

ADVANCING
LEARNING

Advancing Learning

Your Guide to Teacher Development

Volume 2



macmillan
education

Part of the **SPRINGER NATURE** group

A message from the Macmillan Education Academic Team

Contents

We are excited to welcome you to Macmillan Education’s second Advancing Learning: Guide to Teacher Development! Continuous professional development is important for teachers, so this season we have, once again, created a handbook to help you explore all the training we offered in Season Four of the Advancing Learning Academic Programme.

As you know, our Advancing Learning Academic Programme covers various academic themes. To explore a particular topic, simply go to the table of contents, click on the appropriate theme for your context and you can find webinars, podcast café sessions and more to advance your learning in that area. To help you navigate this guide, you will find a key below the Contents to help you recognise for which age-group the training is most relevant. This will be indicated throughout the handbook, for example, YL for Young Learners, A for Adults and so on.

We at Macmillan Education sincerely hope you enjoy this second volume of the Guide to Teacher Development, because the Advancing Learning Academic Programme is created especially for you.

As always, you can still go to [macmillanenglish.com](https://www.macmillanenglish.com) to find many more resources to help you advance your teaching skills as well as to register for 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 4

ADVANCING LEARNING *academic programme*

Another exciting year has come and gone! Let's take a moment to look back at what **Macmillan Education** has been doing in the **Advancing Learning Academic Programme** that you might have missed!



The **Advancing Learning Fast-forward** event shared some of the best ideas from Season 3 and brought it to a close.



Throughout August and September, our annual **Back to School** virtual conference offered a series of webinars to provide you with guidance for online, face-to-face and hybrid teaching scenarios.



Season 4 kicked off with the **Advancing Learning Roundtable Discussion on Education for Sustainable Development and Citizenship**.



2021 came to a close with a bit of fun, drama and, as always, learning with the **Winter Fair**. Hosted amongst others by David Spencer and Ben Crystal.



2022 started on a high with the **Advancing Learning Global Teachers' Festival**, attracting more than 15,000 teachers worldwide.



The **Advancing Learning Academic Programme** has been providing teachers with guidance, support and inspiration on their professional development journey throughout the 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.



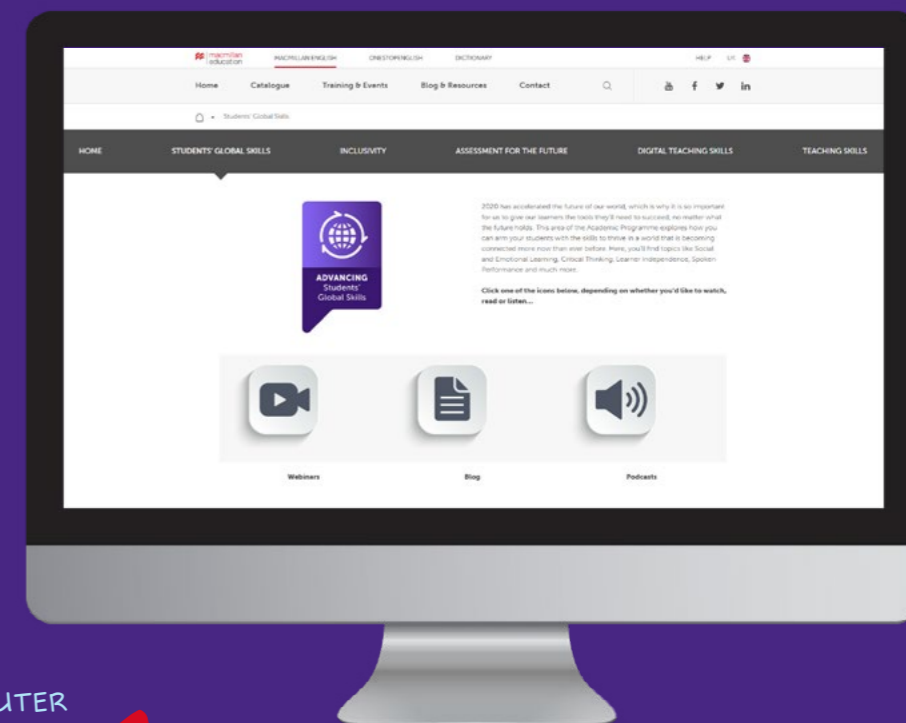
Q&A: ADVANCING STUDENTS' GLOBAL SKILLS

by John Craft and Steve Tulk

In this Q&A session, John Craft 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, etc. 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 Craft 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!

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND CITIZENSHIP

All

Macmillan Education recognises the role educators play in shaping minds to create a fairer and more sustainable vision for our future. In line with the UN's 2030 Sustainable Development Goals, Macmillan invited experts Zarina Subhan, Harry Waters, Matthew Hayes, Jessica Gedamu and Mariel Gil to a special round-table discussion. They addressed diversity, equity, inclusivity, sustainability and global citizenship and the importance of including these aspects in the English language classroom, for young learners, teens and adults. Check out the webinar below to find out how you can implement these important areas in your teaching.

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.



With more than 700,000 registered users in over 100 countries around the world, Onestopenglish is the number one resource site for English language teachers, providing access to thousands of resources, including lesson plans, worksheets, audio, video and flashcards.



THE CHILD'S LANGUAGE JOURNEY: FROM RECEPTION, TO PRODUCTION, TO COMMUNICATION

YL

by Lucy Crichton

If we want our learners to build relationships and make sense of the world around them, they need to be able to confidently express their thoughts, their feelings and themselves! In this webinar, Lucy looks at age-appropriate ways to help and support our young learners in developing a rich and diverse language skill set, enabling them to connect and communicate.

CLICK THE VIDEO TO WATCH THE WEBINAR.

HOW TO DEVELOP GLOBAL SKILLS WITH PRE-SCHOOL CHILDREN

by Carol Read

At what age can we start developing global skills? Carol Read shows in this webinar that it is possible to incorporate global skills in a meaningful and age-appropriate way into pre-primary language programmes. She presents a pedagogical framework and practical ideas to enable the development of global skills in the early years.

CLICK THE VIDEO TO WATCH THE WEBINAR.



Wheels promotes life skills and social emotional skills for pre-primary learners. Take a look!



YL

PROBLEM-SOLVING FOR FUTURE
PROOFING By Anna Hasper

T

Why is problem-solving essential in our ever-changing world, and what competences do our learners need to successfully solve problems? Check out Anna's webinar to find the answers to these questions and discover the value project-based learning offers to develop this essential global skill.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

COLLABORATIVE LEARNING
FROM LOCAL TO GLOBAL by Dave Spencer

T

Being able to collaborate with others is essential in our modern world, now maybe more so than ever. Dave Spencer will look at how teachers can develop collaboration between individual students to form stronger groups and how we can get students from different parts of the world working together on virtual projects.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



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

GLOBAL CITIZENSHIP EDUCATION: WHAT
EXACTLY IS A GLOBAL CITIZEN? by Mathew Hayes

All

What knowledge, skills and action does Global Citizenship Education (GCE) seek to instil in our learners? Mathew Hayes answers this question in his webinar in which he talks about the insights GCE can bring into the ELT classroom. He will also provide you with practical tips on how to make this happen with your learners.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

THE REAL WORLD AND THE CLASSROOM: DEVELOPING
GLOBAL SKILLS FOR ADULT LEARNERS by Rhona Snelling

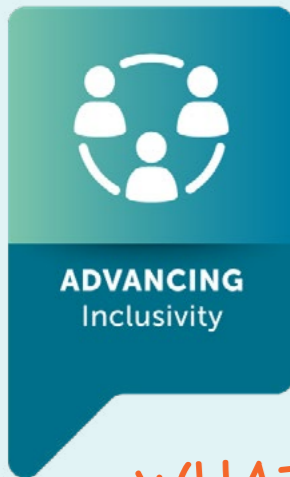
A

As Rhona Snelling explores in this webinar, global skills are not only important for younger learners, they are equally essential for adult learners. Rhona looks into the relationship between the classroom and the real world, and covers techniques and practical activities you can use to further develop and consolidate these life skills.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



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

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 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 in which students feel respected, all learners get an opportunity to reach their full potential and thrive, in school and beyond.




Q&A: ADVANCING INCLUSIVITY

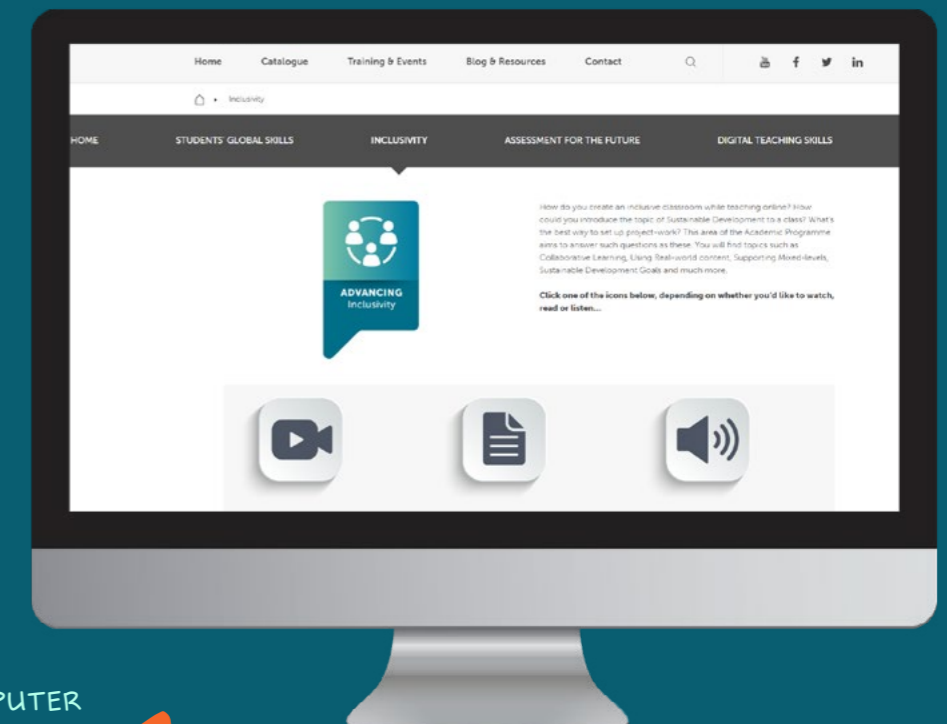
by Nathan Waller

All

There are a lot of questions to answer when it comes to the issue of inclusion. What can we do with large, mixed-ability classes? How can we work with disengaged parents? How can we adapt coursebook materials in order to better meet different students' needs? In this interactive session, Nathan Waller addresses these questions. He answers 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!](#) 

LEARNING DIFFICULTIES:
TIME TO GET PRACTICAL

by Alejandra Ottolina

YL



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.

SCAFFOLDING LEARNING IN THE
PRIMARY CLASSROOM

by Lucy Crichon

YL



Working with young learners it is important to think, when planning, about how you can actively support all learners through scaffolding. Not only to help them become confident users of English, but also to maintain their enthusiasm for learning. In this blog, Lucy shares some practical ideas to help us put this into practice.

CLICK THE ICON
TO READ THE BLOG.

EXPLORING GRAMMAR AT DIFFERENT
SPEEDS AND DEPTHS

by Viv Lambert

YL

Like it or not, grammar is an essential part of language learning even in the young learners' classroom. In this session, Viv Lambert demonstrates how stories, games and motivating activities can make learning grammar accessible and engaging for young learners. She shows practical ideas for scaffolding and differentiation to support all learners.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

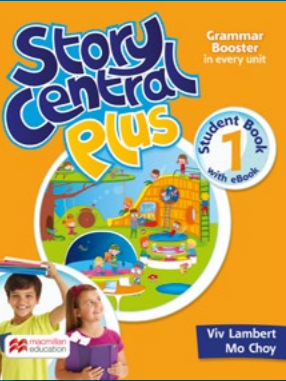
HOW TO CREATE AN INCLUSIVE
CLASSROOM ENVIRONMENT

by Nick Beare

YL

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.



Story Central Plus has been designed for mixed-ability classrooms, so all students can build grammar and exam confidence.



Share It! provides controlled practice in three different models: pair share, group share and class share, so all learners feel included.

UNCOVER THE JUNGLE PATHS
AND COLLECT THE GOLD

by Jade Blue



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, by offering multiple approaches to the same material, we can give all our students greater opportunities for comprehension and development.

CLICK THE ICON
TO READ THE BLOG.

TEACHING LOWER
LEVELS

by Rhona Snelling

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.



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



LET'S TALK ABOUT INCLUSION
IN ONLINE LEARNING

by Laura Patsko

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 to increase inclusion in online learning after COVID-19.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

DIVERSITY, EQUITY, AND INCLUSION
– THE NEW KID IN TOWN?

by Zarina Subhan

No student is the same. In order to develop the skills needed to communicate with others, our learners need to feel accepted and understood in their learning context. Zarina Subhan focuses on how to welcome differences in the language learning classroom, and how providing equity and inclusion in our teaching context can help us better meet our varied students' needs.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

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 Well-being

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

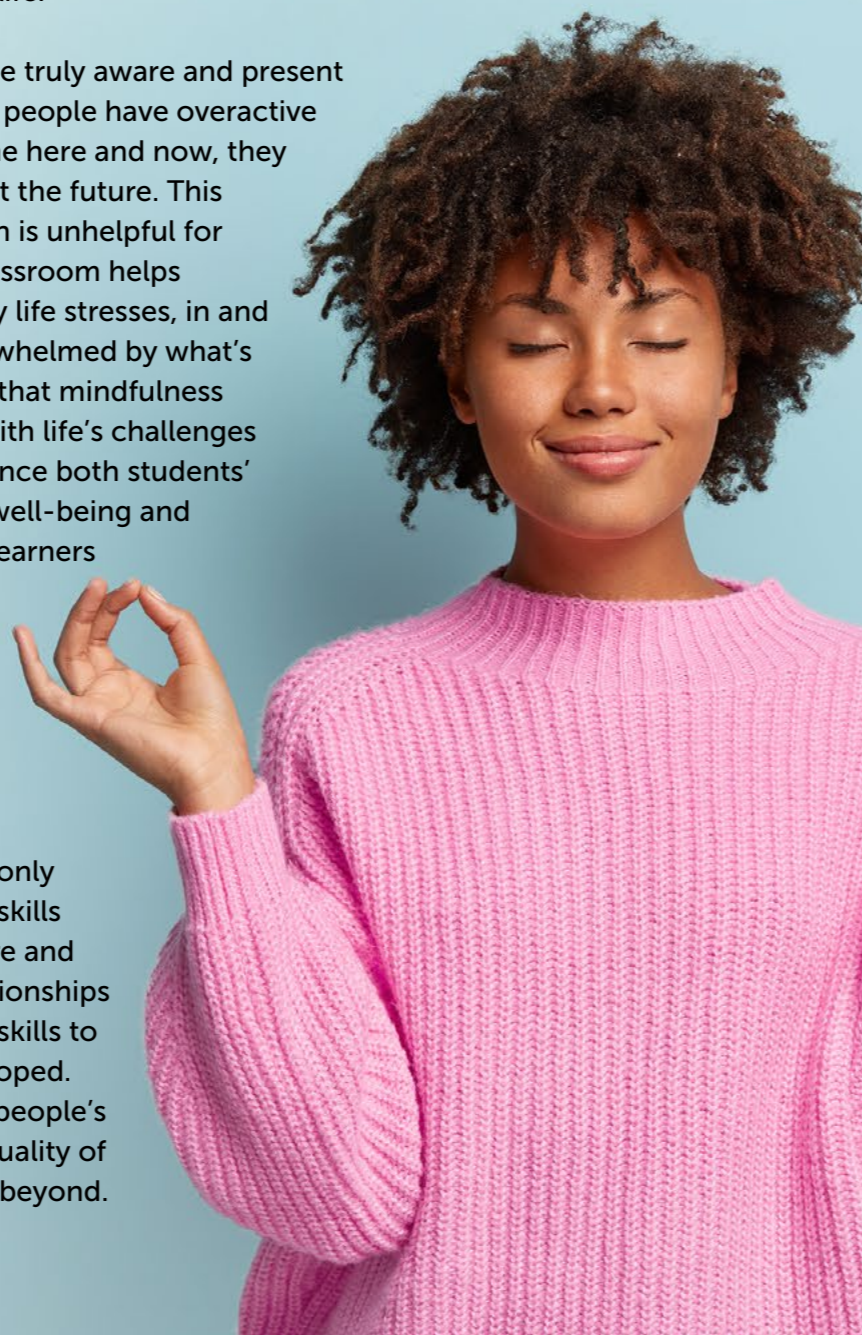


WHAT IS WELL-BEING?

Looking after your well-being is key if you want to live life to its fullest. Well-being 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 well-being 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 well-being 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 and socially aware, and maintaining positive relationships are not innate, so patterns that enable these skills to be used actively in daily life 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 to support our students' well-being, first we need to take care of our own well-being! In the sessions below, Karen Liebenguth and Sarah Mercer focus on teacher well-being. Both sessions include practical mindfulness techniques that will support you in navigating the ups and downs of day-to-day work life, lower your stress levels and enable you to take care of your well-being.

MINDFULNESS TO SUPPORT TEACHER WELL-BEING AND RESILIENCE IN DAY-TO-DAY WORK LIFE

by Karen Liebenguth

CLICK THE VIDEO TO
WATCH THE WEBINAR.



STRATEGIES TO PROMOTE AND PROTECT LANGUAGE TEACHER WELL-BEING

by Sarah Mercer

CLICK THE VIDEO TO
WATCH THE WEBINAR.



ADVANCING LEARNING CAFÉ

by Emma Reynolds

Emma Reynolds explains different states of mind we can bring into the classroom and shows techniques teachers can use to mindfully explore these emotions.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



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.



The *Great Learners, Great Thinkers* section in **Gateway to the World** focuses on social and emotional learning and allows students to develop the emotional intelligence skills they will need for life.

INTRODUCING MINDFULNESS: PRACTICAL TOOLS TO HELP WITH ANXIETY & BURNOUT

by Karen Liebenguth

Want to learn more mindfulness techniques? This hands-on webinar introduces you to the benefits of mindfulness practice, both experientially and as described by research. Karen shows some simple techniques, including a breathing practice, to help us cope whenever the going gets tough.

CLICK THE VIDEO TO WATCH THE WEBINAR.

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.



Global Citizenship lessons and self-reflection exercises in **Global Stage** make learning go beyond the classroom while creative thinking tasks help students develop a deeper understanding of the world around them.



CREATING EMOTIONAL AWARENESS THROUGH PROCESS DRAMA IN THE ELT CLASSROOM

by Alicja Gałązka

In this short webinar, Alicja tells you all about drama, what process drama is and why it is such a powerful tool to use in language learning. She presents some practical ideas that allow you to use process drama successfully in the classroom, not only to stimulate language learning but also enhance emotional skills development.

CLICK THE VIDEO TO WATCH THE WEBINAR.

FINDING PEACE IN A COMMUNICATIVE LEARNING ENVIRONMENT

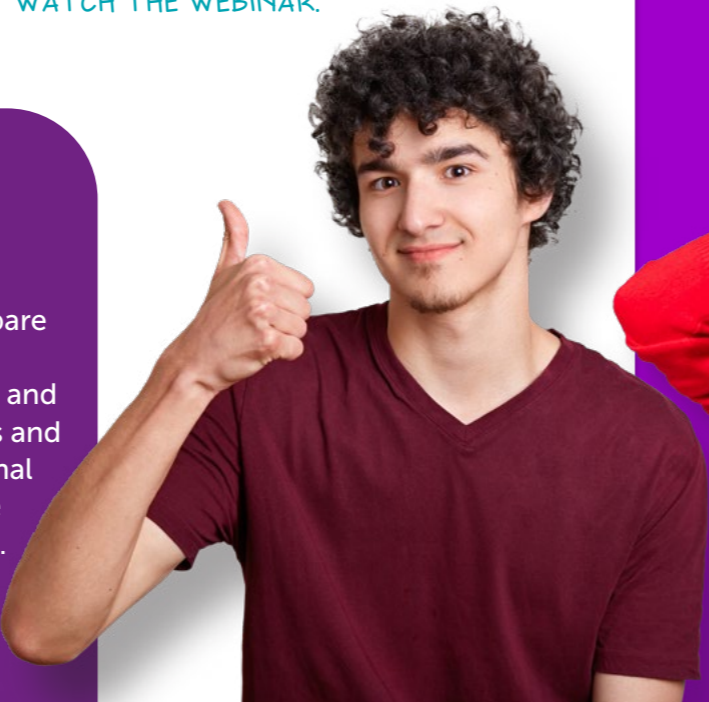
by Sarah Hillyard

Providing plenty of opportunities to get learners to actively use the language in the classroom is key, but it can also cause a lot of chaos! In this session, Sarah Hillyard looks at how we can create order out of chaos and find solutions to those challenges in order to create a safe learning environment with the best, active opportunities for language learning.

CLICK THE VIDEO TO WATCH THE WEBINAR.



Wheels helps prepare young learners for primary education and promotes life skills and social and emotional skills that enhance learner well-being.



PROMOTING STUDENT WELL-BEING THROUGH ENGLISH

by Kate Pickering

What do we mean by social and emotional skills? And what role do English language teachers play in helping students develop a healthy mindset in today's challenging world? Kate answers these important questions in this webinar and advocates focusing on student well-being in the classroom. She presents some practical ideas that enable you to smoothly integrate social and emotional learning into your lessons.

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.

CLICK THE ICON TO READ THE BLOG.



Speak Your Mind helps to develop effective communication skills and provides students with coping strategies designed to increase their confidence in a variety of situations.





Advancing Assessment Skills for the Future

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

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

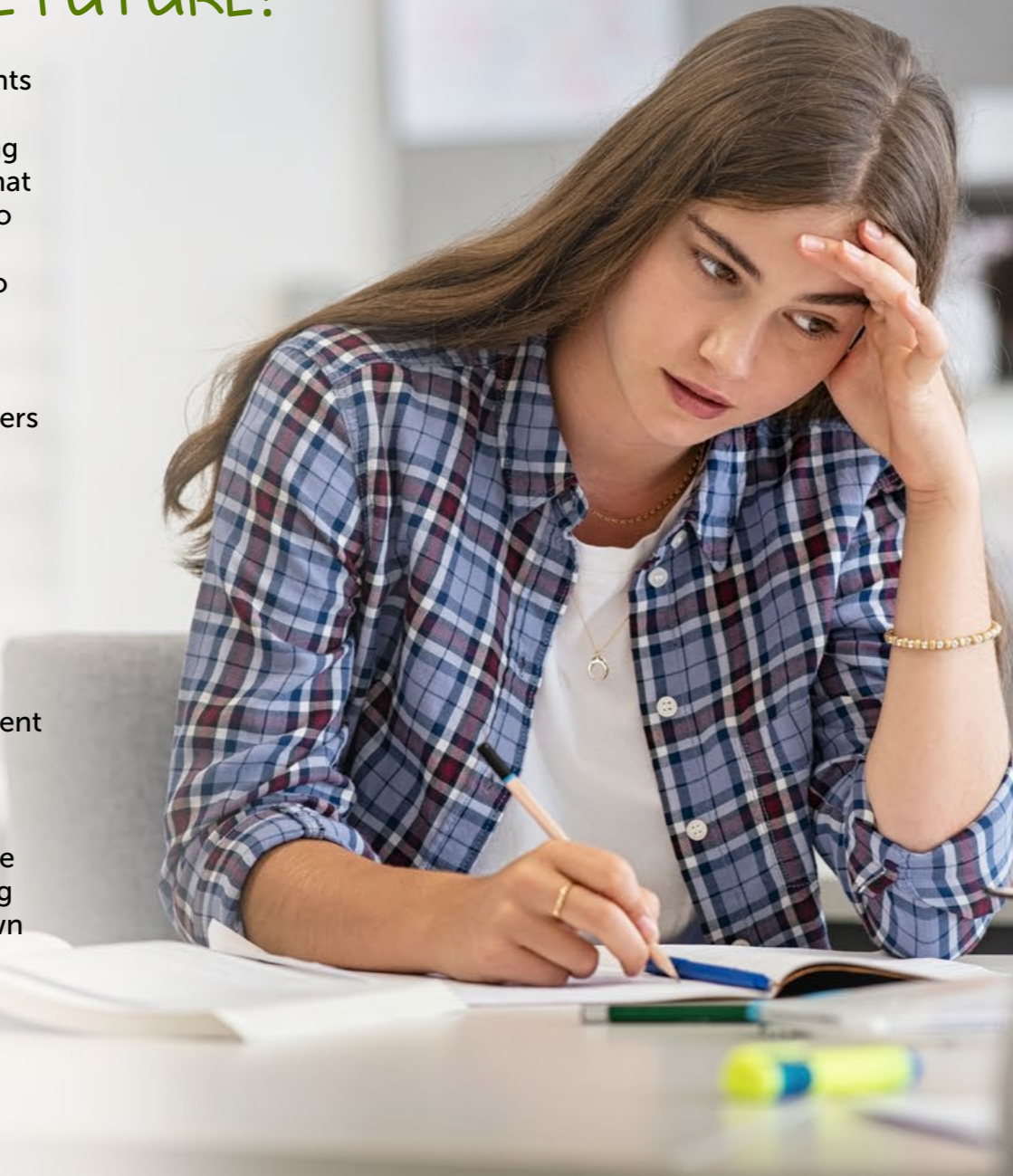
Lemmy Trujillo Contreras, Academic Consultant, Macmillan Education, Mexico



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

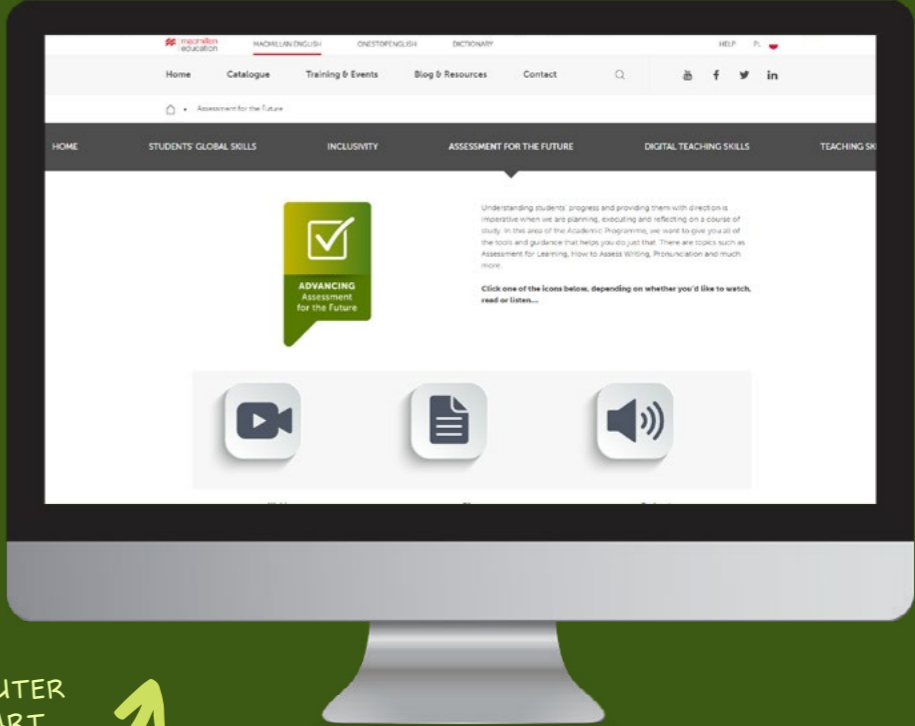
In this session, Alex Tamulis talks about the differences between assessment *of* learning, and assessment *for* learning. Whereas assessment of learning takes place at the end of the learning process to measure students' overall achievements, assessment for learning is conducted throughout the learning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



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DEVELOPING 4 SKILLS FOR EARLY EXAM SUCCESS

by Viv Lambert

YL

Creating age-appropriate activities to develop young learners’ listening, reading, speaking and writing is necessary if we want them to become effective communicators in the real world. Viv shows in this presentation how we can create activities that are age-appropriate, meaningful, and enjoyable whilst also preparing learners for success in their exams.

CLICK THE VIDEO TO WATCH THE WEBINAR.

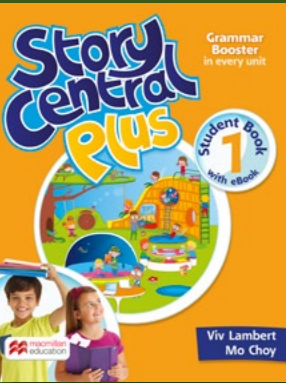
WHEN IS A MISTAKE A MISTAKE, AND WHEN IS IT A LEARNING OPPORTUNITY?

by Sarah Hillyard

YL

How do you feel about your learners making mistakes? And how much should you correct your learners? Sarah’s session highlights that making mistakes is natural and an invaluable part of the learning process, but that teachers need to know what, when and how to correct. Sarah provides teachers with various practical strategies to adopt in our lessons.

CLICK THE VIDEO TO WATCH THE WEBINAR.



The new *Exam Booster* in **Story Central Plus** has more test questions covering all four skills in the new Cambridge English Qualifications to improve students’ chances at succeeding.



HOW TO ASSESS PROJECT WORK

by Joanna Mitten

T

Project work allows learners to develop so much more than the language. However, conducting project work can be challenging and assessing project work online can be even more challenging! To make sure learners are fully engaged and that the outcomes of projects are meaningfully assessed, Joanne explores how teachers can create structure for assessing projects, using various tools and designing clear rubrics.

CLICK THE VIDEO TO WATCH THE WEBINAR.

ASSESSMENT IN ELT

by Will Rixon

T

In this short café session, Will gives some practical ideas that teachers can take directly into the classroom. He talks about activities for diagnostic testing and integrated testing as well as continuous assessment tools.

CLICK THE ICON TO WATCH THE WEBINAR.



With the *Virtual Classroom Exchange* feature in **Gateway to the World**, students can share their projects with students in another country, whilst practising their English in an authentic context.



EVALUATION AND ASSESSMENT WHEN TEACHING ONLINE

by Russell Stannard

All

In this session, Russell 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.

CLICK THE VIDEO TO WATCH THE WEBINAR.

FORMATIVE ASSESSMENT ONLINE, HYBRID OR FACE-TO-FACE

by Ethan Mansur

All

For students to succeed in exams, they need to be regularly assessed and this information should inform teachers, next step in the learning journey. In this webinar, Ethan discusses the importance of formative assessment and explores best practices, and presents a variety of practical activities for formative assessment that can be easily implemented whether it be online, hybrid or face-to-face.

CLICK THE VIDEO TO WATCH THE WEBINAR.



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.

A TOOLKIT FOR BUILDING STUDENT CONFIDENCE IN EXAM PREPARATION COURSES

by Ethan Mansur

All

Key to succeeding in exams is not only having the necessary language knowledge and skills but having a certain level of exam confidence. In this practical talk, Ethan discusses three effective tools: differentiation, familiarity with the exam context, and peer and self-assessment teachers can integrate into their lessons. Integrating these aspects will help their students build confidence in preparation for the exam.

CLICK THE VIDEO TO WATCH THE WEBINAR.

SEVEN TIPS FOR SETTING UP AN EXAM PREPARATION COURSE

by Ethan Mansur

All

Ethan Mansur focuses on seven ways that will help teachers get their exam courses off to a positive start. Ethan explains how implementing best practices, like conducting a needs analysis and incorporating regular revision at the beginning of a course, can improve student's learning journey and set them up to succeed in the exam.

CLICK THE VIDEO TO WATCH THE WEBINAR.



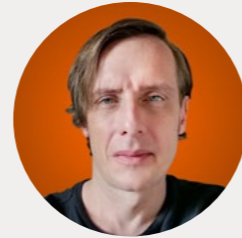
Ready for C1 Advanced provides on-the-go language practice and two full practice tests to help students succeed in the exam.



Advancing Digital Teaching Skills

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

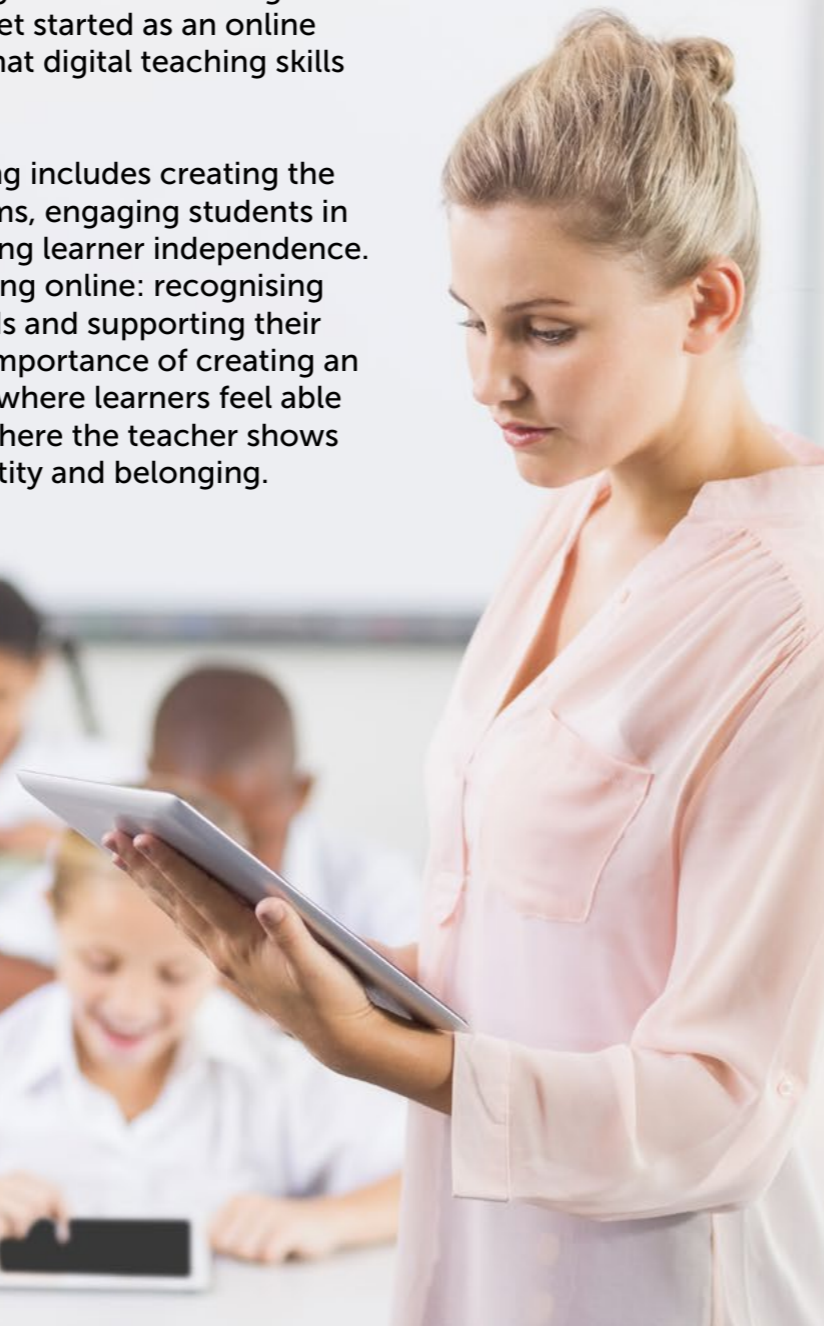
Mark Arthur, Academic Consultant,
Macmillan Education, Mexico



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? However, 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. However, there is also the human element of teaching online: recognising and understanding our learners' emotions and needs and supporting their physical and mental well-being. 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

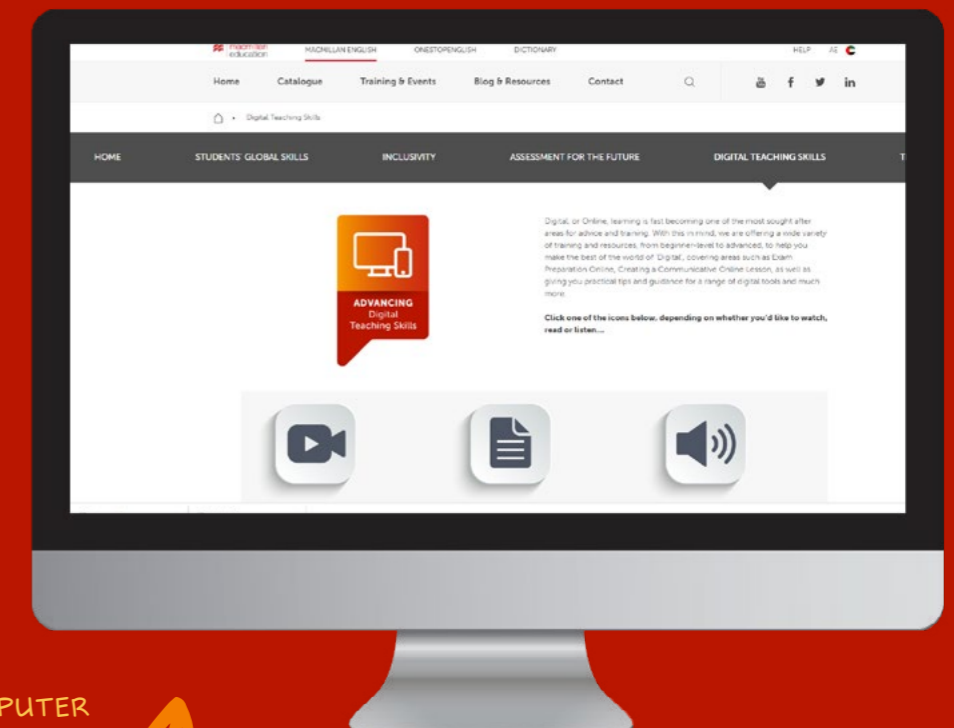
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How can we adapt assessment for online and blended learning? Which techniques motivate students to speak in virtual classrooms? What does flipped learning look like in online environments? How long should classes for very young learners be? These are 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.



CLICK THE COMPUTER
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EXPLORING!



ADVANCING DIGITAL TEACHING SKILLS FOR THE YOUNG LEARNER CLASSROOM

YL

Many of us have found ourselves in situations in which 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.



The Student's App on **Navio** provides gamified language and literacy activities to extend students' English use outside the classroom.



THE BIGGER PICTURE WHEN YOU TEACH ONLINE

T

by Russell Stannard

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.

CLICK THE ICON TO READ THE BLOG.



BACK TO SCHOOL: MOTIVATING LEARNING ONLINE FOR ALL STUDENTS

by Anna Hasper

Motivating learners has always been one of the greatest challenges teachers have faced, face-to-face but now also online. For learners to master the language, they need prolonged practice and teachers need to know how to keep learners engaged throughout their learning journey. In this webinar, Anna explores the concept of motivation and highlights the importance of student-generated, intrinsic motivation.

CLICK THE VIDEO TO WATCH THE WEBINAR.



The Student's App in **Gateway to the World** includes gamified activities to make language practice easy and enjoyable!

DESIGNING AND ORGANISING PROJECT WORK ONLINE

by Łukasz Olesiak

All

Successful language learning does not only include knowing vocabulary and grammar, it also includes being able to communicate in real-life situations. And using projects in the language classroom can just offer that! Łukasz explains in this session how to design and organise project work online to help learners improve collaboration and critical thinking skills as well as boost creativity whilst developing their communication skills.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

LEVEL UP YOUR TEACHING WITH DIGITAL GAMING

by Jeff Kuhn

All

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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WATCH THE WEBINAR.



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!



FOSTERING ENGAGEMENT AND MOTIVATION ONLINE

by John Hird

All

In this session, Jon Hird shows you how to adapt a coursebook written for face-to-face teaching to the online environment. Jon presents various practical ideas and techniques to explore, adapt and extend language exercises on paper to enhance students' engagement, motivation and provide more meaningful communication in the online learning and teaching context.

CLICK THE VIDEO TO
WATCH THE WEBINAR.

KEY TOOLS AND APPROACHES TO HYBRID LEARNING

by Russell Stannard

All

Are you teaching in a context where some learners are present face-to-face whilst others are logging in from home? Then this session full of practical ideas that focus on easy-to-use technologies and approaches to hybrid learning is for you. Russell Stannard discusses the most effective way to approach hybrid learning, and how to make hybrid lessons more student-focused using some easy tech tools.

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WATCH THE WEBINAR.



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's 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

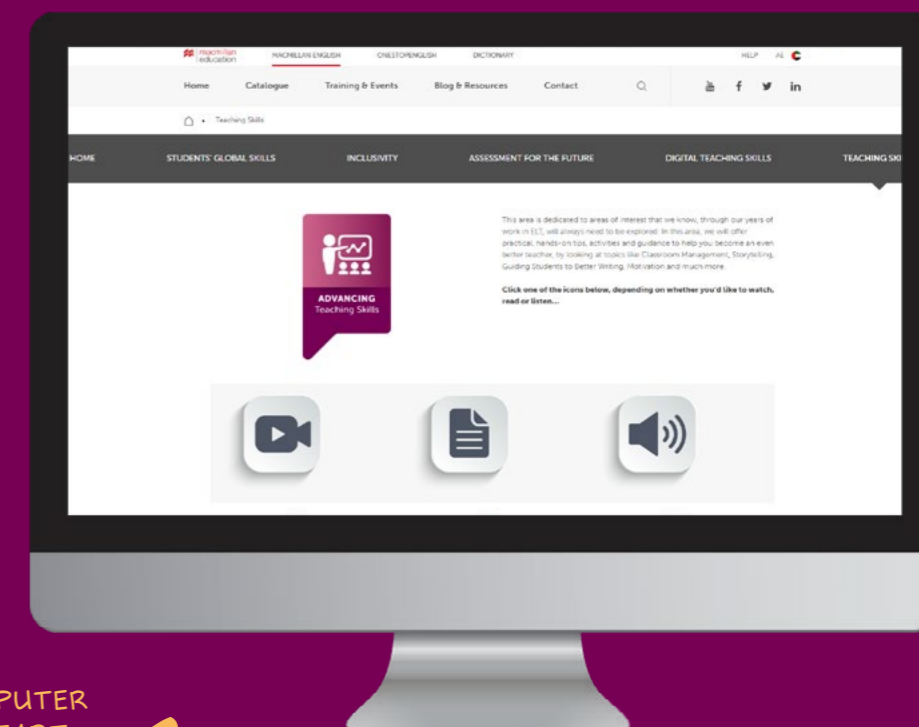
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In this session, Derek Spafford and Alejandra Ottolina address teachers' questions about professional self-development. Derek underlines the importance of peer observations, reflecting and using the methodology sections in the Teacher's Book to keep developing as a teacher. Alejandra expands on four pillars of teaching: planning, motivation, evaluation/assessment and balance. She explains their importance in teaching and gives practical ideas on how to implement them 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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ADVANCING YOUR TEACHING SKILLS FOR PRE-PRIMARY

YL

The change from preschool to primary is a big step. We can help our young learners prepare for this change by developing some basic literacy skills that will help them get off to a flying start. In the first webinar, Lorena focuses on what these skills are and provides tips to develop these skills. In her second session, Lorena shows how we can support the development of reading and writing skills by making use of phonics and games to make the process fun!

DEVELOPING LITERACY SKILLS: A PATH TO SUCCESSFUL LEARNING

by Lorena Peimbert

CLICK THE VIDEO TO WATCH THE WEBINAR.

PHONICS IN PRE-PRIMARY: A GREAT PLACE TO START

by Lorena Peimbert

CLICK THE VIDEO TO WATCH THE WEBINAR.



Phonics Readers in the **Doodle Town 2nd edition** Activity Book will help teachers to instill early literacy skills and teach phonics successfully.



TO LEARN, TO PLAY, TO THINK: HELPING YOUNG LEARNERS DEVELOP LINGUISTICALLY AND COGNITIVELY

YL

by Karolina Kotorowicz-Jasińska

What are effective language activities for young learners? According to Karolina, tasks which engage learners in purposeful language use and require various thinking skills are key. In this session, Karolina highlights the reasons behind this thinking and shares some practical activities that are ready for use in the young learners' classroom.

CLICK THE VIDEO TO WATCH THE WEBINAR.

FANTASY AND REALITY IN THE EARLY YEARS

by Carol Read

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. She shares practical ideas which enable teachers to provide a holistic approach, including values, thinking skills and socio-emotional well-being in the language classroom.

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.



DRAMA SCRIPTS AS A TOOL IN LANGUAGE PRACTICE

by Sirhajwan Idek & Sydney Engelbert

T

In this short webinar, Sirhajwan Idek and Sydney Engelbert explain how drama scripts can serve as a practical exercise for students. They explain how drama can be used in the classroom to improve learners' language skills as well as their creative talents. They will provide you with inspiration to delve into script-based activities such as monologues, radio plays and pantomimes!

CLICK THE VIDEO TO
WATCH THE WEBINAR.

ENGAGING TEENS? IT'S NOT ALL ABOUT TECHNOLOGY!

by Anna Hasper

T

Anna 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 session, Anna proposes a 4Cs framework of Connecting, Communication, Control and Challenge for working with teens and presents practical ideas for putting the framework into practice.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



Language Hub offers a Classroom presentation kit for teachers that helps deliver truly engaging lessons quickly.



REAL LIFE AND THE CLASSROOM: MAKING LANGUAGE LEARNING MEANINGFUL

by Rhona Snelling

A

In this session, Rhona talks about the role of our students' life experiences and knowledge in the adult classroom. She emphasises the importance of incorporating learners' lives into our lessons if we want to truly provide learner-centred lessons. Rhona provides insightful ideas, techniques and some practical activities to make learning meaningful.

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WATCH THE WEBINAR.

BRINGING LESSON OUTCOMES TO LIFE

by Kieran Donaghy

A

Lesson outcomes are descriptions of the specific knowledge, skills or expertise that students will get from a lesson. In this session, Kieran Donaghy argues that stating clear lesson outcomes greatly benefits both teachers and students. He explains how to identify lesson outcomes and talks about how to critically and creatively write effective lesson outcomes that guide students' learning.

CLICK THE VIDEO TO
WATCH THE WEBINAR.



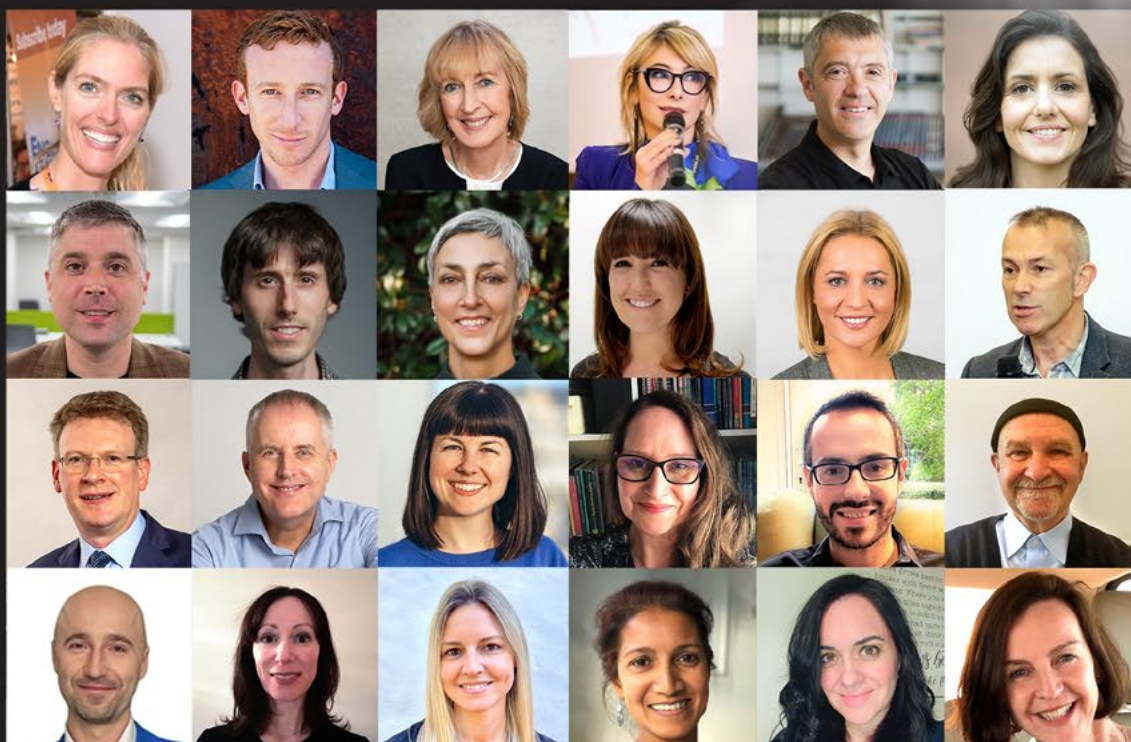
Ready for C1 provides meaningful texts, designed to build students' exam confidence and get them ready for life.



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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YOU



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