

Teaching Together: the power of professional collaboration in the ELT sector

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8th Future of English
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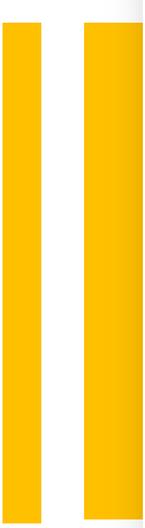
Overview

- Staff shortages
- Benefits and barriers of peer collaboration
- “Teaching Together” Initiative

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Staff shortages

Stressed out, burned
out and dropping out



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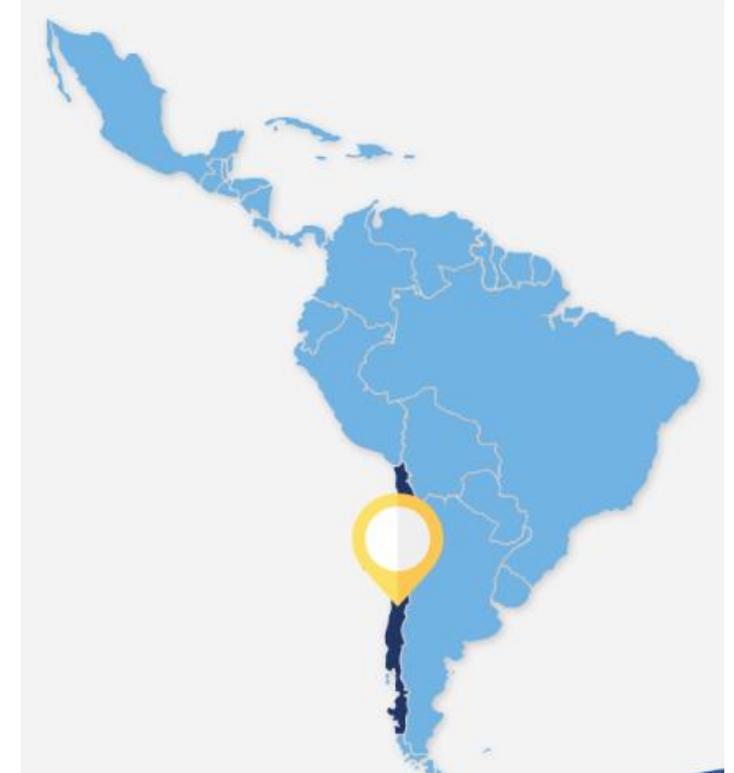
Stressed out, burned out and dropping out: Why teachers are leaving the classroom

- Colombia
 - Staff older than international average - difficulties for generational renewal. 34% > 50 yo = 1/3 teachers over the next decade*
 - Heads and coordinators: 33% > 60 yo*
 - 25 students per teacher in primary (average)



Stressed out, burned out and dropping out: Why teachers are leaving the classroom

- Chile
 - 19% shortage of teachers = 26.000 by 2025*
 - Abrupt decrease in enrolments in TTC
 - Ministerial and University authorities analyzing attraction & retention strategies



Stressed out, burned out and dropping out: Why teachers are leaving the classroom

- Argentina
 - > 1500 TTC – 60% funded by the state – some at risk due to lack of enrolments*
 - 25% novice teachers drop after their 1st year in CABA**
 - Multiple shifts – low salaries & economic crisis



English Language Teachers

- Work remotely for other countries with stronger currency
- Work in-company
- Work informally as a translator
- Easier to complement new career with high level of English Language

More difficult
to retain them
working at
schools

Strategies to address teacher staff shortage

- Provide a safe environment for staff to feel safe to speak up
- Increase compensation and benefits
- Improve working conditions
- Provide career progression opportunities
- Foster peer collaboration

How can we improve this situation?





Benefits and barriers of peer collaboration



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Time constraints

Lack of trust

Differences in teaching philosophies

Fear of being judged

Fear of change



Barriers

Increase Student Achievement

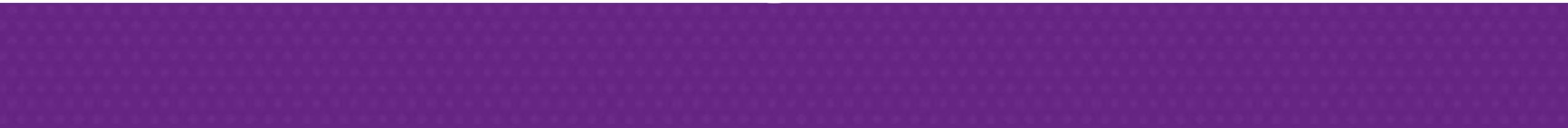
Better Resource Utilization

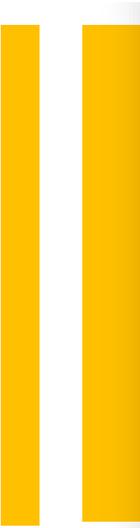
Benefits

Enhance Professional Development

Improve Teacher Morale

Sharing of Ideas & Best Practices





“Teaching Together”
Initiative in Argentina
& Chile

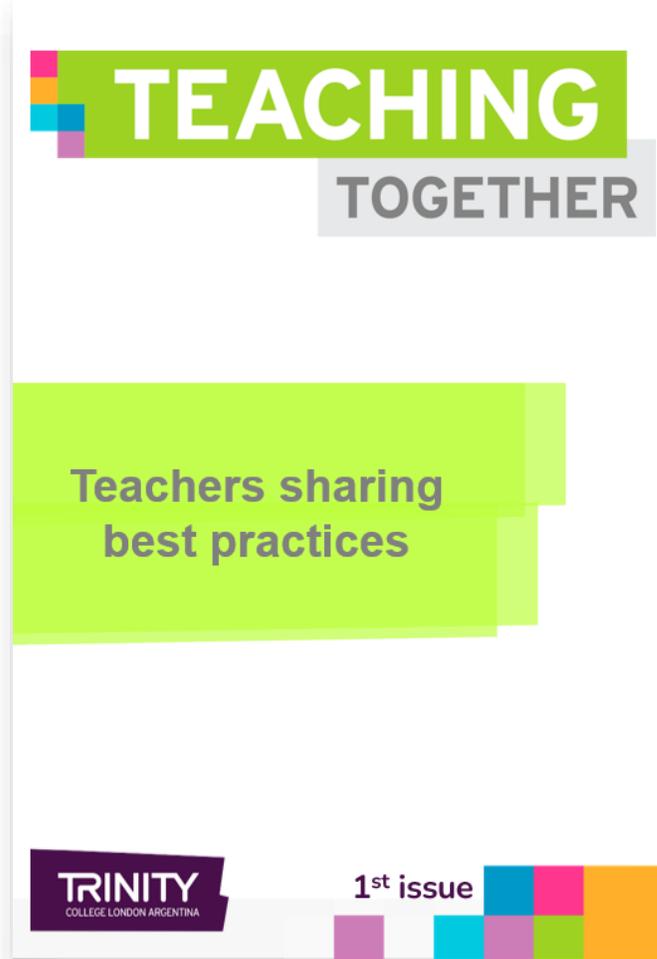
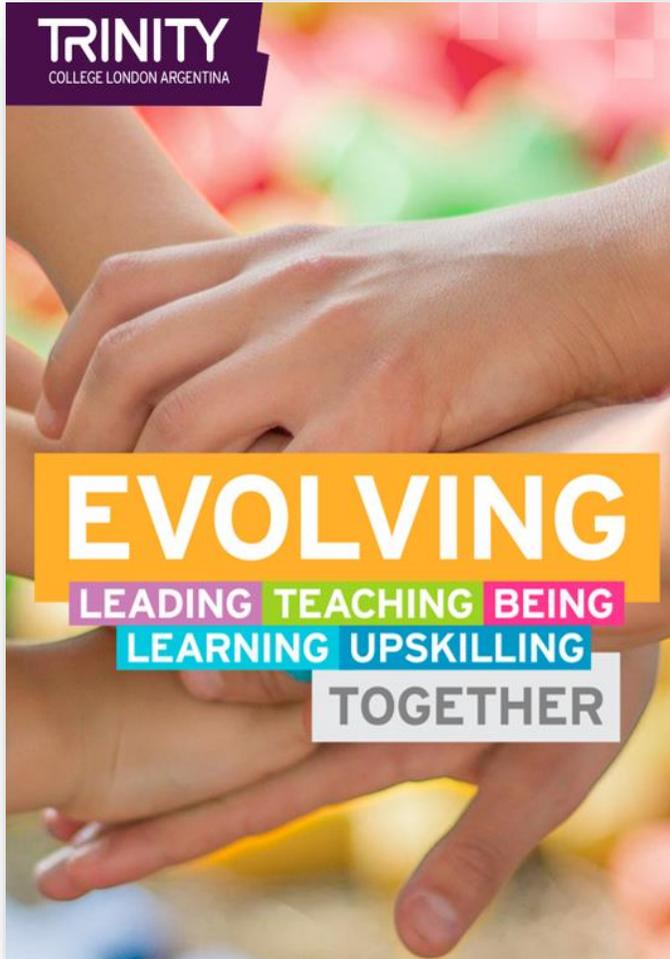


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Click below to watch the full presentation and access all videos

https://docs.google.com/presentation/d/1NH9LMsetlBqL_YPIivpWzJxAc7pZFGS3pcoS8u4POoQ/edit#slide=id.g

Reach
Investigate
Opinion
Life experience
Advice
Suggestions



Development: Through different activities (games, arts & crafts, short stories and worksheets) teacher will provide input on vocabulary and structures required for the GESE 2 on parts of the house and household possessions always relating the content in a meaningful way.

Final stage: An architect will visit the school and will share with the students the process of building a house. Finally, students will create their own model based on the designer's programme and present it orally to the class.



Denise Schkulnik (Mrs. Malki Sirota)
Teacher
Wolfsohn Tabacnic
CABA

Observations:

- When they finish practising, they can donate the items of clothing they brought to the local charity centre.
- If they don't have the item mentioned in the poster, they should create it with elements available in the classroom. (For example my students didn't have glasses so they made one with a pair of scissors)
- You can also play BINGO in groups.

They love playing games while having fun!



Mariela Delgado
Teacher
Escuela de Agronomía de Río Cuarto
Río Cuarto, Córdoba

Name: _____
Grade: _____
Exam: _____
Level: _____

TOPIC
CHECKLIST

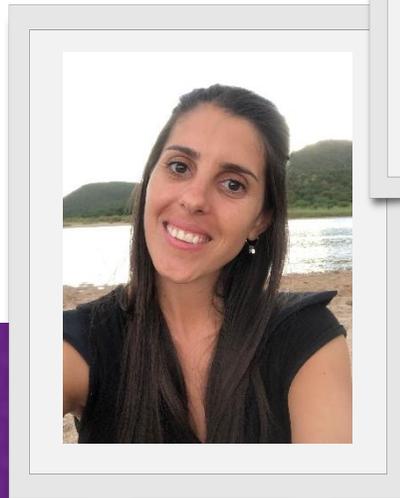
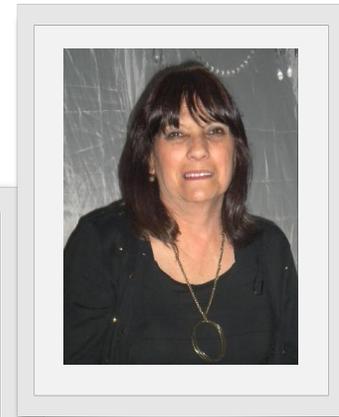
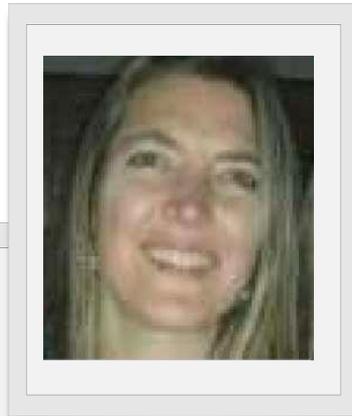
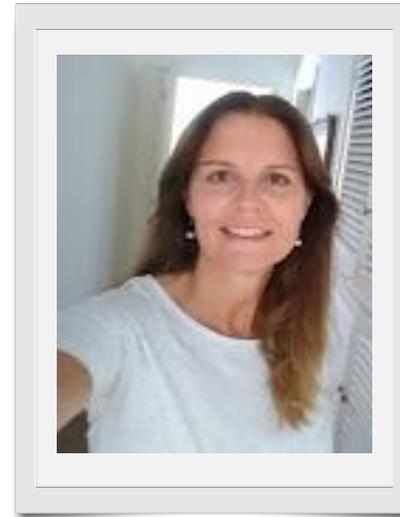
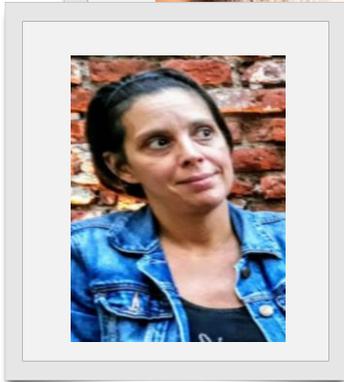
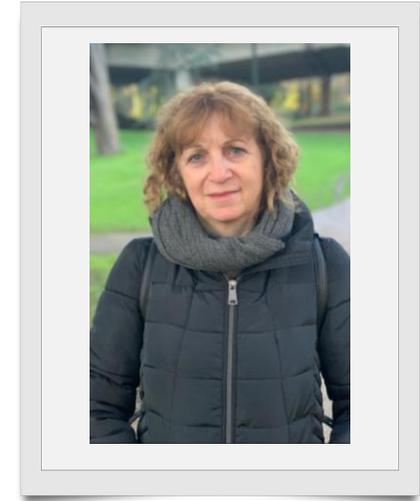
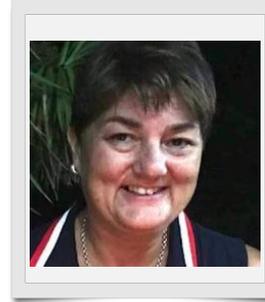
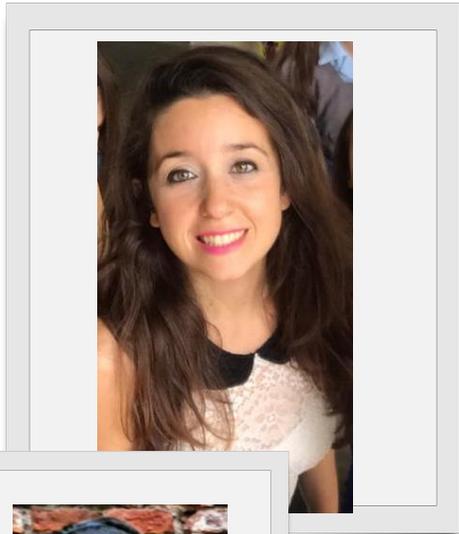
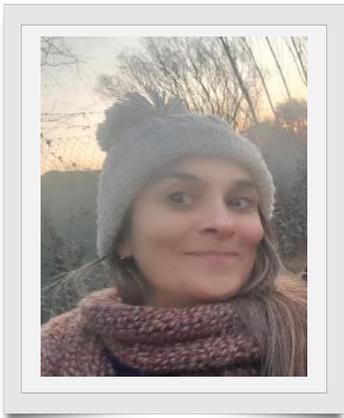
- I KNOW MY TOPIC
- I HAVE IDEAS TO TALK FOR ABOUT 3 MINUTES
- I'VE GOT A LIST OF EXAMPLES
- I CAN EXPLAIN ALL POINTS
- I HAVE MADE A LIST OF THE VOCABULARY I NEED
- I CAN USE A WIDE RANGE OF GRAMMAR
- I HAVE COMPLETED MY TOPIC FORM
- I HAVE MY MATERIALS/OBJECTS/PICTURES READY
- I CAN ANSWER QUESTIONS RELATED TO THE TOPIC
- I CAN TALK ABOUT FEELINGS AND FACTS ABOUT MY TOPIC
- I EXPECT TO BE INTERRUPTED BY THE EXAMINER
- _____
- _____

6) Masters of Trinity

Randomly invite former candidates to share their experience and expertise. Your students will capitalize from the stories told and the perspectives brought by older members of school who can narrate what it felt like and what they needed to adjust the previous year to succeed in their international exam. Especially when (struggling) students have negative preconceptions about the stress of the exam, former candidates will introduce some fresh air and encouragement that are so valuable coming from someone on their side, and not an adult.

In order to better do so, we have collected a huge corpus of stories shared on padlet by students of all times who once took their Trinity GESE and can still testify how much it meant to them. Find our example at [TRINITY_RECOLUTIONS \(padlet.com\)](https://www.trinity-college-london.com/en/trinity-recollections-padlet.com)

Hi my name is Guille. For me taking the Trinity exam is one of the greatest experiences of my life, it helped me in many aspects, it gave confidence in myself, and it made me trust in my English level. I know that maybe you must now practise online for the Trinity, but you have to think that in the moment when you are taking the exam you will have a better English level and you have to take that advantage. The experience of the Trinity for me is unforgettable and you have to make a bigger effort to have your own Trinity experience and I can assure that you will not regret



Feel free to share your ideas in the chat box and inspire colleagues from all over the world!

“Alone we can do so little, together we can do so much”

Helen Keller

Do you have ideas to share?



Thanks for attending!

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