



Personal Investment Plans

The investment plans of this title are professional not financial and are based on a model which Jane Panahy came across at an International Surgical Conference dinner at Madame Tussaud's.

Background

In September 1995, The Senate of the Royal Surgical Colleges of Great Britain and Ireland agreed the arrangements for the introduction of a unified system of Continuing Medical Education (CME) for all surgeons.

I found this model a useful starting point for introducing an adapted model for recording professional development at Oxford House College. My impression had been that very few teachers keep a record of their professional development and the surgical model would be a good starting point on which to build a similar one.

Adapted Model

The Personal Training and Development Record which we are using at Oxford House College is intended to raise awareness of the wide range of possibilities for personal development which now exists in the EFL profession and the importance of discussing and celebrating personal initiatives at the annual appraisal. It is a short synopsis of a 'year in the life of an EFL teacher/teacher trainer' and is a useful way of keeping track of activities, conferences, in-house events which teachers have undertaken.

First Phase

The record is in its first phase of development and we have not, as yet, introduced credits. These will be

discussed with staff at the second phase and will eventually be linked to the annual appraisal if staff are in agreement.

Second Phase

This would involve looking at how the model could be adopted by the EFL profession at national and, even international level. Further training and development could be validated by a British Institute of ELT, for example, or BATQI, and composed of representatives of The British Council, ARELS and BASELT. The Continuing ELT Education Programme could be audited as part of the British Council Inspection or by submission of documentary evidence of training to one of the above bodies.

Adapted ELT Model *CELTE (Continuing English Language Teaching Education)*

The majority of Senior Teachers and Academic Directors already participate in in-house teacher training and quality control programmes. Self regulation of this type is likely to lead to enhancement of the image of the profession in the eyes of the public, government and fellow professionals. It is our intention that each EFL teacher will take responsibility for the way in which he or she seeks to fulfil the recommended Continuing ELT

Education requirements. Teachers will be responsible for choosing their CELTE activities in accordance with their needs, learning methods and classroom settings.

With the rapid advances in applied linguistic research and the high demands of classroom teaching, it is a difficult task for teachers to keep abreast of relevant developments. There is growing emphasis on the need to ensure that participation in such education is documented and results in learning. We have adopted a philosophy which incorporates a system of identifying and assisting the minority who fail to participate in CELTE to the minimum level.

Who should participate in CELTE

All teaching staff, other than those in training, i.e. MA or Diploma courses, permanent and part-time teachers, Academic Directors, Senior Teachers, trained teachers working full or part time in the public or private sector should also be included.

CELTE requirements

- It is recognised that many teachers will participate in CELTE at a level in excess of the minimum recommendations and we are anxious to record this.
- The basic unit of activity is 1 hour (1 credit).

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- The initial basic minimum target for CELTE is 25 credits per year.
- There should be an appropriate mix of CELTE activities, with a recommended 5 hours being spent on CELTE activities away from the faculty/school/college (external CELTE).
- Self-access training (via the Internet, CD Rom, Video) should be included and monitored.
- Through the workings of the system and individual participation will be reviewed annually, the cycle will be 2-yearly.

Who will monitor your CELTE

After completing 2 years of CELTE activity to the minimum recommended level required, a teacher's name will appear on a list of CELTE participants to be maintained by the ELT Senate. The first list will be compiled in 2000 and it will be updated annually. You should anticipate that the list of those fulfilling the two-year requirements may be accessed by persons outside participating ELT institutions.

How to record your CELTE

There will be two forms of documentation for recording your CELTE, a diary and an annual summary sheet. The diary will be your ongoing record of your activities in which you will record the nature and duration of each CELTE activity undertaken: it is hoped a computerised version will be available. From the diary you will complete an annual summary which will be returned to the institution you have registered with.

In order to claim CELTE credits for external meetings, courses and distance learning programmes, the event must have been formally approved for CELTE purposes prior to the event taking place.

The Immediate Future

Personal training and development are still unavailable or inaccessible to too many EFL teachers, particularly newly-qualified teachers, around the world. There is a need to raise

awareness among employers in the ELT industry of the long-term benefits to their establishments which derive from motivated, multi-skilled staff.

...and Looking Back From the Future

It is the year 3000. The ELT profession is electronically linked globally.

Training and development takes place on a weekly, often daily basis at all ELT stations. Teachers attend International conferences, seminars, talks, professional swap shops via the internet or video phone. Brighton is the world headquarters for all ELT training and development, housed in a rebuilt, steel-clad West Pier.....

Jane Panahy is the Principal of Oxford House College, London. This article is based on extracts from a talk given at the IATEFL Conference, Brighton, 1997.



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