

Future English

Online teacher community - Georgia

Role Profile for Online Teacher Community Facilitators



What is it?

Future English Online Teacher Community is a new British Council peer-led online platform for English language teachers which provides a forum where teachers can engage in new ideas and relevant discussions, share knowledge and experience, reflect on their practice and take part in research. Within the platform, teachers can develop an e-portfolio to support and evidence professional development, can engage in their smaller, geographically local online community in which interactions and discussions are organised and managed by a local facilitator, and can establish connections with teachers from other countries through cross-country groups.

The Online Teacher Community platform has been designed with the aim to further develop English language teaching communities across the region and to sustain and additionally grow the British Council's interaction and support for English language teachers.

What interactions are available on the Online Teacher Community platform?

Teachers can interact at different levels:

- within smaller groups of teachers already in a local teacher community (e.g. town-based, school-based) who meet face to face regularly but use the platform to stay connected between meetings, or who are in rural, remote or conflicted communities and who find it challenging to meet face to face and use the platform to develop a new online community
- connect with other groups and other teachers within their larger 'country' community through forum discussions
- interact on the wider platform with teachers from other countries through regular bi-weekly webinars and Special Interest Groups, which teachers join based on their areas of interest, experience, and specific classroom context

Following registration on the platform, teachers can engage in the following activities:

- Moderated forum discussions (topics for forum discussions are selected to meet the needs of teachers and are part of a set programme of key topics and issues)
- Webinars delivered by ELT experts (British Council trainers, external UK guest speakers, country guest speakers etc.)
- Live sessions and discussions
- Development of personal e-portfolios
- Action Research, by following an interactive course while conducting a piece of research into their own practice (currently under development, scheduled for late March 2021)

Roles and Responsibilities

The main role of the Future English Online Teacher Community Platform facilitator is to support teachers within the OTC- Georgia community and their own designated group, and to encourage exchange of experience, ideas, approaches and issues in an open, supportive, collegial, and constructive way.

Facilitators will need to complete facilitator training prior to the launch of the online teacher activities within their respective groups.

Facilitators will need to commit at least **8 hours** per month to perform the following tasks on the platform:

- moderating forum discussions regularly (twice a month) posting forum topics based on the needs of the group members, which are of interest to teachers in the group and appropriate for their areas of interest but also encouraging discussions about different and new ideas and ways of working. The list of possible topics to be agreed with the Project Coordination Team at the beginning of the term and based on teacher needs
- providing support to teachers in developing and managing their e-portfolios as needed
- organising regular (monthly) live meetings with teachers within their groups to discuss specific ELT-related topic of the month and encourage sharing of ideas, action planning and reflection within teachers in a specific group
- encouraging teachers to access various training resources on topics agreed in advance based on the recommendations of the British Council research into teacher needs carried out in partnership with the University of Leicester in line with key competences for teachers outlined in local Teacher Professional Development Standards

Facilitators must regularly:

- encourage teachers to take an active part in Special Interest Groups
- take part in webinars organised on the platform in the wider country and international groups and set an example to own group members
- encourage open discussions about teacher needs, challenges, and innovative ideas and practices
- develop a sense of community and ensuring that all group members feel involved and included
- create an atmosphere of trust, mutual respect and ensuring teachers conform to the code of conduct
- encourage meaningful reflection and deeper level engagement and reflection in ideas and application of ideas to classroom practice

The role of the facilitator is *not* to deliver training sessions and cascade training in the online groups. The role is to facilitate and encourage engagement and interaction in the online groups

The key requirements that a facilitator must meet are:

- a minimum of three years of intensive English language teaching experience;
- good ICT skills
- a facilitator is not the same thing as a trainer, so no previous teacher training experience is required however any experience of organizing or supporting otherwise teacher professional development activities will be an asset
- previous experience of online teaching and learning as well as using videoconferencing platforms
- a proven record of taking part in CPD programme and activities organised by the national authority
- any previous experience in international projects or initiatives is desirable but not essential.

