

ADVANCING
LEARNING

Advancing Learning

Your Guide to Teacher Development

Volume 1



macmillan
education

Part of the **SPRINGER NATURE** group

A message from the Macmillan Education Academic Team

Welcome to Macmillan Education’s very first **Advancing Learning: Guide to Teacher Development!** We know how important it is for teachers to access the correct teacher training for their context, so we have created this handbook to help you navigate all the training we created in Season 3 of the Advancing Learning Academic Programme.

You will see different academic themes in our Advancing Learning Academic Programme and in the table of contents, you can click on the appropriate theme for your context. You can find webinars, café sessions, podcasts and other ways to advance your learning.

Below the contents, you should see a key to help you recognise which age group the training is most relevant for. This will be indicated by a code throughout the handbook. For example, YL for Young Learners, T for Teenagers etc.

The Advancing Learning Academic Programme is focussed entirely on you, the ELT teaching community, and we at Macmillan Education sincerely hope you enjoy using our first Academic Handbook.

As always, you can still go to **macmillanenglish.com** to find many more resources to help you advance your teaching skills as well as register for our upcoming events.

Happy learning!



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Key to teaching context

Use this key to find the most relevant content to you

- Young Learners **YL**
- Teenagers **T**
- Adults **A**
- Exams **E**
- All **All**

Looking Back at Advancing Learning Season 3

What a year we have all had. The trials we have all faced as a result of the coronavirus pandemic were, to say the least, unexpected. But as we begin to see the light at the end of this extraordinary tunnel let's take a moment to look back at some of what Macmillan Education has done to support this wonderful world of ELT.



In March 2020, it all started with the **Distance Teaching and Learning Hub**.



We also made many of our courses available for any teaching context with **Ready for any Scenario...**



Then, in August, we held our annual **Back to School** virtual conference to offer you a range of guidance and resources on teaching remotely...

... followed swiftly with the launch of Season 3 of the **Advancing Learning Academic Programme...**



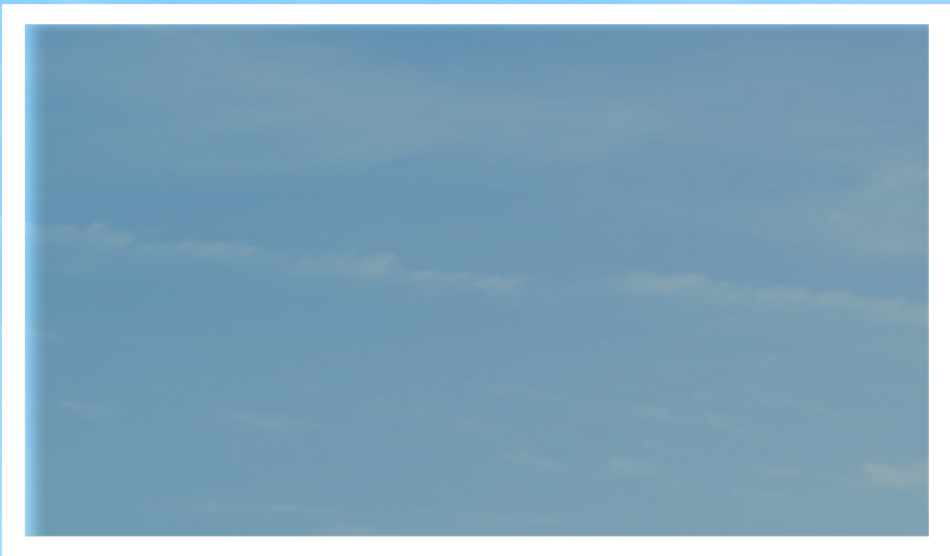
It was at this point we launched the **Insights Index**, a tool that enables us to listen to your experiences, learn about your needs, and act on this knowledge to provide you with the right solutions and tools that will inspire and support your students.



Just before 2020 closed, we wanted to end the year on a high with the **Winter Fair**, hosted by the wonderful Carol Read, Joanne Ramsden and David Spencer.



Then, to start with a bang, we hosted our very first **Global Teachers' Festival** to almost 15,000 teachers for more than 120 different countries.



A FRESH START TO ADVANCING LEARNING

Here are a few ways we reached you in the last year:





ADVANCING
Students'
Global Skills

Advancing Students' Global Skills

By **Will Rixon**,
Teacher Training and Author Relationship Manager,
Macmillan Education, UK



WHAT ARE STUDENTS' GLOBAL SKILLS?

What we call *Global Skills* have been called several things in the past decade. Some call them *21st Century Skills*, others call them *Life Competencies*, while others refer to them as *Life Skills*. To me, they all encompass the same definition: a set of skills that people need to prosper in their careers and enjoy contented lives. They include skills like global citizenship, critical thinking, social and emotional awareness, learner autonomy and creativity.

In this section we will look at many of the different parts that make up Global Skills, all of which explore the what, why and how of each.

Q&A: ADVANCING STUDENTS' GLOBAL SKILLS

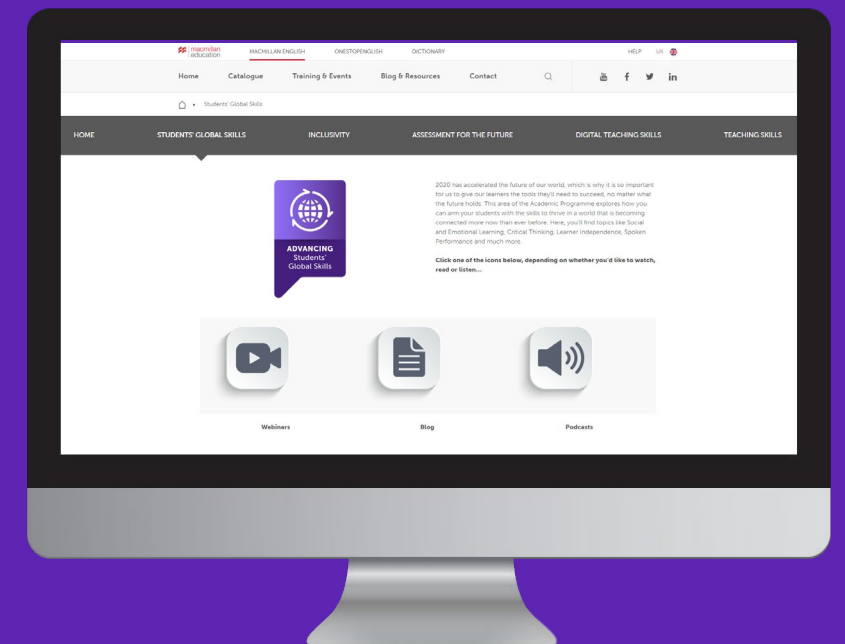
by John Cruft and Steve Tulk

In this Q&A session, John Cruft talks about the top 10 skills that will be required by employers in 2025 according to the World Economic Forum. Skills such as innovation, problem-solving, leadership, technology use, resilience and so on are certainly not new to the work space, but ELT has been revolutionised in the past decade in realising that the language classroom is an ideal environment to develop these skills. In this Q&A, Steve Tulk and John Cruft answer a range of questions on how to integrate these skills into your class.

CLICK
THE VIDEO
TO WATCH
THE WEBINAR.

In addition to all the materials in this handbook, there is a dedicated page on the Macmillan Education website dedicated to training teachers to advance their students' Global Skills.

CLICK THE COMPUTER
SCREEN TO START
EXPLORING!



GLOBAL CITIZENSHIP EDUCATION

YL

According to Matt Hayes and Jonathan Hadley, Global Citizenship Education can be split into three different domains: Knowledge, Attitudes & Action and Skills. You might also see these as three 'stages' of Global Citizenship Education, beginning with raising awareness of communities outside of an individual, then developing skills such as collaboration and communication, and finally using that knowledge and those skills to effect change with action. How can you go about developing these in your learners of any age? Matt and Jonathan's webinars will be able to help you with that.

GLOBAL CITIZENSHIP EDUCATION: WHAT, WHY AND HOW?

by Matt Hayes and Jonathan Hadley

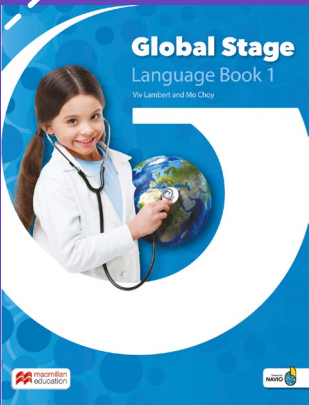
CLICK THE VIDEO TO
WATCH THE WEBINAR.



PUTTING GLOBAL CITIZENSHIP EDUCATION INTO PRACTICE

by Jonathan Hadley

CLICK THE VIDEO TO
WATCH THE WEBINAR.



Global Stage supports students' growth into caring, responsible citizens fully prepared to succeed as the leaders of tomorrow.



LEARNING TO THINK, THINKING TO LEARN

T

by David Spencer

If they are not already, our learners will soon become young adults faced with the challenges that we all face on a daily basis. Unfortunately for them and us, we are not able to give them all of the solutions to those problems.

However, as David mentions in this webinar on thinking skills, what we are able to equip them with is the ability to navigate those challenges confidently and competently by offering them opportunities to practice skills like interpreting and evaluating information, considering different viewpoints and expressing ideas.



CLICK THE VIDEO TO
WATCH THE WEBINAR.

ADVANCING LEARNING CAFÉ: SOCIAL EMOTIONAL LEARNING

T

by David Spencer

It's no secret that teachers around the world are often starved of time. The Advancing Learning Café is a series of 10-minute teacher training sessions packed with practical advice on various topics. Click the Café box to listen to David Spencer's Café session on **Social and Emotional Learning**.

CLICK THE
CAFÉ ICON
TO LISTEN.



David's brand new course, **Gateway to the World**, allows students to develop the emotional intelligence and critical thinking skills they will need for life. Take a look!



VISUAL LITERACY: TEACHING WITH IMAGES AND VIDEOS by Chia Suan Chong

T

A single image can be used to predict the content of a reading or listening text, develop creativity, or as the basis of a story for a creative writing task. However, in this digital revolution, the teacher and the student have a huge amount of video content at their disposal. It is not only a resource for us, but an environment we should be helping students navigate and get the best use of. Check out Chia's webinar to learn more.

CLICK THE VIDEO TO WATCH THE WEBINAR.

SPOKEN LANGUAGE, SPEAKING SKILLS AND CONFIDENT COMMUNICATION by Rhona Snelling

A

As Rhona Snelling explores in this webinar on confident communication, the act of speaking is not simply a mechanical skill to master. Speaking also comes with a large number of different sub-skills our learners need to be exposed to in order to become confident communicators. Tackling this in class is not only beneficial to learning, but it plays a crucial role in the development of other skills like critical thinking, lexical resourcing.

CLICK THE VIDEO TO WATCH THE WEBINAR.

LEARNING FOR THEMSELVES: PUTTING THE LEARNER IN THE DRIVER'S SEAT by Anna Hasper

T

At what age should learners start having responsibility for their learning? Anna Hasper argues that it is possible to begin developing learner independence in the early years setting and to build on those levels of responsibility as children grow up. The end result being a learner that sets goals, makes choices and decides how to meet these goals.

CLICK THE VIDEO TO WATCH THE WEBINAR.

PLACING THE LEARNER IN THE LEADING ROLE by Riccardo Chiappini

A

As you might already know, we are now making our blog available as a broadcast (audible blog articles). Click the link below to download the mp3 of an article by Riccardo Chiappini on **Leadership**.



CLICK THE ICON TO LISTEN.



Help students develop their language and visual literacy skills with **Get Involved!**



If you want to teach your adult students to express their own ideas and solutions, check out our brand new course, **Speak Your Mind!**





ADVANCING
Inclusivity

Advancing Inclusivity

By **Nathan Waller**,
Teacher Trainer MENA, Macmillan Education



WHAT IS INCLUSIVITY?

Globally, teachers are engaging with more diverse students, families and teaching situations. This creates a challenge: how to ensure inclusion for all these students, who have such wide-ranging needs and circumstances? Add to this the disruption caused by the recent global pandemic, which has primarily impacted on the inclusion of students from low-income backgrounds and/or with special educational needs and disabilities (SEND). Even without these recent events many students will experience some kind of struggle with inclusion in their learning journey at some point.

Advancing inclusivity which requires adopting a broader definition of inclusivity, beyond making sure students are involved. Stakeholders need to work together to uncover and minimise barriers to learning. By accepting and attending to students' differences and developing learning environments where students feel respected, all learners get an opportunity to reach their full potential and thrive, in school and beyond.

Q&A: ADVANCING INCLUSIVITY

by Nathan Waller

All

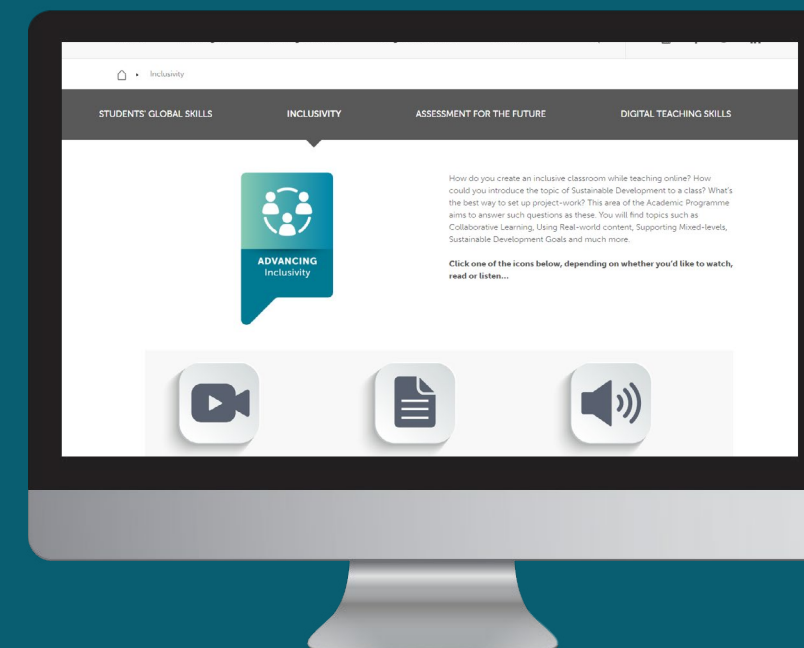
There are a lot of questions to answer when it comes to the issue of inclusion. What to do with large, mixed-ability classes? How to work with disengaged parents? How to adapt coursebook materials in order to better meet different students' needs? In this interactive session, Nathan Waller addresses these. He your other questions on inclusion, and also suggests ten practical tips for schools and educators, looking beyond the pandemic, to build more inclusive learning environments.



CLICK THE VIDEO TO
WATCH THE WEBINAR.

In addition to all the materials in this handbook, there is a page on the Macmillan Education website dedicated to training teachers to advance their skills to create inclusivity.

CLICK THE
COMPUTER
SCREEN
TO START
EXPLORING!



YL

HOW TO CREATE AN INCLUSIVE CLASSROOM ENVIRONMENT

by Nick Beare

Every one of our students is unique, with their own abilities, interests and backgrounds. Planning activities and managing classes in a way that keeps all learners interested can be quite challenging. In this webinar Nick Beare examines ways we can model inclusive behaviours through our teaching style, classroom activities and interactions with and between learners to get maximum involvement from all our learners.



CLICK THE VIDEO TO WATCH THE WEBINAR.

YL

NO LEARNER LEFT BEHIND- BRIDGE THE GAP AFTER LOCKDOWN

by Joanne Ramsden

There has been no doubt that the COVID-19 pandemic has had an impact on students' progress in learning in recent times. Reflecting on the many challenges teachers faced during lockdowns across a globe, Joanne Ramsden suggests eight practical strategies to get learners back on track and on the path to success. These include, among others, increasing cooperative learning opportunities, using more visual support and teaching students strategies to improve their self-directed or independent learning abilities.



CLICK THE VIDEO TO WATCH THE WEBINAR.

YL

LEARNING DIFFICULTIES: TIME TO GET PRACTICAL

by Alejandra Ottolina

Although neuroscience has made great progress, accommodating or modifying the learning process in order to develop a more inclusive classroom environment for neurodiverse learners remains challenging for most teachers. In this blog Alejandra Ottolina suggests simple practical strategies, tools and techniques to help you develop a more inclusive Classroom for neurodiverse learners.



CLICK THE ICON TO READ THE BLOG.

YL

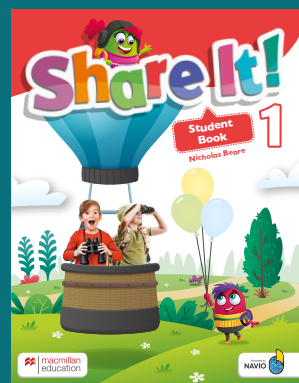
COLLABORATION IN A POSITIVE LEARNING ENVIRONMENT

by Joanne Ramsden

Creating a positive learning environment is key to helping our younger students feel welcomed and supported and to create conditions for learning to happen. One of the best ways of achieving a positive atmosphere in the classroom is through non-competitive collaboration and the use of cooperative learning activities. In this session, Joanne Ramsden looks at several practical ways of keeping students actively engaged.



CLICK THE VIDEO TO WATCH THE WEBINAR.



Share it focuses on the values of respect, kindness, and responsibility, which promote a culture of integrity and safety in the classroom.



Give me Five! is designed to engage young learners and build their learning confidence. It provides unique opportunities for participation and communication across a range of contexts.

TEACHING LOWER LEVELS by Rhona Snelling

T

Why are lower level, pre-A1 to A2 students sometimes perceived as challenging to teach? What was your own experience of learning a second or additional language? Did you feel excluded in any way? In this interactive webinar, Rhona Snelling explores what sets lower levels apart from other levels and offers tips and techniques to help you confidently approach teaching lower-level classes.



CLICK THE VIDEO TO WATCH THE WEBINAR.

HELPING STUDENTS PROGRESS: BRIDGING THE GAP AFTER LOCKDOWN by Kateryna Protsenko

A

At the height of lockdown across the world, many teachers and students struggled to adapt to new ways of teaching and learning, especially in traditionally low, or zero-tech environments. Students falling behind quickly became a very real concern and still is. In this webinar, Kateryna explores ways to keep a positive atmosphere alive in your online classes, whilst also differentiating to ensure every student receives as many opportunities to achieve as possible.



CLICK THE VIDEO TO WATCH THE WEBINAR.

UNCOVER THE JUNGLE PATHS AND COLLECT THE GOLD by Jade Blue

T



CLICK THE ICON TO READ THE BLOG.

To ensure our classrooms are inclusive, we must differentiate and cater for all our students' needs by modifying our teaching approaches and resources accordingly. In this blogcast, Jade Blue uses an analogy of a group of adventurers navigating a jungle island from different starting points. Jade shows that by teachers providing different pathways through this jungle, through offering multiple approaches to the same material, we can give all our students greater opportunities for comprehension and development.

LET'S TALK ABOUT INCLUSION IN ONLINE LEARNING by Laura Patsko

A

The global pandemic of 2020 led to an unprecedented rush to move courses online, which both highlighted and potentially exacerbated problems of access, equality and inclusion for many learners worldwide. In this session, Laura shares some of the insights, tips and surprises she has encountered in her research on immersive learning experiences (ILDx) with LearnJam, and suggests possible action points for educators to think about ways to increase inclusion in online learning after Covid-19.



CLICK THE VIDEO TO WATCH THE WEBINAR.



Get involved provides practical solutions for mixed-ability classes and Workbook exercises at three different levels of challenge so everyone can succeed!



Language Hub provides flexible practice opportunities for students through comprehensive video content and a Student's App to prepare for or consolidate classroom activities.





ADVANCING
Wellbeing

Advancing Wellbeing

By **Anna Hasper**,
Freelance Teacher Trainer & Education Consultant,
Macmillan Education



WHAT IS WELLBEING?

Looking after your wellbeing is key if you want to live life to its fullest. Wellbeing relates to how we feel, physically, mentally and emotionally, not only in our professional context but also in our personal life. To promote positive emotions and an overall sense of life satisfaction, it is important to explore different ways of enhancing a sense of wellbeing for teachers and students. Practising mindfulness and developing social and emotional skills can strengthen various aspects that contribute to a satisfied life.

Mindfulness involves directing our focus to be truly aware and present in the now. This might sound easy, but many people have overactive minds and instead of being fully present in the here and now, they are thinking about the past or worrying about the future. This can make people anxious and stressed, which is unhelpful for learning. Integrating mindfulness into the classroom helps learners to develop skills to manage everyday life stresses, in and beyond the classroom, so they feel less overwhelmed by what's going on around them. Research has shown that mindfulness techniques better equip individuals to deal with life's challenges and regulate their emotions, which can enhance both students' and teachers' overall emotional and mental wellbeing and academic performance. Mindfulness allows learners to calm themselves, regulate their emotions and refocus their attention on what matters the most in class: their learning.

People with well-developed social and emotional skills are better able to cope with negative emotions, challenging relationships and managing daily challenges. They do not only survive in life, but they also thrive! However, skills like regulating our emotions, being self-aware, socially aware and maintaining positive relationships are not innate, so patterns that enable these skills to be used actively in daily need to be developed. Increasing these skills will not only enhance people's performance in life, it will also increase the quality of our social interactions, in the classroom and beyond.



MINDFULNESS FOR TEACHERS

If we want our students to be present, first we need to be present ourselves! In the sessions below, both Sarah Mercer and Emma Reynolds focus on teacher-wellbeing - what it is, why it is so important and techniques teachers can apply to find some calm in their busy lives. Both sessions provide practical techniques teachers can use to lower their stress levels, calm their minds and return to the present moment.

MANAGING THE MADNESS: STRATEGIES TO PROMOTE AND PROTECT LANGUAGE TEACHER WELLBEING

by Sarah Mercer

CLICK THE VIDEO TO
WATCH THE WEBINAR.



FINDING CALM AMID THE CHAOS

by Emma Reynolds

CLICK THE VIDEO TO
WATCH THE WEBINAR.



FROM EXAM STRESS TO BURNOUT - IS MINDFULNESS THE ANSWER?

by Emma Reynolds

In this blog Emma highlights the positive impact of mindfulness training. She emphasises that before introducing the concept to learners, teachers first need to develop their own mindfulness practice.

 Blog

CLICK
THE ICON
TO READ
THE BLOG.

SOCIAL EMOTIONAL LEARNING IN THE CLASSROOM

THE NEW NORMAL & YOUR STUDENTS' SOCIAL EMOTIONAL EXPERIENCE

by Lina Acosta

Lina Acosta defines social emotional learning in this session before focusing on three key skills teachers can use to connect to their students. She explores how teachers can lean-in when students show emotions that might be regarded as hindering the learning process and how through reducing our expectations and showing care students' emotions can be managed more effectively.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



SOCIAL AND EMOTIONAL LEARNING (SEL) IN THE SECONDARY CLASSROOM

by David Spencer

In this session, David Spencer addresses social emotional learning (SEL) and highlights its importance in the teenage classroom. David talks about five core components; creating self-awareness, developing self-management skills, creating social awareness, developing relationship skills and responsible decision making skills. The session highlights how SEL can be incorporated in the language classroom and offers teachers practical ideas on how these key life-skills can be developed with teenagers.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



MINDFULNESS IN THE CLASSROOM

PLAYING WITH EMOTIONS, MINDFULLY

by Emma Reynolds

Emma Reynolds starts this session by going back to basics: what does mindfulness actually mean? In the rest of the session, Emma explores ways of becoming aware of our mental state by reading how our body feels and recognising these feelings. When we can read our body, we can better look after ourselves and use mindfulness techniques to react in new ways in order to create optimal conditions for learning and teaching.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

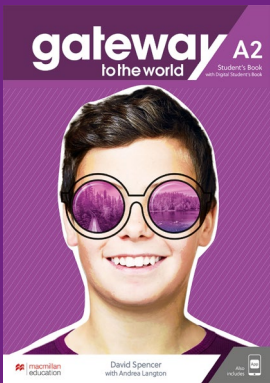


BEFRIENDING THE ANXIOUS MIND, A PRACTICAL PATH TO CALM IN THE CLASSROOM

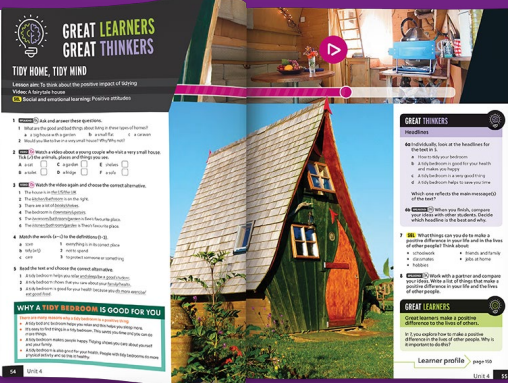
by Emma Reynolds

In this session, Emma Reynolds focuses on stress and unhelpful emotions in the classroom. The session defines stress before exploring negative emotions; where they come from and what triggers them. The main aims of the session are to identify ways that help refocus the mind away from anxious feelings and to reduce stress. Emma presents techniques that nurture a more positive outlook and enable learners to better manage unhelpful emotions in and beyond the classroom.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



The Great Learners, Great Thinkers section focuses on Social and Emotional Learning and allows students to develop the emotional intelligence skills they will need for life.



TALKING ABOUT SOCIAL EMOTIONAL LEARNING

By Will Rixton

This session highlights key points from Lina Acosta's webinar. This short podcast provides useful tips for putting these ideas into practice in the young learner classroom.



CLICK THE
CAFE ICON
TO LISTEN.



ADVANCING
Assessment
for the Future

Advancing Assessment Skills for the Future

By **Alex Tamulis**, Product and Marketing Manager,
Macmillan Education, Brazil

Grzegorz Spiwak, Head ELT Consultant,
Macmillan Education, Central & Eastern Europe

Lemmy Trujillo Contreras,
Academic Consultant, Macmillan Education, Mexico



WHAT ARE ASSESSMENT SKILLS FOR THE FUTURE?

Teachers might think that students learn what they teach, however, research has shown that teaching a concept does not guarantee that learners will recall it or be able to use it. Therefore, assessment is an important tool for teachers to gain some insight into students' learning. Assessment not only helps to measure students' learning, but it also allows teachers to evaluate the effectiveness of their teaching.

Assessment for learning (AfL) occurs throughout the learning process and aims at providing teachers with data needed to modify their delivery to help learners move forward. Assessment for learning can also be used by students to identify their own strengths and areas to work on. Empowering students to become active participants in the learning process and monitoring their own learning through AfL helps to prepare learners for their future.

Q&A: ADVANCING ASSESSMENT SKILLS FOR THE FUTURE

by Alex Tamulis

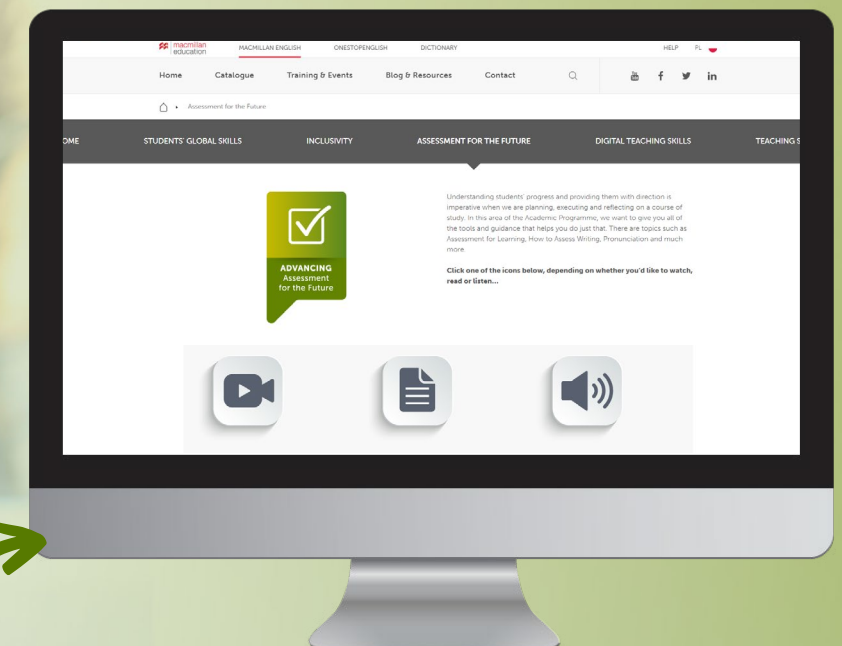
In this session Alex Tamulis talks about the differences between assessment *of* learning, and assessment *for* learning. Whereas assessment of learning takes place at the end of the learning process to measure students' overall achievements, assessment for learning is conducted throughout the learning journey and aims at empowering teachers and students for the next step in the learning journey.

Alex stresses how assessment for learning, through for example peer-assessment, self-assessment and project work, facilitates learning for life.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



In addition to all the materials in this handbook, there is a page on the Macmillan Education website dedicated to training teachers to advance their students' assessment skills for the future.



CLICK THE COMPUTER
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EXPLORING!

PUTTING TEST TO THE TESTS - ON FORMATIVE ASSESSMENT IN ONLINE TEACHING

All

by Karolina Kotorowitz

In this session, Karolina Kotorowitz emphasises that traditional tests are not the only way to evaluate students' learning and focuses on some of the drawbacks of using multiple-choice testing. This test-type, Karolina states, does not provide either teachers or learners with enough feedback to know exactly what students have learned. She explains why it is necessary to supplement traditional testing techniques with other formative assessment techniques to form a clear picture of learners' progress in the language classroom.



CLICK THE VIDEO TO WATCH THE WEBINAR.

GUIDING YOUR TEENAGERS TO BETTER WRITING

T

by Jill Carter

Preparing teenage students for writing exams can be challenging. In this blog, Jill Carter advises on how we can better prepare students for writing exams, demystifies the key assessment criteria and underlines the importance of explaining why writing exams are significant. Jill also highlights the importance of helping learners know what constitutes good writing and how they can develop their own writing. Jill provides teachers with practical suggestions to put this into practice.



CLICK THE ICON TO LISTEN.



VOCABULARY TEACHING AT B2 FIRST: CRITERIA FOR SELECTION

All

by Roy Norris

In this session, Roy Norris highlights the importance of vocabulary learning and raises awareness of the value of using the Lexical Approach in the language teaching and learning process. He also outlines the relevance of authenticity in the learning process. Roy underlines the importance of teaching frequent phrasal verbs and explores some practical and useful engaging tools for doing so, as well as for language such as collocations and common adjectives for the B2 First exam.



CLICK THE VIDEO TO WATCH THE WEBINAR.

PREPARING TEENS REMOTELY FOR EXAMS

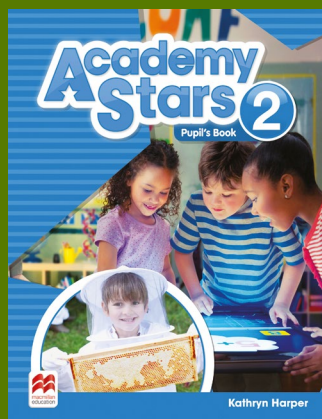
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by Malcolm Mann and Steve Taylor Knowles

For students to succeed they need to develop exam strategies. To develop these strategies, Malcolm Mann and Steve Taylor Knowles recommend giving learners exam-style activities but going beyond the exam task by eliciting learners' opinions and reasons and having them discover their mistakes by themselves. In this session, Mann and Taylor Knowles offer teachers practical ideas and tools to prepare their learners for exams whilst keeping them actively involved in the learning journey.



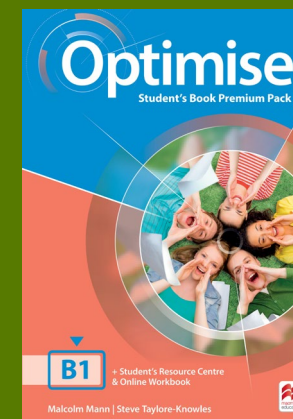
CLICK THE VIDEO TO WATCH THE WEBINAR.



Cambridge English Test-style activities allow teachers to compare young learners' progress and achievements against international English exam standards.



The Optimise your Exams section in the Student's Book focuses on the skills needed for specific task types in the exam and what to expect.



ENGAGING AND EQUIPPING TEENS FOR EXAM SUCCESS

by Claire Potter

Claire Potter focuses on how to prepare teen students in an age-appropriate and motivating manner for proficiency exams. Claire exemplifies how we can raise learners' awareness of the requirements of the new B1 Preliminary and A2 Key exams to achieve exam success, whilst providing learners with student-centred, hands-one activities. Claire also demonstrates how we can build rapport with our learners, personalise their learning experiences and ensure a healthy level of challenge in tasks, all of which help maximise learning.

CLICK THE VIDEO TO WATCH THE WEBINAR.



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WHERE ARE THEY NOW? – ASSESSING STUDENTS' NEEDS AND LACKS

by Chia Suan Chong

In this session, Chia delves into the differences between assessment and testing. Chia looks at the importance of evidence and evaluation, before zooming in on the strengths and weaknesses of summative and formative assessments. Chia introduces various approaches to assessment, such as self-assessment and needs analyses, which can be used to enable students to take more responsibility in their learning process. She finishes the session exploring the benefits of continuous assessment and giving some real-world examples and guidelines.



CLICK THE VIDEO TO WATCH THE WEBINAR.

A

GETTING READY FOR B2 FIRST

by Roy Norris

In this session, Roy Norris stresses that exams can have a positive washback effect on what happens in the classroom. Teaching exam classes helps students set goals, select relevant materials and prioritize a range of skills to be developed, which can ultimately lead to students' experiencing a sense of achievement. However, Roy cautions against merely giving out practice tests. Instead, he recommends maximizing exposure to high quality language input, avoiding over-correction and empathizing with your students.

CLICK THE VIDEO TO WATCH THE WEBINAR.



T

EVALUATION AND ASSESSMENT WHEN TEACHING ONLINE

by Russell Stannard

In this session, Russell Stannard draws attention to various forms of online assessment. He contrasts both formative and summative assessment before focusing on effective strategies for online evaluation. Russell explores how teachers can incorporate technological tools into their 'ongoing assessment toolkit' and shows various examples using his practical teacher training videos. Russell shows how using technology like e-portfolios and gamification tools can help to engage students in the online assessment of various skills as well as in self-assessment.

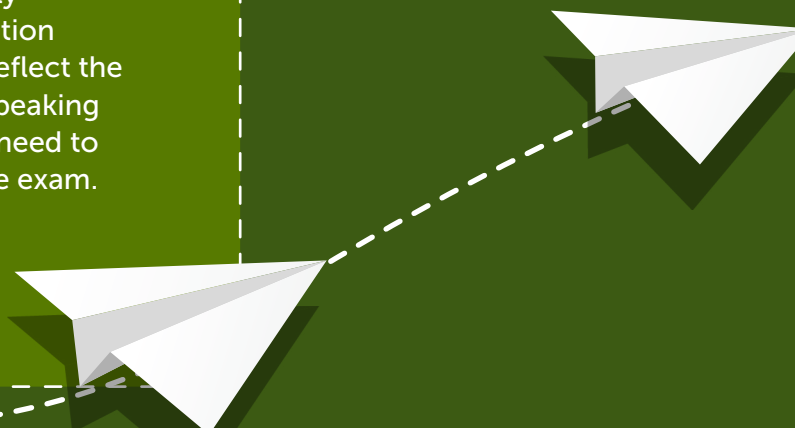


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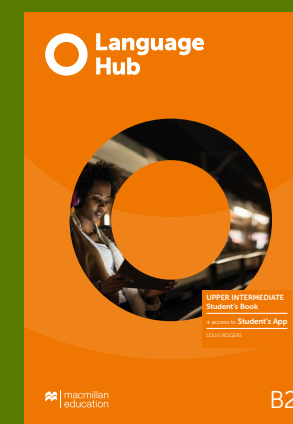
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Ready for B2 First focuses strongly on communication activities that reflect the collaborative speaking tasks students need to complete in the exam.



Language Hub features a fully flexible Teacher's Book which includes everything you need to facilitate learning and a test Generator to evaluate students' learning.





ADVANCING
Digital
Teaching Skills

Advancing Digital Teaching Skills

By **John Craft**, Regional Senior Manager,
Macmillan Education, Asia

Mark Arthur, Academic Consultant,
Macmillan Education, Mexico



WHAT ARE DIGITAL TEACHING SKILLS?

Many teachers' immediate response when switching to online teaching is: which digital tools do I need to learn right now to get started as an online teacher? But fairly quickly, it becomes clear that digital teaching skills are about much more than technology.

For example, planning and organising online learning includes creating the conditions for language learning in virtual classrooms, engaging students in synchronous and asynchronous tasks, and developing learner independence. But there is also the human element of teaching online: recognising and understanding our learners' emotions and needs and supporting their physical and mental wellbeing. Then, there is the importance of creating an inclusive, supportive online classroom atmosphere where learners feel able to express themselves freely, where there is trust, where the teacher shows leadership and where there is a sense of group identity and belonging.

Q&A: DIGITAL TEACHING SKILLS

by Mark Arthur

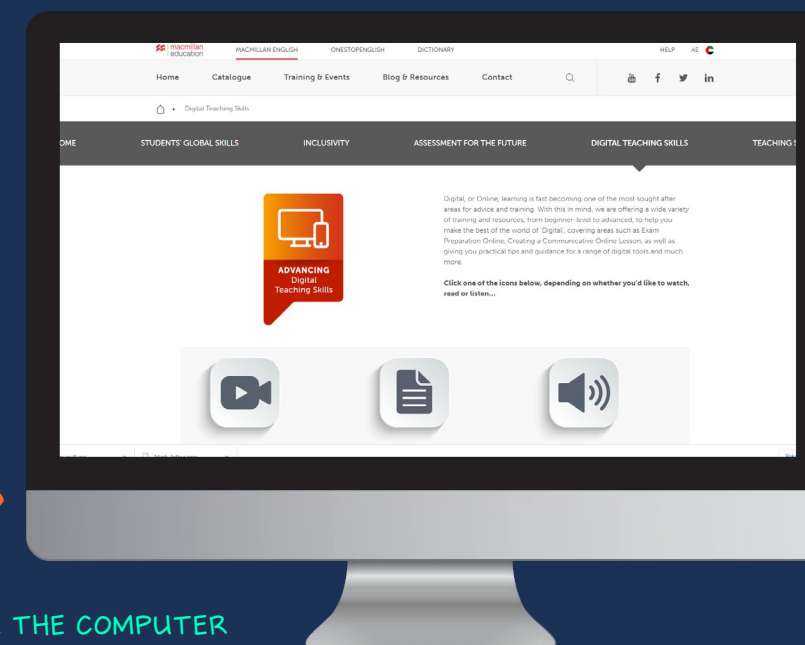
All

How can we adapt assessment for online and blended learning? Which techniques motivate students to speak in virtual classrooms? What does flipped learning look like in online environments? How long should classes for very young learners be? These are just some of the questions that Mark Arthur, with the audience's help, attempts to answer in this session whilst presenting some practical ideas on adapting communicative tasks for the online learning environment.



CLICK THE VIDEO TO
WATCH THE WEBINAR.

In addition to all the materials in this handbook, there is a page on the Macmillan Education website dedicated to training teachers to advance their Digital Teaching Skills.



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SCREEN TO START
EXPLORING!

ADVANCING DIGITAL TEACHING SKILLS FOR THE YOUNG LEARNER CLASSROOM

YL

Many of us have found ourselves in situations where we are no longer teaching our young learners face to face, but are having to teach remotely. This change has not only been a challenge for learners but also teachers, who may have many years of experience teaching face to face but are often less familiar with online teaching. In these webinars, Joanne Ramsden tackles the difficult issue of how to adapt to more active learning strategies whether teaching remotely or face to face.

COLLABORATION IN A POSITIVE LEARNING ENVIRONMENT

by Joanne Ramsden

CLICK THE VIDEO TO WATCH THE WEBINAR.



TEACHING YOUNG LEARNERS ONLINE

by Joanne Ramsden

CLICK THE VIDEO TO WATCH THE WEBINAR.



Give me Five! includes many additional resources, such as videos and tools that provide a seamless transition between the print and digital materials in any teaching situation.



ENGAGING TEENS? IT'S NOT ALL ABOUT TECHNOLOGY!

T

by Anna Hasper

Anna Hasper sees teaching teenagers online as being as much about understanding learners' needs, expectations and preferences as it is about using the latest technology. The teacher's role is to engage, to motivate, and to create the conditions for language learning to happen. In this dynamic, information-rich session, Anna proposes a 4Cs framework of Connecting, Communication, Control and Challenge for working with teenagers in remote settings. Anna proposes plenty of instantly applicable practical ideas for putting the framework into practice.

CLICK THE VIDEO TO WATCH THE WEBINAR.



DOING THE COMMUNICATIVE APPROACH ONLINE: MOTIVATING STUDENTS TO SPEAK

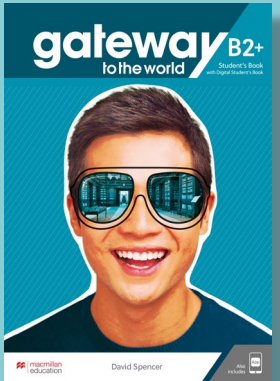
by Chia Suan Chong

Virtual classrooms may be useful for teaching certain skills, but getting students to be communicative online can be challenging. As teachers of the communicative approach, we know that we can only learn to speak a language by speaking it. So how can we get students to feel engaged enough to speak and communicate when they're learning English online? Chia explores some practical ideas to motivate students to communicate in their online classes.

CLICK THE VIDEO TO WATCH THE WEBINAR.



Gateway to the world includes a Classroom Presentation Kit for fully interactive presentations. It features various resources such as CLIL and Culture Worksheets.



FIVE KEYS TO DEVELOPING LEARNER INDEPENDENCE

by Mark Arthur

T

Language learning, online or face-to-face, is a complex and time-consuming undertaking. Successful learning naturally requires a high degree of learner independence, but as Mark Arthur argues in this session, we can't expect our students automatically to become, or want to become, effective independent learners. Mark highlights the need to use different teaching strategies to promote and develop independence, such as goal setting, monitoring and self-evaluation and setting up learning tasks so that learners can experience success.



CLICK THE VIDEO TO WATCH THE WEBINAR.

ONLINE LESSONS THAT ARE ACTIVE AND INTERACTIVE

by Laura Patsko

A

Action and expression play a key role in learning and, according to Laura Patsko, are essential online. Physical activity positively affects learners' wellbeing and by providing multi-dimensional ways for learners to participate in and respond to learning activities, classes naturally become more inclusive. Moreover, engagement with the environment around us provides the perfect context for meaningful, memorable learning. Laura shares innovative tweaks and adaptations for familiar communicative language learning activities that make online classes more active and interactive.



CLICK THE VIDEO TO WATCH THE WEBINAR.

THE BIGGER PICTURE WHEN YOU TEACH ONLINE

by Russell Stannard

T



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In this short recording Russell explains that when teaching online, the one thing to remember is that the 'live' online session is only half the story. In fact, Russell argues that it might be less than half the story! What is paramount is how to organise the setting, marking and handing in of students' homework. Russell discusses combining an effective platform with 'live' teaching to make lessons more student-centered and to enhance our online teaching.

LEVEL UP YOUR TEACHING WITH DIGITAL GAMING

by Jeff Kuhn

A

According to Jeff Kuhn, video games are underrepresented in the ELT classroom compared to music and film. Video games can be an effective source of motivation and provide authentic opportunities for problem-solving, engagement, active learning and higher-order thinking. Drawing on theoretical frameworks and practical classroom-based examples, Jeff demonstrates how we can modify our pedagogy for working with video games, and how to apply principles of gamification in ways that go beyond simply rewarding correct answers and good behaviour.



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Get involved, includes a range of digital tools for teachers and students and is ready for face to face and online teaching or any combination of the two!



Speak your Mind includes a Teacher's App to deliver truly engaging lessons and provides students with flexible opportunities for on-the-go practice through an engaging Student App.





ADVANCING
Teaching Skills

Advancing Teaching Skills

By **Teresa Doguelli**,
Teacher Trainer, Macmillan Education, Turkey



WHAT ARE TEACHING SKILLS?

We often talk about what kinds of skills our 21st Century students will need to learn, but what about teachers? It's undeniable that the expectations around effective teaching today are very different to the traditional, 'knowledge transmission' model of the past. But what is 'effective teaching', and what skills do teachers need to develop to achieve this?

The COVID crisis has forced us to rethink our approaches and has posed challenges for many. Being a teacher today involves an ever-evolving set of skills, both in and beyond the physical classroom. We need to be able to vary our approaches, delivery modes and procedures to cater for diverse student needs, whilst ensuring a safe and motivating learning space, face to face or online. This section aims to give teachers the confidence to try out new concepts to improve themselves with the aim of improving the student learning experience.

Q&A: ADVANCING TEACHING SKILLS

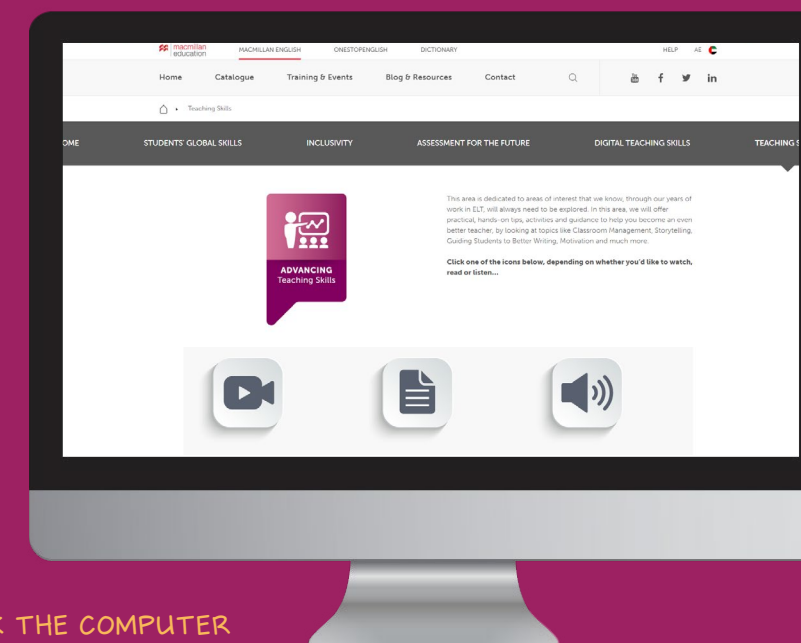
by Derek Spafford and Alejandra Ottolina

All

In this session Derek Spafford and Alejandra Ottolina address teachers' questions about professional self-development. Derek underlines the importance of peer observations, reflecting and using the methodology sections in the Teacher Book to keep developing as a teacher. Alejandra expands on 4 pillars of teaching: planning, motivation, evaluation/assessment and balance. She explains their importance in teaching and gives practical ideas on how to carry these out in the online classroom.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

In addition to all the materials in this handbook, there is a page on the Macmillan Education website dedicated to training teachers to advance their teaching skills.



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SCREEN TO START
EXPLORING!

ADVANCING YOUR TEACHING SKILLS FOR PRE-PRIMARY

YL

Is it fantasy or reality that we can teach pre-schoolers English? Carol Read demonstrates how we can engage young learners' fantastic imagination and creativity as well as their natural curiosity and interest in the realities of the world alongside developing their values, thinking skills and socio-emotional wellbeing. In the second session, Carol focuses on the role of praise in children's motivation, self-esteem and mind-set. She highlights how to praise pre-schoolers in a helpful way and raises awareness of less effective ways.

FANTASY AND REALITY IN THE EARLY YEARS

by Carol Read

CLICK THE VIDEO TO WATCH THE WEBINAR.



WONDERFUL! REALLY? THE ROLE OF PRAISE IN TEACHING CHILDREN

by Carol Read

CLICK THE VIDEO TO WATCH THE WEBINAR.



Wheels has a unique Hop on & Hop off approach: follow the unit sequence, or align your course to pre-schoolers' first language syllabus.



STORIES AT THE HEART OF LEARNING IN THE PRIMARY CLASSROOM

by Viv Lambert

YL

Viv Lambert shows how we can put real-life and fictional stories at the heart of learning in the primary classroom. Stories are easy to understand for young learners and they are memorable ways to activate language. Stories also create opportunities for communication and making connections. Viv shows how stories can also serve as a springboard in the primary classroom to teach real life concepts, life skills, Social and Emotional learning, intercultural understanding and higher order thinking skills required for the Cambridge Exams.

CLICK THE VIDEO TO WATCH THE WEBINAR.



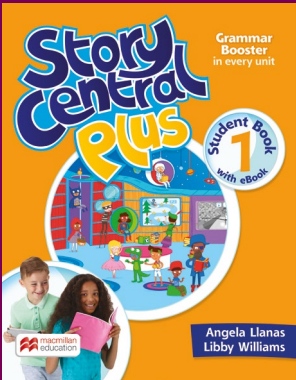
STORYTELLING FOR YOUNG LEARNERS

By Joanne Mitten

YL

Joanne Mitten shows how stories are intrinsic to human nature: from delivering messages about history, culture, tradition, and folklore to teaching survival skills, making social commentaries and entertaining all ages. She outlines how we can structure and plan a great storytelling lesson for young learners, as well as tweens and teens, whilst developing important 21st century skills along the way. Her top tip to make storytelling effective? Choosing your stories wisely.

CLICK THE VIDEO TO WATCH THE WEBINAR.



Story Central Plus uses the power of stories to teach children to express their own opinions and to develop critical thinking, communication and collaboration skills.

AN OPERA SINGER'S GUIDE TO ENGLISH PRONUNCIATION by Simon Gfeller

T

Simon Gfeller shares key techniques used by opera singers to enhance pronunciation such as breath and diaphragm control, voice projection, enunciation and emphasis. Simon shows how opera singers use creativity to increase the clarity and impact of their performances. When applied to pronunciation and public speaking these techniques can provide teachers and learners with the skills to communicate with clarity, energy, colour and impact.



CLICK THE VIDEO TO WATCH THE WEBINAR.

YEAH BUT ... NO, BUT ...THE REAL LANGUAGE OF OPINIONS by Jon Hird

A

Jon Hird, refers to corpus research to help us sift through the many different ways of expressing our opinions and agreeing and disagreeing in academic, professional as well as everyday contexts in English. Jon shows us that there are linguistically simpler, more frequent forms that we can teach our students alongside the traditional, more formal phrases often presented in coursebooks and how we can go about this in the language classroom.

CLICK THE VIDEO TO WATCH THE WEBINAR.



FEEDBACK- ARE WE SENDING OUR STUDENTS HIDDEN MESSAGES? By Carole Robinson

T



CLICK THE ICON TO LISTEN.

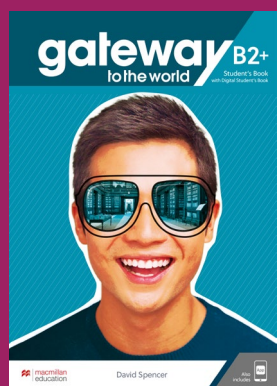
In this short recording Carole Robinson explains how teachers may be giving learners unconscious and unintentionally negative feedback through body language, facial expressions, voice speed and pitch. Teachers should consider who they praise and even which side of the classroom they may usually turn to or where they look when they are online! Listen to this podcast if you want to find out more about how we can become aware of our own unconscious messages and ways to control them.

DEVELOPING VISUAL LITERACY IN THE LANGUAGE CLASSROOM by Kieran Donaghy

A

In this session, Kieran Donaghy talks about how texts and images in our multi-modal world work together to form a 'communicative act'. Kieran emphasises that students need to develop the skills of reading images and shows how to develop these skills in the language classroom. He presents activities that allow learners to express themselves through images and explains how images can help develop thinking routines. He shows how an evidence-based framework of viewing routines can foster thinking, visual literacy and empathy.

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Gateway to the world's Teacher's Book with Teacher's App includes detailed teacher notes and enables you to prepare lessons on-screen!



Language Hub offers authentic video content from *The Guardian* providing input for practice and creating real-life models for learners' own language production.



Macmillan Education are proud to be associated with our wonderful authors and trainers. We would like to take this moment to thank them all from the bottom of our hearts for their wonderful contributions to the Advancing Learning Academic Programme.



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academic programme