English for Education Systems South Asia

HU96EDU112021 Train-the-trainer course for online teacher development

Responses to all clarification questions raised by agencies, 1 December 2021

The following clarification questions were raised by agencies, and the following answers were given.

Question 1: Regarding the trainers who will be attending. Are they currently teaching? We want to know how many hours they could be available for live face-to-face webinar input in a week.

Answer: Some participants may have full- or part-time teaching roles, or else be engaged in freelance assignments. We would anticipate one live session per week of up to two hours. To achieve the outcomes, we anticipate a course length of 30 hours, spread over 6-8 weeks, comprising live sessions and asynchronous tasks.

Question 2: Also to clarify, if we have material (off the shelf) to put towards this course, this is Background IP and we retain our rights to keep using it ourselves.

Answer: Yes, you would retain background IP of any off the shelf course used.

Question 3: We are assuming it will be possible to split the trainers by main area of training according to school level (pre, lower, or upper primary; upper, or lower secondary; tertiary). Is this a valid assumption?

Answer: No – our trainers potentially undertake assignments involving teachers of all levels – they don't specialise in any one level. It may be useful, however, for providers to give inputs to trainers that analyse any differing needs that primary/secondary/tertiary teachers may have, relating to online teacher development.

Question 4: 7.2: You mention that 'Some flexibility may be required in terms of the timings of the synchronous inputs, to best suit female and male consultants who may have to combine other personal and professional commitments.' Are you considering splitting the groups by gender?
Answer: No, we don't anticipate splitting the groups by gender. Depending on participants' preferences, we may wish to offer batches at different times of the day, conducted on week or weekend days, including the morning in South Asia.

Question 5: Summative assessment is mentioned here. Do you have a required or suggested form for that? You also mention, 'participants' performance and results' so is it

your intention to issue participants with a grade, or a pass/ fail? Or is there intended to be a completion certificate based on attendance and task completion with notes on suggestions for future development for each individual?

Answer: We would expect assessment that motivates participants to attend regularly and to complete course assignments and tasks to a high standard. It should provide participants with personalised developmental support, identify any participant who does not participate sufficiently, and/or who consistently submits weak tasks. A pass/fail approach would be fine, as would a grading system -we are happy to leave the exact specifications of this to the provider.

Question 6: Are there any specific areas of trainer development that BC South Asia prioritises over others?

Answer: The main areas of focus are given in the 'Request for Proposal' document.

Question 7: Do you still use the Trainer Framework developed specifically for South Asia, or are you using the British Council CPD Framework for Teacher Educators?

Answer: We currently use the British Council CPD framework for teacher educators, not the Trainer Framework. The main areas of focus of the course are given in the 'Request for Proposal' document. The course does not need to be aligned to the CPD framework for teacher educators, as the framework's focus is far wider than just online teacher development. However, providers may wish to consult it.

Question 8: How long do you expect live sessions to last if conducted once per week?

Answer: We would anticipate one live session per week of up to two hours. To achieve the outcomes, we anticipate a course length of 30 hours, spread over 6-8 weeks, comprising live sessions and asynchronous tasks

Question 9: Have the attendee trainers had experience of running a British Council course before with pre-prepared materials (for example, CLIL, Primary and Secondary teaching)?

Answer: Yes – most of the trainers will have delivered pre-prepared materials, such as those you have mentioned. Such pre-prepared materials typically consist of detailed, step-by-step trainer notes, and corresponding participant workbooks. The participants on the courses these trainers deliver are mainly government school teachers. Most of this delivery would previously have taken place face-to-face, not online, but increasingly we are running training sessions remotely – hence the need for this training. However, there may be a few newly-recruited trainers who have limited experience of our pre-prepared materials, though they should have seen them at least.

Question 10: Will the trainers be expected to adapt materials from a pre-written F2F course to be delivered online after this training?

Question 11: Will the trainers be expected to deliver pre-made online training courses or to create their own courses or sessions for teachers, after this training?

Answer: To answer questions 10 and 11 together, the trainers will not be expected to create online courses or materials. Typically, to deliver an online course, the British Council would give them a session plan on PPT or other platform, with trainer notes, that they would deliver. We would expect trainers to follow these PPTs to achieve the intended outcomes for the training. However, just as in f2f training, a good trainer will always find small opportunities to slightly adapt materials to suit the specific needs of their audiences, while

sticking to the outcomes. For example, they may conduct an activity slightly differently as their participants do/don't have access to the resources prescribed in the materials, or insert an extra step because they feel their participants require it, or adapt in order to best achieve the given outcomes when faced with unexpected time constraints. It may therefore be useful for trainers to at least consider some of the differences between f2f and online materials, so that they can facilitate effectively and best meet participants' varying needs.