall not be responsible for any breaches to any such rights as made by the Applicant in relation to the course as approved.

**By submitting this application form, you are hereby acknowledging that you agree with the above.**

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| **Section 2** | |
| **Title of Training** | Does the title clearly and honestly reflect the structure, content and outcomes of the session? It can contain catchy, memorable phrases but in such cases, you will also need to give teachers a clear idea of what the session aims to achieve. For example, the following does not do this: Flying over their heads or landing safely? However, a subheading can clarify the title, for example: Flying over their heads or landing safely: helping learners to notice and use lexical chunks.  In case of blended and pure e-learning the title and all other details of the CPD should be made available in digital format and communicated online to the participants before the start of the CPD. |
| **Duration of CPD in hours** | Please state this clearly. Is the amount of time you have allocated enough to ensure that the planned duration of the session matches the requirements indicated by the content?  If CPD includes asynchronous e-learning work (not live) then the applicant should state the time window being given to participants to engage with the learning material online and for how long the material will be available online for revision purposes. |
| **Date of session**  **or**  **Date of commencement of course** | Please include this as unannounced visits may be made by ELT Council representatives. If a date is not provided, the course application may still be approved but the ELT Council will need to be informed prior to the start of the session/course for the course/ session to be accepted as valid for approved CPD hours.  In case of online CPD the applicant needs to define whether the sessions are synchronous (live) or asynchronous (not live). The ELT Council may ask for access to the online platform/tools being used to make a virtual visit. |
| **Course rationale and content** | Explain your reasons for offering this course/what is the marked need for this course/how this course fulfils these needs.   * Have you included an overview of the session and, if appropriate, a rationale? * For example, can you include information relating to some or all the following questions? * Why is it necessary / useful / desirable / interesting for teachers? * Has a need been identified within the school? * Is there a recent development that teachers would benefit from being made aware of? * Is there any controversy about the topic? * Have teachers themselves requested a training session about this area?   Continue by briefly describing how the session will develop (the overview), e.g. ‘a series of demonstrations followed by hands-on practice activities’, or ‘a discussion phase in which participants share their experiences of…’, or ‘an introduction in which the main issues are highlighted and discussed followed by a series of practical techniques which participants experiment with themselves. These include…’.  This section will normally be between 100-200 words. |
| **Overall course objectives** | What does the presenter/trainer aim to achieve? Sometimes these objectives will inevitably be a rephrasing of the Learning Outcomes. For example, a Trainer Objective might be: to help participants feel more confident when using an Interactive Whiteboard for visual presentations of grammar concepts, whilst a Learning Outcome for the same session might be: participants will be able to use an Interactive Whiteboard to provide a visual focus when clarifying grammatical concepts. At other times, however, they may be very different. e.g. Trainer Objectives: • To develop rapport between teachers by organising collaborative group work. • To ask learners to exchange difficult teaching experiences • To boost teachers’ self-esteem. • To help teachers experiment with, and feel more confident in using a/an (training technique, activity or resource) which many have not used before. |
| **Learning outcomes** | Do the learning outcomes focus on the participants (rather than the trainer)? Are they expressed in terms that concretely describe what the participant will or could expect to gain from the CPD session and how they will be able to apply that knowledge/skill? What will they learn or learn to do (better) and how will that help them in their work? Whenever possible, such outcomes should be expressed in measurable terms. Here are some examples: Participants will be able to distinguish between inductive and deductive presentations of grammar structures and select either depending on their learners’ learning styles and educational backgrounds. Participants will be able to reduce the amount of non-useful teacher talk and use useful teacher talk as a strategy in developing learners’ listening skills through ‘live listening’ sessions. Participants will be able to use classroom strategies to help their learners self-correct. Participants will be able to switch on an Interactive Whiteboard, use its basic functions, save work and switch it off. Participants will be able to use more advanced Interactive Whiteboard functions, namely: using images from Internet; screen shade; rub and reveal; drag and drop; hide and reveal; inserting a table. Participants will be able to give instructions in English that are clear and simple and they will be able to use a variety of techniques to check whether their classroom instructions have been understood. Participants will be able to plan lessons that use learners’ mobile phones as a resource.  It is imperative that the learning outcomes can be measured online and the output requested from participants is in digital format of the CPD is being delivered 100% online. In case of a blended CPD, this applies if there are learning outcomes covered by the online segment of the training. |
| **Learning outcomes** | Participants will compare the advantages and disadvantages of a Task-Based Learning approach and a Present-Practice-Produce approach and decide which they prefer in different situations and contexts.  Participants will explore and be able to use five strategies for motivating teenage learners.  Further suggestions:  a. Try and use verbs which can be ‘measured’, e.g. ‘will able to give / distinguish /select / reduce / use / apply / check / evaluate / demonstrate / rank / critique / decide / compare / teach / provide practice activities / develop.  b. Verb phrases, such as ‘have their awareness raised’, ‘feel more confident’, ‘be motivated’, are not easily measurable. As a ‘rule of thumb’ guide, use ‘action verbs’ such as the examples in (a) above.  c. Avoid simply listing a series of activities.  As a guideline, you may wish to limit learning outcomes to no more than three for CPD sessions lasting up to two hours. For longer sessions of more than three hours you may wish to list three to five learning outcomes.  Participant learning outcomes should be expressed clearly and made available to participants before the start of the training.  These should be purely pedagogically-related outcomes and not cover the use of technology unless the CPD is training on the use of technology. |
| **Course procedure/s** | Provide a brief description of the procedure(s) followed during the session/course.  Any procedures related to the use of online tools should be mentioned here. This should cover which tool does what and its place in the CPD. |
| **Mode of delivery**  **(tick where appropriate)** | Indicate whether the session is going to be an interactive talk, non-interactive talk or a workshop.  An interactive talk will typically contain a talk with some opportunities for pair work and/or group work, and/or opportunities for participants to respond in some way to what is being presented, including being able to ask questions during the talk (rather than only at the end). If the talk is being done online there needs to be a good online feedback system (e.g. online polling or survey system) that goes beyond the participant asking a question live or a live chat messaging system.  A workshop will typically involve participants in the use and/or production of materials or resources, or the exploration of issues with a final product, e.g. points participants have agreed upon / disagree about / believe / want to ask about / would like to recommend, etc. An online workshop necessitates good collaborative online tools and this must be clearly defined in this application.  As a guideline, if the talk is non-interactive, we recommend that you limit this to a maximum of thirty minutes, as participants’ attention tends to decrease if it is any longer. It is strongly suggested that only interactive talks are held online, otherwise the talk should be recorded and provided as asynchronous learning. |
| **General assessment procedure**  **(Please indicate how the achievement of Learning Outcomes will be assessed)** | How will you be able to determine that the Learning Outcomes have been achieved?  This may include, for example: monitoring group work; a practical product; successful completion of exercises or worksheets; self-evaluation of what participants feel they have learned; whole-session feedback from the ‘floor’; reports written later by participants documenting the effect of the session on teaching or how learning has been implemented/adapted. The application needs to provide details of how the assessment is going to be carried out online: tools/apps, procedures, recording of the grading etc. in case of 100% online CPD or if there is any online assessment in blended CPD.  Consider including a questionnaire at the end of each session, as well as providing evaluative feedback. You could also ask questions such as ‘What would you like to learn more about after today’s session?’, or ‘Are there any other topics / skills / areas you  would like to learn more about?’, thus providing a direction for extending the learning beyond the session and an opportunity for teacher-directed development pathways. Whether the CPD is face-to-face, blended or 100% online the use of online questionnaire systems is advised. Please ensure you comply with the regulations regarding the privacy of respondents. |
| **Materials and Resources used** | Have you listed and clarified all the materials and resources you intend to use? Do clarify as much as you can. For example:  Are you using any handouts? Do they come from a publication (and therefore need acknowledgement)? Have they been produced in-house? Are they your own individual handouts? Are you using PowerPoint slides/ an interactive whiteboard / puppets/ songs or  other recordings/ DVDs/ YouTube/ digital devices/ smartphones or tablets?  In case of online CPD the applicant needs to define what are the minimum hardware, software and Internet requirements for participants to successfully take part.  The applicant needs to say whether the online synchronous sessions are going to be recorded and if yes, participants need to be pre-informed.  The applicant needs to say whether recordings will be available to participants for revision purposes. |