

## A Road Map for In-House Staff Development

### Road Map

<p>A. Elementary</p>	<ul style="list-style-type: none"><li>➤ attend regular in-service and other courses organized by external agencies</li><li>➤ invite guest speakers on a one-off basis to the school to deal with specific issues</li><li>➤ participate in short in-house focused courses run by outside staff</li><li>➤ help organize induction for student-teachers and novice teachers</li><li>➤ take personal initiative to keep up to date with developments in language education</li><li>➤ invite a senior teacher (e.g. on secondment) as an observer/participant observer to give 'objective' feedback</li><li>➤ participate in community evenings especially concerning languages and cultures</li><li>➤</li></ul>
<p>B. Research based (observation and action research)</p>	<ul style="list-style-type: none"><li>➤ 'being a pupil for a day' and attending all lessons to understand better the language issues from a pupil's point of view</li><li>➤ visit other schools, or participate in exchanges, to witness alternative ways of teaching</li><li>➤ mutual classroom observation by teachers and/or video discussions</li><li>➤ school staff run school based workshops</li><li>➤ carry out surveys to collect data prior to implementing policy</li><li>➤ staff evaluate and discuss following the implementation of an innovation</li><li>➤ collect a list of references (e.g. books,</li></ul>

	videos, CDroms, web-sites) that tackle language issues
C. Hands on Experience (job enrichment)	<ul style="list-style-type: none"><li>➤ participate in co-operative teaching</li><li>➤ experience new tasks e.g. time-tabling, chairing committees, organizing examinations (rotate tasks among teachers)</li><li>➤ participate in work in progress such as a needs analysis; an appraisal scheme; the development of policies specific to issues like discipline, high achievers, children with special needs, school environment, autonomous learning, language teaching, etc.</li><li>➤ explore staff attitudes towards educational issues, and specifically language attitudes</li><li>➤ actively involving parents in educational tasks</li><li>➤ teachers work together across the curriculum</li><li>➤ teachers together organize extra-curricular events (e.g. a language soiree)</li></ul>
D Advanced	<ul style="list-style-type: none"><li>➤ organize a working party to improve particular curricular areas</li><li>➤ work in partnership with other stakeholders (eg. parents) and act as learners in the process</li><li>➤ participate in sessions to cultivate positive energy on a human level, e.g. by focusing on positive past events, team building exercises to tackle issues like mistrust and conflict, role playing to improve body language, etc.</li><li>➤</li></ul>

