BRITISH COUNCIL

TRANSFORM

Impacting young lives
through quality education

Mapping and embedding teacher education

BRITISH COUNCIL

Mapping and embedding teacher education

TRANSFORM
Impacting young lives
through quality education

Psyche Kennett

For British Council Sri Lanka

Consultant's report, April 2018

Acknowledgement

Thanks go to the following people for making decisions, revisions, agreements and action plans that have been instrumental in helping map and embed teacher education approaches from Improving Teacher Education in Sri Lanka (iTESL) and Teacher Education for English (TEE) in pre- and in-service teacher training in Sri Lanka.

Mr Sunil Hettiarachchi, Secretary, Ministry of Education
Mr K M H Bandara - Chief Commissioner, Teacher Education, Ministry of Education
Mr Sanath Jayalath - Assistant Director English, Ministry of Education
Dr Jayanthi Gunasekera - Director General, National Institute of Education
Mr Darshana Samaraweera - Director English, National Institute of Education
Dr Lesley Dick - ELT Projects Manager, British Council, and her team
The British Council iTESL trainers, Ms Helen Cherry, Ms Silvija Pozenel and Ms Karen Waterston
Ms Helen Crawley - Senior Trainer TEE Project, and her team

Your valuable on-going contributions to the sustainability of iTESL and TEE are also gratefully acknowledged here.

Contents

List of abbreviations 7
1. Introduction 9
1.1 Purpose of the report 9
1.2 Report overview 9
1.3 Introduction to TRANSFORM, iTESL and TEE 10
2. Consultancy approach and activities 13
2.1 Situational and stakeholder analyses 13
2.2 Mapping TEC and EFT 13
2.3 Communication strategy 14
3. Mapping and embedding iTESL and TEE in NIE-NCoE systems 15
3.1 Syllabus 15
3.2 Materials 17
3.3 Embedding the Teacher Educator's Course (TEC) 18
3.4 Contextualising core skills 18
3.5 Applying pressure and support 19
4. Communication strategy 21
4.1 Selection and deployment issues 21
4.2 Communicating and planning for change 22
4.3 Deploying Master Trainers for TEC 23
4.4 Communicating across pre-service and in-service systems 24
4.5 Strengthening equity for the North and East 25
5. Using iTESL and TEE in an issue based approach to system reform 27
Appendix 1: Desk review sources and references 31
Appendix 2: Record of key stakeholder consultations 33
Appendix 3: Guidance note on Sri Lankan Public Service Human Resource Management 35
Appendix 4: Sample of new materials: *Diversity and inclusion; Child protection* 43
Appendix 5: Revised (draft) iTESL log frame Mar 2018 30
Appendix 6: Teacher Educator's Course (TEC) 2018 mapped to NIE NCoE ELT Methodology 2017 34
Appendix 7: Key stakeholder workshop on iTESL and TEC 40
Appendix 8: Community of Practice (CoP) contract 46
Appendix 9: Consultant's Terms of Reference 48

List of abbreviations

BC	British Council
CELTA	Certificate of English Language Teaching to Adults
CPD	Continuing Professional Development
CoP	Community of Practice
EfT	English for Teaching
ELT	English Language Teaching
ENAPR	'Experience, New, Analysis, Practice, Reflect' session design format
IT	Internet Technology
ISA	In-service Adviser
iTESL	Improving Teacher Education in Sri Lanka
MoE	Ministry of Education
MT	Master Trainer
NCoE	National College of Education
NIE	National Institute of Education
RELC	Regional English Language Centre
TE	Teacher Educator
TEC	Teacher Educator's Course
TEE	Teacher Education for English
TES	Teacher Education Service (Public Service employment grade for teacher educators working in colleges)
TS	Teaching Service (Public Service employment grade for teachers working in schools)
TTC	Teacher Training College
ZOE	Zonal Office of Education

1. Introduction

1.1 Purpose of the report

The purpose of this report is to document how

- institutional capacity and the wider public administration system, with specific reference to the National Colleges of Education (NCoEs), affect the quality of what and how pre-service student teachers learn;
- Improving Teacher Education in Sri Lanka (iTESL) and Teacher Education for English (TEE) materials map onto existing National Institute of Education (NIE) NCoE teacher training curricula in terms of coverage, gaps, relevance, sequence, standardisation and quality;
- the mapping process can be used to persuade NCoEs to embed the Teacher Educator's Course (TEC) from iTESL and aspects of English for Teaching (EFT) from TEE in their regular ELT Methodology and General skills (English) courses;
- best practice and lessons learnt from iTESL and TEE master training, teacher training, materials development, and human resource management for ELT can inform NCoE and MoE teacher education for other subjects;
- key stakeholders across pre-service and in-service teacher education systems can communicate with each other more effectively;
- stakeholder policy dialogue and collaborative planning can instigate systemic change.

1.2 Report overview

Section 1 Introduction explains how iTESL and TEE projects contribute to TRANSFORM.

Section 2 Consultancy approach and activities outlines how the consultant carried out the research and delivered the consultancy objectives.

Section 3 Mapping and embedding iTESL and TEE in NIE-NCoE systems examines the different teacher education approaches and ways of resolving differences in syllabus, materials, and delivery. It explains how TEC can be embedded as a core component of the existing NIE-NCoE ELT Methodology syllabus.

Section 4 Communication strategy outlines how selection and deployment of teacher educators for iTESL and TEE can be improved and used to strengthen NCoE change management. It recommends more participatory communication and steering. It suggests ways iTESL and TEE can be more inclusive in terms of a) in-service provision, and b) increasing the number of teacher educators from under-represented provinces.

Section 5 Using iTESL and TEE in an issue based approach to system reform concludes the report by suggesting how iTESL and TEE can be used to go beyond the professionalization Results Area 1 of TRANSFORM to effect systemic change in pre- and in-service teacher education in Sri Lanka.

Appendices 1 – 9 include records and documents developed by the consultant during the course of this consultancy: references, resources, guidance, new materials developed, Community of Practice contracts for TEC, an updated log frame for iTESL, and stakeholder agreements and action plan. Crucial to this consultancy is **Appendix 6** which maps TEC to the NIE-NCoE ELT Methodology syllabus.

1.3 Introduction to TRANSFORM, iTESL and TEE

In collaboration with the Ministry of Education, British Council Sri Lanka is implementing the TRANSFORM education programme. Improving Teacher Education in Sri Lanka (iTESL) and the Teacher Education for English (TEE) projects contribute to Results Area 1 of TRANSFORM.

TRANSFORM takes a systemic approach to improving the relevance, quality and effectiveness of school systems and has five main results areas.

1. Professionalisation: pre and in-service teacher training and teacher training institutional development;
2. Quality assurance: continuing professional development (CPD), qualification systems for teachers and students, and school inspection;
3. Transitions: provision of career guidance, employability skills and English
4. Research, evaluation and learning: carrying out research, monitoring and evaluation to inform policy dialogue and evidence-based change management;
5. Strategic communications: strengthening the role of British Council and the UK through advocacy and partner and stakeholder communication strategies.

Improving Teacher Education in Sri Lanka (iTESL) is a two year project, established in November 2017, with a contribution of LKR 32m (2017-2018) from British Council and LKR 22m (2018) from the Ministry of Education. iTESL supports pre-service and in-service teachers to deliver content and core skills for English, Maths, Science and IT more effectively. It upgrades their training and mentoring skills in inclusive, activity-based, learner-centred methodology. These skills are transferred in a cascade from three British Council consultant trainers through 42 Sri Lankan Master Trainers (18 for ELT) to deliver

- Four week (120-hour) intensive residential methodology courses to nearly 200 English, Maths, Science and IT teacher educators from National Colleges of Education (NCoEs), provincial Teacher Training Colleges (TTCs), Teaching Centres (TCs) and Regional English Language Centres (RELCs)
- Seven day (53-hour) mentoring skills courses to 254 English ISAs and an estimated 1000 Maths, Science and IT In-service Advisers, ISAs).

Teacher Education for English (TEE) is a 14 month project (March 2018 – May 2019), funded by a LKR 70m donation from a philanthropist donor. British Council trainers are placed directly in four NCoEs (Jaffna, Mahawelli, Pasdunrata and Peredeniya) and one teacher training college (Giragama) where they deliver 120 hour English and methodology integrated language improvement courses to over 750 English medium and other subject pre-service student teachers during their regular timetable. In addition, up to 80 English language teacher educators get informal mentoring opportunities working alongside the British Council trainers. In this way student teachers and teacher educators are exposed to models of best practice in the training classroom on a daily basis.

iTESL and TEE contribute to TRANSFORM beyond Results Area 1 in the way they take a bottom-up, issue-based-approach to changing pre- and in-service teacher education systems. Although the emphasis is on professional skills develo

pment through improved course design and delivery (TRANSFORM results are 1, (Professionalism), this incubates change which impacts the other four results areas: quality assurance, qualifications and employability, learning from research, and strategic communications. iTESL and TEE

- build capacity at institutional level by enhancing efficiency and effectiveness (master teacher and teacher education selection and deployment that builds capacity for change management): *TRANSFORM results area 1 (Professionalism)*;

- establish classroom standards for learner centred methodology which can be measured and assessed with greater transparency and used to establish constructive and more resilient continuing professional development (CPD) and future communities of practice (CoP) - *TRANSFORM results area 2 (Quality Assurance)*;

- increase responsiveness to Sri Lanka's economic development learning needs by equipping teachers and their students with relevant school-leaver skills in core skills, critical thinking, problem solving, creativity, IT and effective communication - *TRANSFORM results area 3 (Transitions)*;

- develop management capacity of MoE, NIE and NCoE by building on lessons learnt about ELT mapping and embedding teacher education approaches and deploying trainers for scalability to other subjects in the school and NCoE curricula (Maths, Science and IT) - *TRANSFORM results area 4 (Research, evaluation and learning)*;

- use key development issues in pre-service and in-service institutions to bring a range of education stakeholders together to make decisions in a more participatory and inclusive way, and use current gaps and inequalities in teacher education provision to trigger equity policies for inclusion - *TRANSFORM results area 5 (Strategic communications).*

2. Consultancy approach and activities

(See Appendix 9 for the consultant's terms of reference.)

2.1 Situational and stakeholder analyses

The consultant conducted a situational and stakeholder analysis which included

- reviewing existing documentation on the current state of teacher education in Sri Lanka, including public administration circulars pertaining to the release, deployment and payment of Master Trainers as 'external resource persons' (Appendix 1: Desk review sources and references);
- meeting key stakeholders in NIE, MoE, Peredeniya, Mahaweli, and Pasdunrata NCoEs and Yakarawatta Provincial English Support Centre to discuss teacher education needs, teacher education provision by iTESL and TEE and appetite for teacher education curriculum and institutional reform (Appendix 2: Record of key stakeholder consultations);
- interviewing Master Trainers and NCoE 'lecturers' on teacher educator courses, and ISAs on mentoring skills training courses;
- observing teacher educators deliver sessions in their real classrooms, to record any content-process positive reinforcement 'loops' between teacher educator session delivery and the participatory classroom methodology they were advocating;
- observing iTESL Master Trainers and their participants in training sessions;
- observing pre-service student teachers in NCoEs trained by British Council TEE trainers;
- identifying ways of embedding, quality assuring and sustaining the new materials, Master Trainers and trained teacher educators at institutional level;
- producing a briefing note for iTESL and TEE managers on human resource issues for mobilising Master Trainers (Appendix 3: Guidance note on Sri Lankan Public Service Human Resource Management)
- advising on revisions to the operational alliance between British Council and the Ministry of Education
- conducting workshops with British Council iTESL and TEE training teams to
  - collect trainers' feedback on the iTESL inception phase: positive outcomes, lessons learnt, things we can't change
  - develop the Maths, Science and IT 'Content' training course
  - pilot and rewrite new sessions on *Diversity and Inclusion* and *Child Protection* (see Appendix 4 for examples)
  - update the iTESL log frame (Appendix 5) and make recommendations on how to base quarterly reporting on the log frame
  - explore ways of linking iTESL and TEE technical inputs and support.

2.2 Mapping TEC and EFT

The consultant mapped British Council iTESL (TEC) and TEE (EFT) training materials to the NIE-NCoE curriculum and assessment system. This included

- reviewing iTESL and TEE project design and M&E reports, and TEC, EFT and Core Skills training materials and assessment tools;

- editing the iTESL TEC Trainer Notes and Participant Notes
- reviewing the NIE ELT, General English Skills, Literature, Professional Subject, Classroom Practice and Literature syllabi and assessment system (on-going assignments and past test papers);
- reviewing the NIE English textbooks and teachers' guides for primary and secondary ELT;
- conducting a gap analysis: identifying synergy and gaps between the NIE and British Council materials and approaches to ELT pre-service teacher training, including
  - coherence between British Council and NCoE methodology and materials, teacher and teacher educator competencies, and school textbooks
  - opportunities to embed core skills in teacher education materials for maths, science and IT, as well as English
  - best fit for embedding TEC in the regular NCoE syllabus;
- mapping the iTESL TEC onto the NIE-NCoE ELT Methodology syllabus (Appendix 6);
- making recommendations about how the NIE-NCoE syllabus could be updated;
- sharing findings and agreeing strategic and operational ways forward with British Council Education Director and iTESL/TEE Project Manager.

2.3 Communication strategy

The consultant developed a communication strategy for key stakeholders. This involved

- advocating the importance of strategic, criteria-based, timely selection and release of Master Trainers and teacher educators to ensure agreed MoE targets, strengthen NCoE change management plans and contribute to more effective and efficient pre-service teacher training;
- designing and delivering a planning workshop for key stakeholders from MoE, NIE, NCoE, and British Council in order to
  - ensure the effective selection and full attendance of all English teacher educators (lecturers) from the four NCoEs on TEC courses by the end of 2018, with an emphasis on those lecturers who teach ELT Methodology and Classroom Practice
  - get all NCoE teacher educators who have successfully completed iTESL to adhere to a 'Community of Practice (CoP) Contract' which would oblige them to deliver an agreed number of sessions from TEC in their regular NCoE courses and be observed and mentored by British Council TEE trainers, Master Trainers, other British Council trainers, and/or peers
  - agree that an edited version of TEC is a close elaboration of the NIE ELT Methodology syllabus and approve it as the core training material for NCoE regular ELT Methodology sessions
  - agree on standardised, printed materials as a form of quality assurance and approve the use and distribution of TEC Participant Notes to students;

  (see Appendix 7 for specific agreements and action points from the meeting)
- producing a final report.

3. Mapping and embedding iTESL and TEE in NIE-NCoE systems

3.1 Syllabus

An overview of the NIE-NCoE syllabus for English

English language pre-service teacher training at the National Colleges of Education (NCoEs) (and by extension the provincial Teacher Training Colleges and Teacher Centres) is structured by the National Institute of Education (NIE) syllabus for English. This syllabus is made up of the following subjects which are taught across the two years of study:

- **Professional subject**: educational psychology, educational sociology; educational guidance and counselling, educational measurement and evaluation, elements in education and school management. This is a subject designed for all pre-service student teachers regardless of subject specialisation.
- **Educational practice**: characteristics of the profession; learner diversity and humanistic considerations; implementing the whole school curriculum; lesson planning; work arrangements and inclusive, child friendly approaches and rights; using visual aids and educational technology; classroom management skills; school management and reporting; linking school to community; disaster management. This is a subject designed for all pre-service student teachers regardless of subject specialisation and is taught just prior to teaching practice ('block teaching') in the first and second years.
- **English (Subject 1)** commonly referred to as 'Four skills': Listening, Speaking, Reading, Writing, Linguistics, and Introduction to English Phonology. This is for pre-service student teachers who will teach English as a subject in Grades 3 to 13. Variations of this course are delivered to Primary English teachers (Grades 3- 5) and student teachers of Maths, Science and other subjects, studying in Sinhala and Tamil, who need English to teach the Grade 1 – 2 Activity Based Oral English programme if they are assigned to teach in primary schools.
- **English literature (Subject 2)**: Poetry, drama, and prose. The first year mainly comprises detailed study of the set literature text for 'O' Level, the second year mainly comprises detailed study of the set literature text for 'A' Level.
- **ELT Methodology (Subject 2)** is printed together with English literature and forms the second part of Subject 2. It includes lesson planning, teaching aids, classroom management, child centred methods, English textbooks used in schools, different methods and approaches, teaching the four skills, error analysis and correction, and testing.

Mapping iTESL and TEE to the NIE-NCoE Syllabus for English

The core material for iTESL is the *Teacher Educator's Course (TEC)*, a tailor made training course based on curriculum and material from British Council's *Teaching for Success* (TfS) system and British Council's modified Certificate of English Language Teaching to Adults (CELTA) named 'CELTA lite'. This maps closely to the NIE-NCoE ELT Methodology syllabus, with 90% of the content covered in 53% of the time allocated in the NIE-NCoE timetable. See *Appendix 6* for a detailed map of how this is done.

In addition, the sessions on assessment and mentoring skills in TEC can be mapped respectively to the educational guidance and counselling, and educational measurement and evaluation components in the NIE-NCoE Professional Subject syllabus. Likewise some of the TEC sessions on Core Skills, Diversity and Inclusion, and Child Protection sessions can be mapped to the inclusive, child friendly approaches and rights components in the NIE-NCoE Educational Practice syllabus.

The core material for TEE takes a content and language integrated learning (CLIL) approach and is based on British Council's *English for Teaching (EfT) which integrates English with methodology*. EfT maps to 38% of the content of the NIE-NCoE English Subject 1 (4 skills) curriculum within 21% of the time allocated for the subject in the NIE-NCoE timetable. In addition EfT integrates coverage of key aspects of the Linguistics and Introduction to English Phonology components of the NIE-NCoE English Subject 1 as well as many aspects of the NIE-NCoE ELT Methodology syllabus.

Integrated and segregated syllabus approaches

TEC and EFT follow a highly integrated approach where content and delivery reinforce each other in a positive loop to showcase learner centred methodology through participatory, task based, reflective learning. iTESL and TEE programmes and materials come from a professional, skills-based approach, influenced by the University of Cambridge CELTA and British Council's Teaching for Success (TfS).

The NIE-NCoE syllabus on the other hand has a much more segregated approach that is academic, content-heavy, and lecture-based. It is influenced by the institutional traditions of the Sri Lankan university system and an organisational culture that

- encourages narrow subject specialisation rather than cross cutting skills or content-and-process integrated delivery;
- timetables a large number of interchangeable staff who work independently of each other and who are used to 'dropping in and out' at designated times during the teaching day to deliver individual aspects of the course as 'one-off' lectures;
- avoids the need to coordinate staff, build synergies through combined inputs or plan for systematic recycling of skills and ideas;
- separates teaching practice from methodology input;
- accommodates a public service employment, payment and promotion structure which upholds a system of specialisation and segregation of subjects.

The preface to the NIE-NCoE syllabus describes English as a link language and English as a life skill thus accurately highlighting its potential as an international tool for helping Sri Lankan youth achieve social inclusion or access digital world resources, employability and higher education in the 21st century. However in reality the way English is presented in the syllabus document is more an academic, literature based, arts subject which would benefit from revision.

This accounts for the following:

- English Literature and ELT Methodology are combined in one 'subject' where 240 hours are devoted to Poetry, Drama and Prose while only 180 hours to ELT.
- Within ELT Methodology, 18 hours are dedicated to using teaching and learning aids effectively; in practice this means getting student teachers to develop endless posters and visuals, but there is no structured input on how to use the board effectively or how to use digital resources.
- Methodology for teaching young learners, phonology, basic literacy, lexical approaches, multi-level classes, multi lingual approaches, self-access skills, core skills and special needs, is not included in the ELT Methodology syllabus.
- The English (Subject 1) '4 Skills' syllabus and exams are characterised by an ambivalent mixture of proficiency (language improvement) and linguistics (language awareness) and there is no mention of vocabulary or a lexical approach.

3.2 Materials

The academic approach rather than the professional skills approach used by iTESL and TEE is also inherent in the way teaching materials are currently developed and used in the NCoEs. Lecturers are free to develop their own notes and handouts as long as they elaborate the NIE-NCoE syllabus and cover the hours allocated.

While allowing lecturers to interpret the syllabus according to their own professional ability, this lack of standardised teaching and learning material contributes to a lack of transparency and quality assurance. In some cases it appears to be more a question of convenience than creativity. English departments demonstrate a range of approaches: some are clearly comfortable with the same materials year after year and are reluctant to change; others like Pasdunrata NCoE want to break away from ad hoc inputs and have expressed the need for student teachers of English to have an ELT methodology course book

After visits to four training centres and interviews with Master Trainers, only one could readily produce the materials she used for her regular ELT Methodology classes – texts such as Penny Ur, *A Course in Language Teaching*, CUP 1991 and Hubbard et al, *A training course for TEFL*, OUP 1983 – which she delivered as (interactive) lectures.

No-one interviewed felt in a position to explain how they would convert former lecture notes to task-based input-task-output (Experience, New, Analysis, Practice Reflect 'ENAPR' type) sessions promoted by TEC or use TEC classroom management delivery skills once back in their regular classes.

The emphasis on lecturing, the use of infrequently revised, non-quality-assured lecture notes, the short timetabled slots for each session, the general 'fixed desk' classroom environment, and the teacher centred, rote learning expectations of the organisational culture all combine to emphasise content over process; lecturing about the importance of groupwork rather than demonstrating its importance by using it on a regular basis. Even the best Master Trainers found it initially challenging to incorporate basic classroom management skills in the task-based delivery of the TEC course: giving clear instructions to set up tasks, monitoring and facilitating groupwork, taking notes for indirect correction and giving effective feedback.

Although they knew the methodology content well it was the first time they had been obliged to loop the input by demonstrating the skills they were advocating through the messages they were delivering.

3.3 Embedding the Teacher Educator's Course (TEC)

Understandably then, it is difficult to map and embed TESL's TEC or TEE's EFT in NCoEs. From the iTESL and TEE perspective this involves segregating integrated components and distributing them across a compartmentalised timetable. From the NIE-NCoE perspective it involves a fundamental change not only to the materials used but also to their delivery and to the organisational system itself.

It is therefore important to find initial synergy and use this as the entry point for change. The strongest 'match' is between the Teacher Educator's Course (TEC) – the core material for iTESL - and the NIE-NCoE ELT Methodology syllabus: TEC only takes up 53% of the ELT Methodology component's scheduled time, while covering 90% of its content. This makes the TEC an integral support rather than a heavy addition to the regular NCoE teaching timetable. Strategically it is a good place to embed iTESL teacher education approaches. TEC as part of the NIE-NCoE ELT methodology syllabus provides

- a non-threatening, step-by-step change process;
- lee-way, leaving 47% of the ELT Methodology timetable for NCoE teacher educators to do their own thing, teach syllabus areas they feel are not covered by TEC, and re arrange sessions to accommodate exam preparation, block teaching and the vagaries of the new intake dates;
- an opportunity for teacher educators to loop process with content and 'practice what they preach' in a guided way through the learner centred, participatory, task based nature of the TEC materials;
- quality inputs including the sort of necessary recycling of ideas and skills which are missing from the current fragmented non-standardised approach;
- consistency, coherence and accountability when one teacher educator covers for another's absence (a frequent occurrence in the colleges);
- constructive teacher educator support: by the end of the iTESL project all ELT Methodology 'lecturers' will have had the opportunity to be trained in its use;
- learner empowerment and autonomy: student teachers can refer to the Participant Notes outside class, expand their critical thinking through the task based approach and take greater responsibility for their own learning.

3.4 Contextualising core skills

In order to embed TEC in a sensitive and sustainable way that would propel not only professional but also system reform in the NCoEs, the following adjustments were made to the TEC core skills materials.

The sessions on *Diversity and inclusion*, and *Child protection* were re-written to embed the concepts in the Sri Lankan context. This makes the material more relevant to addressing the

economic, geographic and ethnic disparities which exacerbate inequalities, vulnerabilities and exclusion in the current Sri Lankan school system.

The new session on *Diversity and inclusion* looks at the excluding factors of de facto privatisation of education by private tuition classes, the university quota system, and the inherent disadvantages of remote estate sector and war affected areas. It promotes English and gender equity as tools for inclusion and social cohesion. (See Appendix 4, Sample of new materials: *Diversity and inclusion*.)

The new session on *Child protection* is based on the findings of the Global Partnership report, *Preventing violence against children in Sri Lanka* (UNICEF 2017) and focuses on stopping school related violence. It helps teachers examine the types of violence that occur, from corporal punishment to physical and on-line bullying to sexual harassment. It proposes a range of solutions to keep children safe and gets teachers to choose one of the solutions to develop into an action plan for their own school or college. (See Appendix 4, Sample of new materials: *Child protection*.)

In addition to these changes, it is further recommended that TEC should include micro teaching assignments based on the English Subject 1 ('4 skills') syllabus and materials that teacher educators normally use in college. Currently the micro training assignments are based on the English school textbooks (and this is appropriate for when teacher educators use TEC to teach ELT Methodology to student teachers). However, NCoE teacher educators first need to apply the methodology to their own teaching of the four skills, grammar, vocabulary and phonology at college level, not in schools. With micro teaching assignments based on the English Subject 1 it will be easier for them to loop content and process in a mutually reinforcing way on a daily basis.

3.5 Applying pressure and support

'Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste of resources.' (Fullan, 2015). The possibility of professional and systemic change is increased when pressure is combined with support. In this case, teacher educators will not use the TEC materials in their regular classes nor will they try to apply task-based learner centred methodology to other sessions in the Professional Subject, Educational Practice or English (4 skills) curricula unless they are somehow obliged to do so but at the same time supported and incentivised.

One way of applying pressure is for the Secretary, MoE to get Academic Board approval for the TEC materials and then send a circular to the NCoEs mandating the implementation of TEC as the core material for the NIE NCoE ELT Methodology syllabus. The Secretary has already agreed to do this on receipt of a short report explaining the rationale, the edited TEC Trainer and Participant Notes in course book form, and the map of how this version of TEC fits the NIE-NCoE syllabus (as laid out in Appendix 6).

At a stakeholder meeting where senior managers from the MoE, the NIE, the NCoEs and British Council came together to explore ways of mapping and embedding iTESL and TEE in existing teacher education courses, it was also agreed to establish a system of 'Community of

Practice' (CoP) contracts: another example of effecting change through pressure and support.

The CoP contract obliges teacher educators to deliver two ELT Methodology or English (Subject 1 '4 skills') sessions from the TEC materials on their return to regular teaching. It provides a support mechanism to carry out this assignment and rewards them with a certificate of practice upon successful completion.

The contract commits the teacher educators to work with Master Trainers and/or British Council TEE and/or regular British Council trainers from whom they can get

- further input by observing process and content integrated skills delivery in action,
- support in planning and delivering their TEC sessions,
- feedback after session observation, and
- approval for certification on successful delivery of their two sessions.

The certificate can then be held on their staff file and used as evidence for continuing professional development and promotion. (See Appendix 7 for details of how the CoP contract will be implemented and Appendix 8 for what the CoP contract looks like.)

For those teaching other subjects, such as Professional Subject, Educational Practice and literature, the CoP contract obliges and supports them to develop a learner-centred, task-based session based on existing content but employing TEC approaches. This means designing a session structured on an 'Experience – New – Analysis – Practice – Reflect' (ENAPR) session model.

The CoP contract system also promotes iTESL-TEE synergy. TEC 'graduates' observe British Council TEE trainers deliver English for Teaching (EFT) in and content and process integrated way. TEE trainers, Master Trainers and British Council trainers monitor and evaluate the regular delivery of TEC sessions by TEC 'graduates. This

- helps embed integrated language and methodology approaches to the English (Subject 1, '4 skills') course
- uses the expertise of the British Council TEE and Master Trainers in a more organised way to initiate a mentoring system within the college, and through this
- begins to establish an ethos of continuing professional development and an ELT community of practice.

4. Communication strategy

4.1 Selection and deployment issues

Teacher training institutes around the world are constantly balancing regular course continuity and coverage with teacher educator release for professional development. Sri Lanka is no exception. Teacher educators from national and provincial teacher training institutes are not only invited to attend training provided by World Bank, EU, GIZ and British Council but also by the national and provincial Ministry of Education and the NIE. At Peredeniya and Pasdunrata NCoEs, staff of Master Trainer calibre are under additional pressure to help set and mark training institute national exams in a different location. At the same time key events in the college timetable require 'all hands on deck' – preparing student teachers for their block teaching (teaching practice) or final exams, invigilating, marking, preparation for national celebrations like Vesak and new year, graduation…

In order to satisfy conflicting demands on their staff, the danger is college management release those who are not in demand elsewhere. This short term solution helps them compartmentalise the external training and by doing so prevents the training from having a lasting effect on the daily processes of the college.

Unless the Vice Principal Academic or Dean understand the value of the training, for both the individual and for the institute as a whole, and unless they are involved from the start, not just at the last minute, they are unlikely to cooperate and release the right teacher educators for iTESL training or provide the right classes for the British Council TEE trainers to work with.

Further dissuading factors kick in at individual level. Expectations for training length are three to five days; the idea that staff must attend a four week course in a remote location like Mannar is demotivating – especially for the first round of training. Participants expect TEC to be like all the other training courses they have been to – lecture based, abstract, and impractical. (If the British Council were offering a four week training course in the UK, then the right teacher educators would be available and released in a shot. It will take some time for the word to get out that TEC provides a similarly motivating experience.)

As a result, the selection of teacher educators for iTESL has not been ideal; so too the selection of student teacher classes for TEE. Participants have been selected often in a bureaucratic, alphabetic way, or in a traditional hierarchical way, and at the last minute. Seniority or 'reward' or convenience has taken precedence. In some cases lecturers about to retire have taken the place of those who will be able to contribute much more to the college in the long run. Getting the selection wrong was not initially seen as a problem because the target was to train all the English lecturers in all the NCoEs. However, because in the second round less than half the places were actually filled, it has become a more serious problem.

In Jaffna there simply are not enough English lecturers to fill the available places on TEC courses. In Jaffna NCoE and the Northern Province's provincial Teacher Training College, Kopai, the cadre exists but it is not filled.

As for TEE, in some colleges the British Council TEE trainers were given classes to 'cover' so 'real' lecturers could get on with priming student teachers for exams. In other cases, the Vice Principal's lack of understanding of the value of the British Council TEE trainers as mentors and teacher trainers has meant they have not been given these roles officially and there is no formal obligation for staff to be mentored or guided by them.

At the heart of this ineffective selection and deployment of teacher educators is a lack of communication and planning. From a professional perspective, the iTESL and TEE teams know that college investment in their programmes will pay off, not only for professional but also for organisational development. They understand the long term benefits of training as a better investment than keeping the college running as normal on a daily basis. But from a systems point of view it is not good practice to expect the college management to take this leap of faith. (Once the reputation of TEC and EFT builds, there will be more college willingness to release staff at short notice, but it is not something to bank on in the inception phase.)

4.2 Communicating and planning for change

In order to break this cycle of operational convenience superseding strategic planning, leaders from training colleges, MoE and NIE need to rationalise at a strategic level what their needs are in terms of staff and systems. This analysis would gain more traction if it were done in a collaborative rather than a top-down way. By communicating their needs analyses and sharing their change management plans they not only acknowledge their systems are interlinked but also establish greater-buy in to the reform. This collaboration will not happen on its own and may need facilitation by an external player such as British Council.

At the iTESL TEE key stakeholder meeting in March 2018 managers from the MoE and the NIE representing English, exam systems, curriculum and teacher education met with the NCoE presidents and vice presidents to follow up on agreements made in the December 2017 meeting convened at MoE. The purpose of the meeting was to try to take a strategic stock-take before launching into operational planning. British Council played the role of the facilitator. Strategies for mapping and embedding iTESL and TEE were agreed (see Appendix 7 for the minutes of the meeting) and the following strategic and operational steps for participant selection for TEC were agreed.

- In principle NCoEs will take over from the MoE the process of participant selection for TEC. They will exercise their power to decide who attends when and why, according to their change management plans. They will then send participant lists to the MoE who will issue letters of invitation in response.
- NCoEs will analyse their English staff needs (and in a second round, the needs of their Maths, Science and IT staff) in terms of who teaches what, who needs to develop which skills, and how cover can be arranged on a rotating basis to maximise opportunities for staff to attend TEC while minimising disruptions to the timetable.
- Because a great deal of the HR data held by all those involved is out of date, the NCoEs will update their staff details in the MoE (paper) format and share it with MoE, NIE and British Council.

- All stakeholders will share their *actual* forward calendars (three months at a view), not the theoretic annual plan they draw up at the beginning of the year. From this MoE and British Council can identify bottlenecks in upcoming plans and adjust course dates accordingly.
- NCoEs will also convene an English Department staff meeting (and later, department meetings for Maths, Science and IT) chaired by NCOE President/Vice President Academic. Teacher educators who have completed TEC will share their experience and describe their CoP contracts; NCoEs will use this meeting to prepare and motivate new participants and make the continuing professional development aspect of the training 'formal'.
- NCoEs will then draw up a list of participants to be sent to the next TEC course in two categories: (1) five or six ELT Methodology and/or English (Subject 1, '4 skills') teacher educators who should attend the course because of their strategic value in improving the department and (2) one or two standby Professional Subject, Educational Practice or Literature teacher educators who can fill the place of anyone unable to attend.

4.3 Deploying Master Trainers for TEC

In terms of deploying Master Trainers to deliver the TEC courses, MoE need to plan and use their special budget allocation for iTESL in a more transparent way and recompense Master Trainers when they are deployed to remote locations to run residential training. One of the reasons they have not mobilised funds or completed the bulky bureaucracy that accompanies payments is because they have not yet found a suitable person to project manage their side of things and currently use staff pulled from other jobs. The same situation exists in the British Council and the fact that both partners are under-resourced compounds the problem.

To this end the operational agreement between the British Council and the MoE was updated. British Council were also briefed on what the public administration rules and limits to allowances were so they could monitor operational agreement implementation. (See the guidance note in Appendix 3 on Sri Lankan Public Administration human resource management rules.)

In terms of a communication strategy for Master Trainer deployment, the following steps are recommended.

British Council should

- get one letter of release from MoE with the names of all the Master Trainers listed in it for the total number of days they are required in the year; this will really reduce red tape;
- meet the NCOE Presidents and Vice Presidents (Academic) in advance and inform them of the training schedule, the total number of days their staff will be required for, and what they will be doing;
- ensure the letters of release from MoE are received and NCoE managers are informed two working weeks before the training course starts to allow time for Master Trainers to apply for leave from their own institutions and get cover for the classes they are leaving;

- try to schedule TEC, Mentor and other training courses during times of the year when the colleges, schools or Zonal Offices of Education (ZOEs) are less busy (for example it is difficult for NCoEs to release trainers when both first and second year student teachers are in full session);
- ensure that not too many staff are taken from the same institution at any one time;
- use knowledge of the public administration system about staff grades and payments to make iTESL and TEE more sustainable;
- get the operational agreement approved and signed off at the higher management level
- monitor the operational agreement so that payments to Master Trainers happen.

4.4 Communicating across pre-service and in-service systems

Although there is a strong emphasis in this report on strategies for mapping and embedding iTESL and TEC for pre-service teacher training, the in-service objectives should not be neglected. 108 English In-service Advisers (ISAs) have already benefitted from the Mentoring Skills Course, with a further 150 English ISAs are scheduled to follow the course in 2018. It is clear that ISAs would further benefit from doing the four week TEC, in order to run their scheduled in-service 'Quality Circle' methodology workshops more effectively and to enhance their 'toolbox' of learner centred approaches and techniques to support the observation and feedback work they do in schools.

However, the following points need to be taken into consideration.

- The NCoE Master Trainers who would run the TEC course for ISAs do not have experience of teaching in schools and with their limited experience of managing learner centred activities, most of them would not be able to model best practice in methodology at school level.
- Mixing pre-service and in-service systems in Sri Lanka brings its own set of problems. Master trainers from NCoEs can deliver TEC to ISAs in one of the designated training centres, but it would be difficult for them to access payment or travel expenses to conduct follow-up where their observation and feedback skills are most needed: in Zonal Offices of Education (ZOEs), schools, and teaching centres where ISAs deliver 'Quality Circle' workshops. Accessing national, pre-service, teacher training institute budget lines and protocols to manage provincial, in-service, school based follow up work is difficult at the best of times and not sustainable in the long run.
- Reciprocally, ISAs belong to the Teaching Service, not the Teacher Education Service which NCoE teacher educators belong to. This means they are not technically 'allowed' to train NCoE staff – a problem British Council realised when they tried to deploy an ISA Master Trainer in the first round of TEC delivery to NCoE participants. Not only payment but also inherent hierarchies and preconceptions about who has the right qualifications to teach whom prejudice their position.

These issues make it worthwhile revisiting MoE's decision not to develop or deploy ISAs as Master Trainers. Having a flexible cadre of Master Trainers who can be drawn from schools, RESCs, ZOEs, and teacher training institutes would be the most practical solution but it would impact on the currently clear division of pre service and in-service systems.

However, it may be worth pursuing the RESC and ISA-as-master-trainer argument as an issue-based approach to teacher education reform. The initiative could begin to bridge the false gap between pre-service and in-service teacher training that exists in Sri Lanka. Strategically it would be good to research and try to establish a Community of Practice which links NCoE teacher educators and systems to ISAs, RESC managers and ZOE systems.

4.5 Strengthening equity for the North and East and the Estate Sector

The NCoE teacher education system has traditionally been dominated by Peredeniya and Pasdunrata. As a result of their pre-eminence, and a teacher educator shortage in traditionally educationally 'lacking in capacity' Estate Sector provinces (Uva, North Central, Sabaragamuwa) and civil war affected provinces (Northern and Eastern), 'the rich get richer and the poor get poorer' as illustrated by the duplication and gaps of training provision so far through iTESL:

Province	Master Trainers	Teacher Educators	ISAs	Total
Northern	-	2	16	18
North Western	-	3	16	19
Western (Colombo)	7	13	13	33
North Central	-	2	8	10
Central (Kandy)	9	8	14	31
Eastern	-	6	5	11
Uva	-	3	8	11
Southern	1	3	15	19
Sabaragamuwa	1	1	8	10

	Educationally 'lacking in capacity" provinces
	Educationally 'strong' provinces

In the Northern Province, Jaffna NCoE and the provincial Teacher Training College, Kopai, are unable to fill their English teaching cadre with Teacher Education Service (TES) qualified teacher educators as the system requires. As a result Northern Province teacher educators are underrepresented in iTESL. Only two teacher educators have participated on TEC courses so far. None have qualified as Master Trainers and MoE is unwilling to select suitable candidates from the school system in their place because traditionally, Teaching Service staff (school teachers) are 'not allowed' to perform Teacher Education Service tasks (in this case, train NCoE staff).

Teacher education systems and staff from Eastern, Uva, North Central and Sabaragamuwa Provinces are also under represented on iTESL and TEE. These NCoEs are out of the loop somewhat as they do not offer English as a pre-service subject. However, Eastern Province has one of the highest concentrations in the country of ethnically diverse urban and municipal councils. The three ethnic communities live side by side in Trincomalee, Batticaloa, Kalmunia, and Ampara and at the same time these places have one of the longest records of communal violence. The Provincial Ministry of Education Eastern Province lacks the capacity to deal with these social cohesion challenges yet promoting English as a link language would have high traction for school and community based conflict resolution. Eastern Province will hopefully get more attention when the TEC courses for Maths, Science and IT are run. Similarly the poverty and lack of opportunities for school children in the Estate Sector

provinces - Uva, North Central and Sabaragamuwa – could be ameliorated if the NCoEs in these provinces were able to deliver more learner centred models for schools and if English teachers were trained there.

British Council should work with MoE to consider an equity strategy for these provinces, building on policy dialogue that already exists to strengthening inclusive education:

'The State shall endeavour to create an inclusive society by setting up mechanisms to actively encourage the participation of formerly marginalized groups in decision making as well as their access to opportunities and services.' National Policy on Reconciliation and Coexistence (ONU 2017)

Special measures to help these war and poverty affected provinces become equal players could include the following.

- Train as a Master Trainer at least one of the NCoE teacher educators who have successfully completed TEC from the Northern, Eastern, North Western, North Central and Uva and Eastern Provinces.
- Based on the precedent established at NCoE Jaffna to second teachers from the school system to teach Maths and Science at the college where the cadre is unfilled, encourage MoE to allow the secondment of experienced English teachers and ISAs from the Teachers Service (TS) into the Teacher Education Service (TES) so they can deliver courses in e.g. Jaffna and Batticaloa NCoEs, and be trained as Master Trainers.
- Run an additional TEC course for experienced ELT teachers and ISAs in the Northern. North Western, North Central, Uva and Eastern Provinces and from those who complete with merit propose specific names for those to be seconded to the NCoEs/TTCs.
- Advocate for the establishment of an English Department at Batticaloa NCoE.
- Ensure that the same trainer selection approaches agreed for the NCoEs are also applied to the provincial Teacher Training Colleges; get presidents and educational leaders from the provincial education ministry system to meet with MoE and NIE in similar workshops to the March 2018 one for NCoE Presidents ad Vice Presidents Academic.
- Collate TEC completion data (like the table collated above) to clearly show under and over representation of trained teacher educators according to province. Use this data to work with MoE to achieve a more equitable spread of teacher educators across the country.

5. Using iTESL and TEE in an issue based approach to system reform

In conclusion there are several issues that the mapping, embedding and communication strategy for iTESL and TEE have raised that can be used to trigger change higher up the management chain in teacher education systems in Sri Lanka. The following table summarises this issue based approach and links it to the results areas of TRANSFORM.

Issue emerging from iTESL and TEE to be used as entry points for change	**Potential knock-on effect/impact on system reform**	**TRANSFORM Results areas**
Mapping TEC to the NIE-NCoE ELT Syllabus Embedding TEC as a core NCoE text through Academic Board approval	▪ The mapping process highlights gaps, inaccuracies and anachronisms in the NIE syllabus and has already incentivised NIE to update it. This gives British Council the opportunity to advise on the inclusion of specific methodology: how to teach young learners, basic literacy, multi-level, multi lingual groups, phonology, lexical approaches, self-access study skills and core skills; and how to use digital resources. ▪ Changes in the NIE-NCoE syllabus have positive washback on the NCoE pre service assessment system and the development of the new NCoE BEd.	1.1 Pedagogical approaches 1.2 Language competence 1.3 Core skills 3.3 Skills/English for employability 5.1 Brand and identity
Using TEC Trainer and Participant Notes, and EFT, to standardise the materials teacher educators and student teachers use in NCoEs. Using CoP contracts to ensure teacher educators deliver the materials in a learner centred, process and content coherent way.	▪ Concepts of coherence, scaffolding, and recycling learning, as well as the use of task based material to promote learner centred approaches and critical thinking are formalised and normalised in colleges, and by extension in schools. ▪ The materials design supports teacher educators from slipping back into the convenience of lecturing. ▪ The published nature of the materials assure quality, raise standards and increase transparency.	1.1 Pedagogical approaches 1.2 Language competence 1.3 Core skills 2.1 Occupational standards for teachers 2.3 Continuing Professional Development system

Issue emerging from iTESL and TEE to be used as entry points	**Potential knock-on effect/impact on system reform**	**TRANSFORM Results areas**

for change		
Using CoP contracts to get teacher educators to develop new materials for Professional Subjects, Educational practice and Literature in the ENAPR session format	▪ Student-teacher expectations about teaching and learning are raised and they are more likely to hold teacher educators accountable. ▪ Loop input at college level, especially for teaching ELT Methodology and English (Subject 1,'4 skills') increases best practice in schools. ▪ Learner centred approaches empower student teachers and stop the NCoE culture of infantilising them.	3.3 Skills/English for employability
Needs based criteria for selection of participants on iTESL courses replaces alphabetic/ bureaucratic selection Criteria based assignment of classes to British Council trainers on TEE replaces ad hoc short term 'cover' decisions	Change management strategies, strategic planning, and criteria based selection replace bureaucratic approaches. NCoEs begin to question the efficacy of alphabetic placement of student teachers in streams (current practice at Mahawelli NCoE) and begin to use English proficiency and placement tests as a more equitable and effective way of putting student teachers into streams and ensuring that no-one is left behind. Misinterpretation of inclusion (putting all ability levels together and 'letting the strong students help the weaker ones') is replaced with equity strategies which give lower proficiency students extra opportunities to catch up.	1.1 Pedagogical approaches 1.2 Language competence 1.4 Leadership development 4.1 Baseline research 5.2 Advocacy
Understanding the Public Administration circulars that govern teacher education systems in order to select and deploy Master Trainers in a sustainable way Monitoring the operational agreement between the MoE and British Council	Insider knowledge of how things work makes processes more transparent and can be used to nudge MoE or NIE into a 'can do' mentality when they use bureaucratic obstacles as an excuse to prevent innovation or change.	1.4 Leadership development 4.4 Learning strategy/feedback loop
NCoE planning, timetabling, arranging cover and anticipating bottlenecks in order to ensure teacher educators participate in iTESL and TEE	NCoEs see the need for, and begin to use, digital timetabling tools (which the MoE already have but have not required institutions to use yet). New timetabling skills improve efficiency and transparency in NCoE human resource systems.	1.4 Leadership development

Issue emerging from iTESL and TEE to be used as entry points for change	**Potential knock-on effect/impact on system reform**	**TRANSFORM Results areas**
Updating teacher educators' details in the data records held by NCoEs, NIE and MoE	NCoEs, NIE and MoE begin to see the use of digital education management information systems (EMIS) for teacher qualifications and CPD	1.4 Leadership development 2.1 Occupational standards for teachers 2.3 CPD system
Getting MoE to work in a more participatory, consultative way with NIE and NCoE	Horizontal rather than vertical management relations are developed and encourage more participatory and equitable collaboration across teacher education institutions. Responsibilities and rewards for sector reform are shared.	1.4 Leadership development 4.4 Learning strategy/feedback loop 5.2 Advocacy
Working across traditional divisions of pre and in-service systems; using ISAs and RESC managers as MTs;	Links between theory and practice are strengthened. The Community of Practice is broadened and made more professional. ISAs get more respect…and perhaps in the long term become part of the TES public service cadre (something they have been advocating for fifty years)	2.1 Occupational standards for teachers 2.3 CPD system 4.4 Learning strategy/feedback loop 5.2 Advocacy
Increasing the number of MTs and places filled on iTESL courses from the Northern, Eastern, North Central, Uva and Sabaragamuwa Provinces	English teachers are seconded as teacher educators in Jaffna, Batticaloa and other NCoEs (as has already been done for Maths and Science). Student teachers, ISAs and schools have a better chance to improve standards and catch up with the rest of the country after the detrimental effects of poverty, exclusion and conflict. Equitable education service provision and the use of English as a link language increases social inclusion, economic development and conflict transformation.	2.1 Occupational standards for teachers 2.3 CPD system 4.4 Learning strategy/feedback loop 5.2 Advocacy 3.3 Skills/English for employability

Appendix 1: Desk review sources and references

Aturupane, H and Deolalikar, A; World Bank discussion paper, Report No. 44, 2011, *Evolving inequality of school attainment in Sri Lanka* http://documents.worldbank.org/curated/en/709181468334289821/pdf/645280REPLACEM0of0School0Attainment.pdf

British Council, 2015-17, Connecting Classrooms, Facilitator and Participant Resources: *Core skills curriculum mapping; Developing inclusive schools & classrooms; Protecting children in your school; Teaching citizenship, communication & collaboration, critical thinking & problem solving, digital literacy* https://schoolsonline.britishcouncil.org/develop-your-skills/professional-development-training-packages/core-skills-training

Cherry H, Waterston K, S Pozenel for British Council Sri Lanka, 2017, *Improving Teacher Education in Sri Lanka Phase 1 Report*

Cole, R, (in Groundviews 20), 2015, *How free is free education? Private household spending on education in Sri Lanka: 1985 – 2010* http://groundviews.org/2015/02/14/how-free-is-free-education-private-household-spending-on-education-in-sri-lanka-1985-2010/

Fullan, M, 2015, *The new meaning of educational change (5th edition),* Teachers College Press

Global Partnership to End Violence Against Children/UNICEF, 2017, *Preventing violence against children in Sri Lanka* https://www.unicef.org/srilanka/Sri_Lanka_Report_WEB.pdf

Government of Sri Lanka, 2016, *Sri Lanka Household Income and Expenditure Survey (HIES)*, http://www.statistics.gov.lk/HIES/HIES2016/HIES_2016_final_Result.pdf

Gunawardane, R, 2017, *University admissions process needs urgent review: a proposal* https://www.colombotelegraph.com/index.php/university-admission-process-needs-urgent-review-a-proposal/

Jayasena, A for National Education Commission, *The Teacher Education Programmes in the National Colleges of Education* http://nec.gov.lk/wp-content/uploads/2014/04/National_Colleges_of_Education.pdf

Little, A (ed.), 2000, *Primary Education Reform in Sri Lanka* Educational Publications Department, Ministry of Education and Higher Education, Battaramulla http://angelawlittle.net/wp-content/uploads/2012/07/PrimaryEdReformSriLankaFull.pdf

Lunt, R for British Council, 2015, *A review of teacher education in Sri Lanka*

NIE, 2014, *English Language Teachers' Guide, Grade 06,* http://www.nie.lk/pdffiles/tg/e6tim107.pdf

NIE, 2016, *English Language Teachers' Guide, Grade 11,* http://www.nie.lk/pdffiles/tg/eGr11TG%20English.pdf

Northern Province Ministry of Education, 2014, *Northern Education System Review 2014* http://www.edudept.np.gov.lk/reviewreporteng.html

Office of National Unity and Reconciliation, 2017 *National Policy on Reconciliation And Coexistence Sri Lanka* http://www.onur.gov.lk/images/download/NationalPolicy-English.pdf

University Grants Commission, 2015, *Sri Lanka Qualifications Framework (SLQF)* http://www.ugc.ac.lk/attachments/1156_SLQF.pdf

World Bank, 2014, *The root causes of the ethnic conflict in Sri Lanka* https://siteresources.worldbank.org/INTSRILANKA/Resources/App1.pdf

Appendix 2: Record of key stakeholder consultations

Date	Stakeholder	Purpose
24 Jan 2018	Ms Ranga Ekanaike, Ms Shanaz Ahamed, Mrs Azra Mohamed Peredeniya Master Trainers Mrs Samarakoon, President NCoE Peredeniya Mr Saman Pitawala Vice President Academic; Mr Kapila Mahindasena, Vice President Continuing Education Ms Karen Waterston, British Council iTESL Trainer	To discuss iTESL progress and impact at the NCoE with senior managers; To identify change agents; To observe MTs and ISA participants on the mentoring course
25 Jan 2018	Mr Tilak Veerasooriya ISA NW province Ms Deepthi Nanayakara, ISA NW Province Ms Kumari Deegala – RESC Mentor Kandy Ms Dilini Fernando, MT Maharagama NCoE Ms Helen Cherry, British Council iTESL Trainer	To look at the potential of Yakarawatta Centre of Excellence for Language Education Interviews with Master Trainers In depth interview with ISAs on ISA training, needs, HRM issues
9 Feb 2018	Dr Jayanthi Gunasekera, Director General NIE Mr Darshana Samaraweera Director English NIE Mr Virajith Gamage, Teacher Education Curriculum Specialist, NIE Ms Louise Cowcher, Director Education, British Council	To brief NIE stakeholders on iTESL and TEE To discuss the possibility of embedding TEC in the NIE-NCoE curricula To arrange a stakeholder meeting
22Feb 2018	Mrs Theja Herath, President, Mahaweli NCoE Mrs Renuga, Vice President Academic Ms Vera Fernandes, Ms Kate Cook, Ms Helen Crawley, British Council TEE Trainers	To look at TEE in operation at Mahawelli and explore some of the timetabling and HRM issues To observe a TEE EFT 1st year class and get a better understanding of pre service teachers' levels of English and critical thinking
23 Feb 2018	Mrs Namal Walisundara, Master Trainer Mahawelli NCoE Mrs Menik Wewegama, Master Trainer Peredeniya NCoE	To discuss materials development and course delivery of the literature syllabus at Mahawelli To map current ELT Methodology and General English ('4 Skills') materials used and find out how the NIE syllabus is interpreted at Mahawelli NCoE To discuss potential iTESL-TEE synergies
26-27 Feb 2018	Mr MT Rohan, Master Trainer Pasdunrata NCoE Mr Chandradasa, Dean Pasdunrata NCoE Mr Stuart Gale, British Council TEE Trainer	To discuss standardising pre-service materials by giving student teachers the TEC Participant Notes To observe non-trained ELT lecturers' sessions on using visual aids and preparing 2nd year students for teaching practice
22 Mar 2018	Mr Sunil Hettiarachchi, Secretary, Ministry of Education; Mr K M H Bandara - Chief Commissioner, Teacher Education, Ministry of Education… etc. *See Appendix 7 for full list of stakeholders*	To bring key stakeholders from MoE, NIE, NCoE and British Council together and agree ways of selecting participants, using CoP contracts to link iTESL and TEE in NCoEs and use TEC as the core component of the NIE-NCoE ELT Methodology curriculum

Appendix 3: Guidance note on Sri Lankan Public Service Human Resource Management

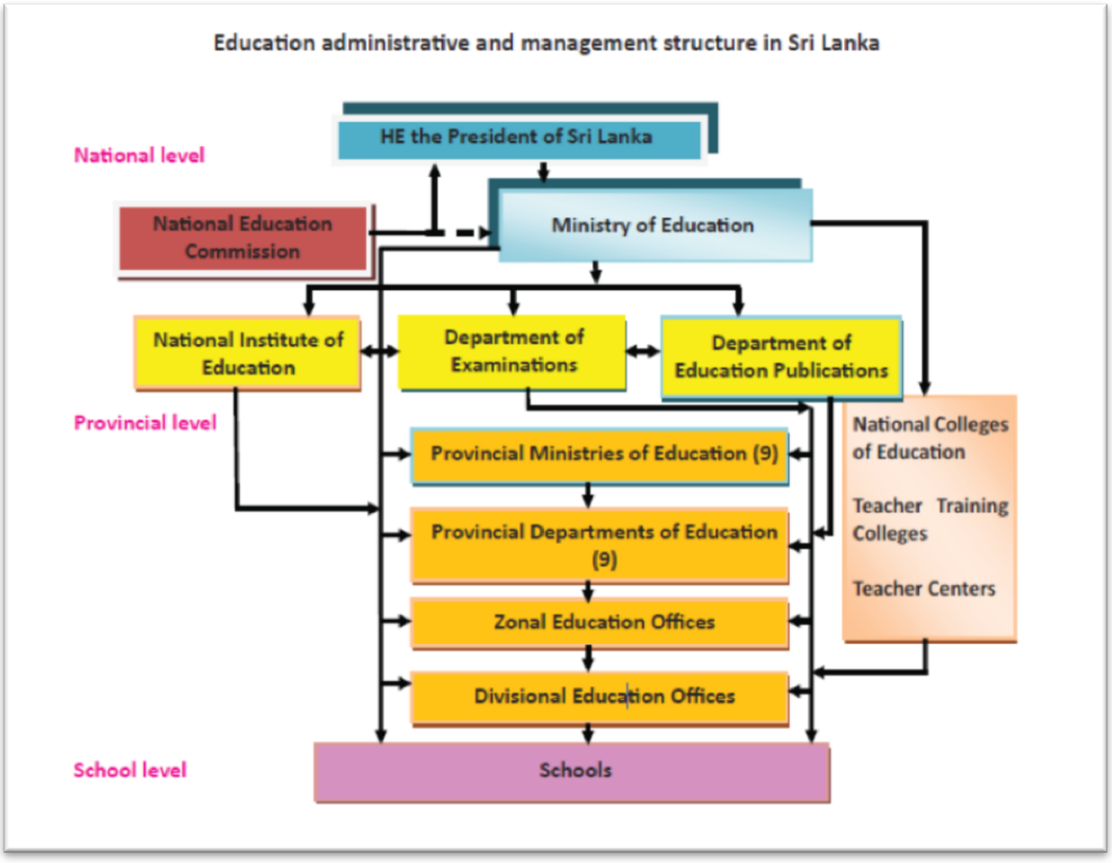
Purpose

This guidance note is to help British Council deal with the Sri Lankan public service regulations governing public servants recruited under the Sri Lankan Teaching Service (SLTS) and Teacher Education Service (SLTES) in order to ensure greater programme sustainability in Transform.

Donor policy on harmonization and aid effectiveness obliges us to work within government systems and not create parallel ones even though this is often hard to do. Regulations can be kept opaque in the hope that the international donor will bear the costs.

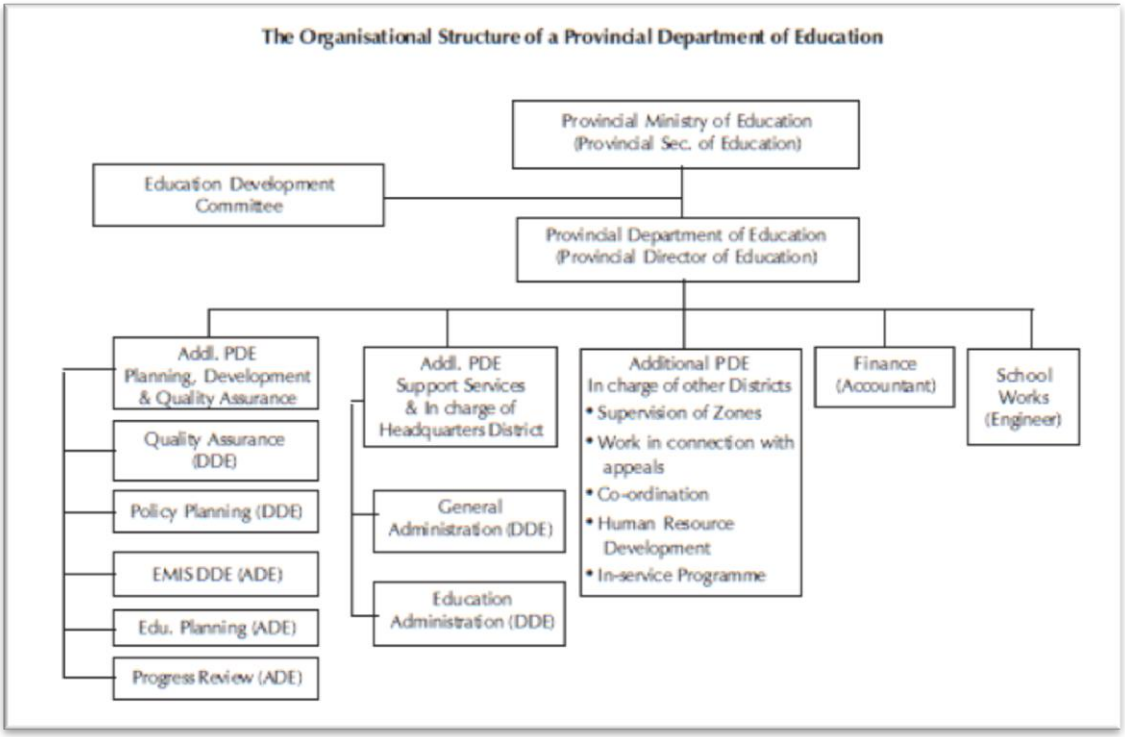
It is therefore important for British Council Sri Lanka to use their knowledge of how the national and provincial education institutions are structured and interact, and how the Ministry of Public Administration's human resource management (HRM) policies for teachers and teacher educators affect status, secondment, payments and leave entitlements in order to ensure the smooth and sustainable deployment of Master Trainers, ISAs and RESC managers within iTESL and TEE.

Sri Lankan national and provincial education structure for teacher education



Ministry of Education, 2011

Sri Lankan provincial education administration structure



Primary education Reform in Sri Lanka, ed. A Little, DFID 2004; p.173 http://angelawlittle.net/wp-content/uploads/2012/07/PrimaryEdReformSriLankaFull.pdf

The relevant institutions from the above diagrams and their roles can be summarised as follows.

National Education structures	Role	Abbr.	Number
National Education Commission	Review of national education policy and planning and advising the President	NEC	1
Ministry of Education	Primary and secondary education planning, finances, programming, M&E at national level	MOE	1
National Institute of Education	Department of Teacher Education: Pre and in-service teacher education curricula, materials; NCOE, TTC and In-Service Adviser (ISA) trainer-training in new policies and approaches; Post Graduate Diploma in Education (PGDE) through 40 regional centres for 3,000 mostly graduate teachers/year; BEd through 24 of regional centres to 3,000 mostly NCOE Dip teachers/year English Department: Primary and secondary ELT textbooks, workbooks, teachers' guides, competencies	NIE	1
National Colleges of Education	Pre service teacher education through 3 year Diploma courses (2 years residential I year school-based); 60% of SL's trained teachers	NCOE	18
Centre for Excellence in Language Education	ELT training for English teachers from NW Province but with the intention to do ELT in-service Island-	CELE	1

Yakarawatta	wide and possibly Tamil and Sinhala second language teacher education		
Teacher Training Colleges	2 year Certificate course, same as the NCOE Diploma without the school based training component for untrained teachers with 3 years' service in schools; although termed in-service it is really pre-service.	TTC	7
University Departments and Faculties of Education	PGDEs for graduate teachers, BEds for NCOE graduates, MEd & MA in Teacher Education; short courses in early childhood/primary/special needs. Departments: Jaffna and Peredeniya Universities Faculties: Colombo and the Open University of SL		2
		OUSL	2
Provincial Education structures	**Role**	**Abbr.**	**Number**
Provincial Ministry of Education	Supervising the Provincial Departments of Education sub divided into Provincial Departments of Education: see diagram above and next box below:	PMOE	9
Provincial Department of Education	Planning, policy, M&E, provincial finances, procurement, zone, division and schools administration, school works, HRM, in-service supervision	PDOE	9
Zonal Education Office	Textbook distribution, school administration and buildings, teachers' leave, salaries, promotion Additional Directors Education (ADE): usually 1 ADE per subject per Zone; supervising academic standards and subject ISAs; recently more involved in writing test items with ISAs for provincial exams In-service Advisers (ISAs): M&E: curriculum competencies and textbook implementation, visiting schools in subject 'teams'; conducting 3 class-based assessments per grade per year; making recommendations for annual increments of teachers	ZEO	106 (1 per 160 schools)
Divisional Education Office		DEO ADE ISA	300+ (1 per 40 schools)
Teacher Centres	Where ISAs run in-service teacher training through (i) Quality Circles – needs based according to school observations and (ii) transmission of new NIE policies through 'workshops' (about 3/year) Plans for delivering 20 in-service teacher training modules, delivered according to seniority not real needs (from NIE?)	TC	103 (1 per zone)
Regional English Support Centres	In-service ELT training and resources for English teachers including British Council CBB TKT programmes	RESC	30

National and Provincial public servant grades and payments with reference to Master Trainers

The national Ministry of Education (the 'line' Ministry) and the NIE come under the central government and have more power than the Provincial authorities because they get a percentage of the national budget from the Ministry of Finance. The Provincial Ministries and Departments of Education come under the Provincial Councils, the nominally de-centralised governance system imposed in 1987 by the Indian Government on condition of their withdrawal of the Indian Peace

Keeping Force and ratified by the 13th Amendment to the Constitution. In the Provincial Council system, the Finance Commission gives the Chief Secretary of each province a block grant based on the Chief Secretary's estimates for the year. But there is no guarantee that the Provincial Ministry of Education will get what it estimated.

- Staff of the National Colleges of Education belong to the Sri Lankan Teacher Education Services (SLTES).
- RESC staff and ISAs belong to the Sri Lankan Teachers' Service (SLTS).
- Zonal Directors and School Principals belong to the Sri Lankan Education Administration Services (SLEAS).
- Senior managers belong to the Sri Lankan All Island Service (SLAS) – a staff grade which public servants have to pass a highly competitive exam to acquire.

Each of these 'services' have different grades and pay scales, different rights about hours, leave and overtime, determined by the Ministry of Public Administration, not the Ministry of Education.

A hierarchy between staff grades exists. National public service staff grades are considered superior to Provincial service staff grades. This system creates a snobbery between the services and it is always difficult to put a Provincial service person in charge of an initiative that involves National staff grade officers. It also determines how seconded staff may receive extra payments for work they do on British Council projects, albeit at the behest of MOE.

For the purposes of Transform (iTESL and TEE) the following guide can be used to inform MOE negotiations for the payment of Master Trainers. Establishing payment at the outset is important because it makes the in-service teacher education systems instigated by iTESL more sustainable when eventually managed by MOE and not British Council.

There are circulars which refer to payment rates and rules of payment, and these can be obtained from the Ministry of Public Administration upon request.

Staff grade	**Who**	**Service**	**Paid by**	**Under what circumstances**
SLTES	NCOE and TTC Master Trainers	National	Their own NCOE	• When informed by the MOE to do so[2] • When the NCOE, TTC or ZOE has already allocated provision in its budget for that year for the payment of external resource persons or additional part time staff • When the payment can be clearly termed as a payment for their staff being an external person: it cannot be made to a member of staff currently working in their home institution [3] • When the payment is for the same type of Grade officer as the institution usually pays – i.e. an NCOE cannot pay a SLTS because this would be using national budget allocation to pay for provincial services. The accounting system doesn't allow for that. [4] • For a maximum of 3 hours/day and a maximum of 15hours/week[5] • According to the payment schedule of that service, and according to the teacher or teacher educator's Grade[6]
SLTS	ISA and RESC Manager Master Trainers	Provincial	Their own ZOE [1]	

[1] In some cases the Zonal Education Office (ZOE) will tell the ISA or RESC Manager to claim payment from the original ZOE in the Zone where they were a teacher *before* they were seconded as an ISA or RESC Manager to their current Zone. How legitimate this is, is hard to tell, but basically ZOEs don't usually want to pay for external training activities which their Zone doesn't directly benefit from. A clear letter from MOE however should stop them passing the buck.

[2]Trainer payments are better not made from a 'special' MOE extra-allocation usually reserved for 'one –off' events. To build a sustainable system of release and deployment of Master Trainers it is better to get an MOE letter of instruction informing the NCOE (for NCOE Master Trainers) or the ZOE (for RC or ISA trainers) to pay the Master Trainers from their existing annual budget.

[3] If Master Trainers want to be paid at all they have to deliver training in another institution – i.e. one where they don't work full time – so for example a Master Trainer from Peredeniya TTC will receive no payment for delivering a TEC course at Peredeniya TTC but will be paid for delivering a TEC course at Yakarawatta.

[4] It is problematic to bring ISA and RESC Manager Master Trainers into the NCOEs to run TEC courses there. This is mixing up National and Provincial duties and budget lines. It would require a level of administration, instigated by someone as senior as the Secretary MOE, and possibly a breach of protocol between MOE to the Ministry of Public Administration that officials may be unwilling to engage in. This is not to say it cannot be done, but it will not be sustainable in the long run. It may be worth arguing that for the purposes of getting the right experience and supervision from the British Council trainers it is necessary to mix ISA and RESC Managers trainers with NCOE Trainers to run a TEC course. But in the long run it would be advisable to determine NCOE trainers as 'Pre-service Master Trainers' and let them run TEC courses in NCOEs, while ISA and RSC Manager trainers become 'In-service Master Trainers' and run Mentor courses (and TEC courses) for ISAs and others in the school system.

[5] Even if a Master Trainer delivers a 120 hour, 4 - week TEC course, working 6 contact hours per day, the maximum payment they can receive will be for 60 hours – half the time they have actually worked.

[6] Service Grades depend on qualifications (MEd, BEd, Diploma or Certificate) not on expertise or experience or merit. Most NCOE Master Trainers will be SLTES Grade 2 and eligible for RS.1,200/hour. Most RESC and ISA Master Trainers will be SLTS Grade 1 and eligible for about Rs.900/hour. (See the relevant Circular on release and payment of resource persons from the Ministry of Public Administration.)

It is also important to note that staff grades SLTES, SLTS and SLTEAS do not qualify for overtime payments, whereas other public servants do. This is built on the logic that as schools operate from 7 am – 1pm only, and are closed for several long holidays during the year, education staff do not need extra payment privileges.

Negotiating with the MOE to fulfil their side of the bi-lateral agreement

The following checklist may also be of use to ensure the timely release and sustainable deployment and payment of Master Trainers for iTESL and TEC.

It takes 5 – 8 working days for staff to obtain an official leave of absence from their own institutions and to arrange for cover. In the Sri Lankan education system it is the trainer – not the academic

manager – who is responsible for providing cover for classes s/he will be absent from. This means the MOE letter requiring Master Trainer release should arrive on their manager's desk two weeks before the start of the training course.

It is important to note that if Master Trainers out of admiration or loyalty to British Council 'break the rules' and work on a training course in another location without obtaining leave through the proper channels it can jeopardise their own promotion or cause disciplinary action. It may be recorded in their personal file, by, for example a disgruntled manager who doesn't want them released at that time because of pressing duties in their own college or zone.

Without giving the impression that British Council is hounding the MOE or interfering in its work, it is important for British Council to ensure MOE is fulfilling its side of the MoU and making its proper 'contribution' under the bilateral agreement to release teacher and trainers – and reimburse them in a sustainable way. If the MOE do not fulfil this commitment iTESL and TEC will never be properly embedded in the system. The better British Council knows the system the better it can check up on specific aspects of release, deployment and reimbursement. The devil is in the detail.

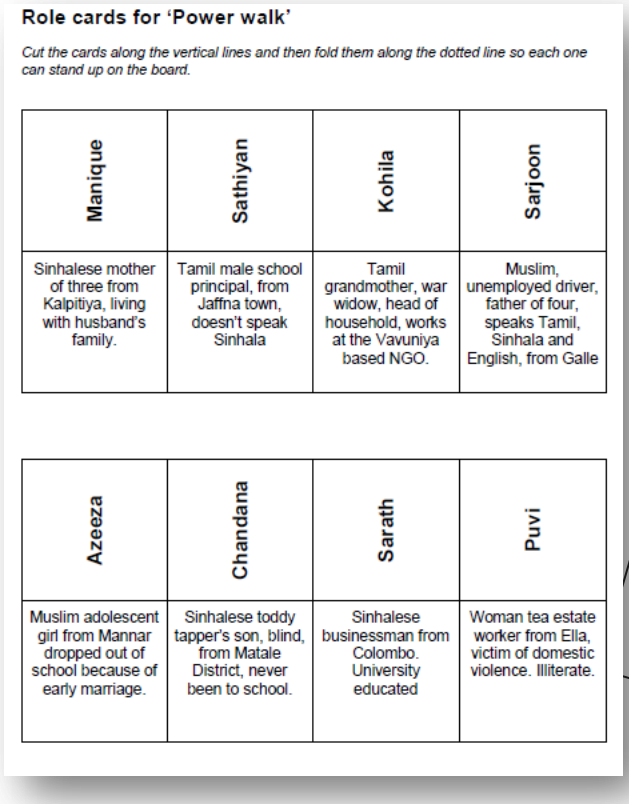
One good point of practice in this respect is to get MOE to release the Master Trainers for the entire period of days British Council envisages they will be needed for in the entire year. The specific dates do not have to be mentioned – just the total number of days. This creates greater flexibility: one letter fits all. The President of the NCOE or the Director of the Zonal Office of Education is mandated to release them for that number of days throughout the year, but exactly to where and when can be ascertained once the programme – always subject to change – becomes operational. This also helps MOE, NCOEs and ZOEs with their budgets – they can work out from the start what extra payments will need to be paid throughout the year.

Master Trainer release and payment checklist

Topic	Suggested process	Yes/No
NCOE Master Trainer release	Get ONE letter of release from the MOE with the names of ALL the SLTES (NCOE) Master Trainers listed in it for the TOTAL number of days required in the year.	
ISA/RESC Master Trainer Release	Get ONE letter of release from the MOE with the names of ALL the SLTS (ISA/RESC) Master Trainers listed in it for the TOTAL number of days required in the year.	
Manager involvement	Meet the NCOE Presidents and Vice Presidents (Academic and Continuing Education) from the NCOEs, and the Directors and Assistant Directors Education (ADEs) from the ZOEs to inform them of the schedule, the total number of days their staff will be required for, and what they will be doing.	
Release time	Make sure letters of release from MOE are received/managers are informed 2 working weeks before the training course starts to allow enough time for Master Trainers to apply for leave from their own institutions and get cover for the classes they are leaving.	
Manager buy-in	Invite managers (NCOE Presidents, Vice presidents, ZOE Directors and ADEs) to observe/participate in some training sessions so they understand the value of the courses.	

Topic	Suggested process (cont.)	Yes/No
Timetable fit	Try to schedule TEC, Mentor and other training courses during times of the year when the colleges, schools or ZOEs are less busy. For example it is difficult for the NCOEs to release trainers when both first and second year student teachers are in full session.	
Number released	Make sure that not too many staff are taken from the same institution at any one time. Depleting normal training activity in the home College or Zone will cause management ill-will and create unsustainable precedents.	
Master Trainer Payment	Get a copy of the relevant payment schedule circulars form the Ministry of Public Administration for SLTES and SLTS staff respectively.	
Master Trainer expectations	Ensure Master Trainers know you know the rates and maximum payment (e.g. 60 hours paid for a 120 hour TEC course) so that they don't hold out special hope or resentment for additional British Council payment or extra- ordinary MOE payment.	
Master Trainer deployment to other locations	Make sure Master Trainers are incentivised by the fact that they will only be eligible for payment if they deliver courses away from their normal place of work.	

Appendix 4:
Sample of new materials: *Diversity and inclusion*

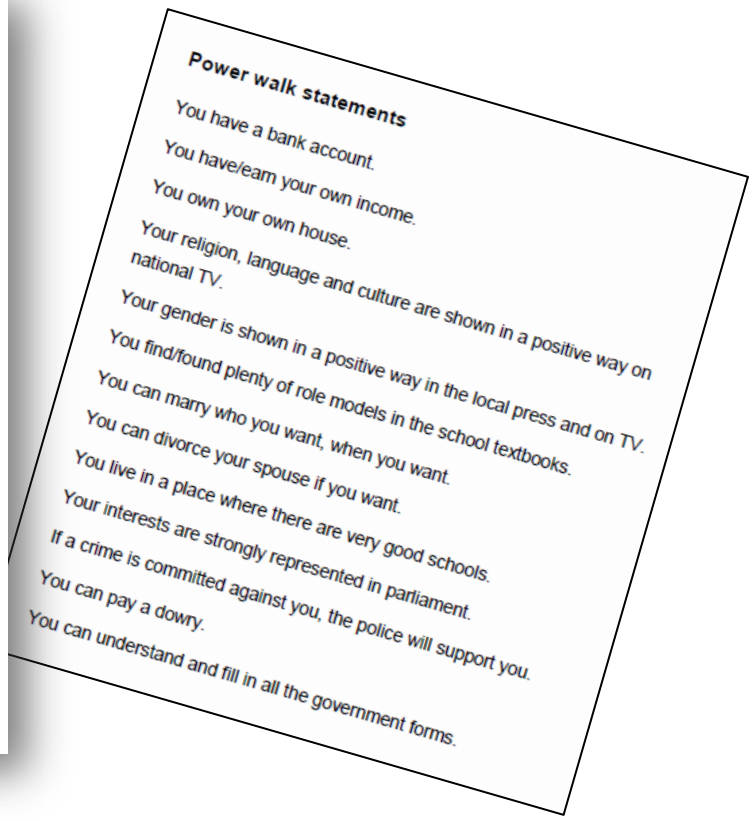


Role cards for 'Power walk'

Cut the cards along the vertical lines and then fold them along the dotted line so each one can stand up on the board.

Manique	Sathiyan	Kohila	Sarjoon
Sinhalese mother of three from Kalpitiya, living with husband's family.	Tamil male school principal, from Jaffna town, doesn't speak Sinhala	Tamil grandmother, war widow, head of household, works at the Vavuniya based NGO.	Muslim, unemployed driver, father of four, speaks Tamil, Sinhala and English, from Galle

Azeeza	Chandana	Sarath	Puvi
Muslim adolescent girl from Mannar dropped out of school because of early marriage.	Sinhalese toddy tapper's son, blind, from Matale District, never been to school.	Sinhalese businessman from Colombo. University educated	Woman tea estate worker from Ella, victim of domestic violence. Illiterate.



Power walk statements

You have a bank account.

You have/earn your own income.

You own your own house.

Your religion, language and culture are shown in a positive way on national TV.

Your gender is shown in a positive way in the local press and on TV.

You find/found plenty of role models in the school textbooks.

You can marry who you want, when you want.

You can divorce your spouse if you want.

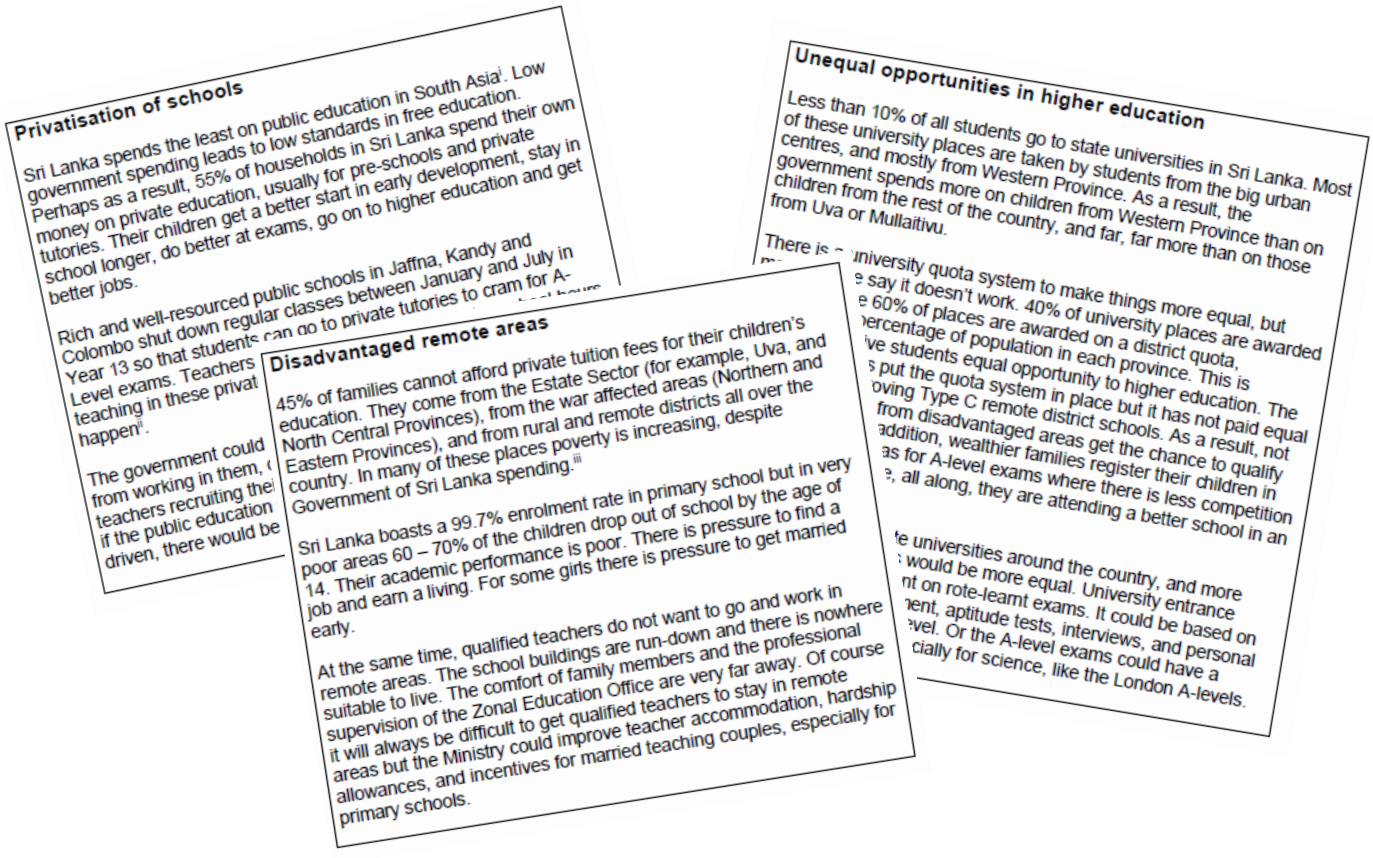
You live in a place where there are very good schools.

Your interests are strongly represented in parliament.

If a crime is committed against you, the police will support you.

You can pay a dowry.

You can understand and fill in all the government forms.



Privatisation of schools

Sri Lanka spends the least on public education in South Asia[i]. Low government spending leads to low standards in free education. Perhaps as a result, 55% of households in Sri Lanka spend their own money on private education, usually for pre-schools and private tutories. Their children get a better start in early development, stay in school longer, do better at exams, go on to higher education and get better jobs.

Rich and well-resourced public schools in Jaffna, Kandy and Colombo shut down regular classes between January and July in Year 13 so that students can go to private tutories to cram for A-Level exams. Teachers ... teaching in these privat... happen[ii].

The government could ... from working in them, ... teachers recruiting the... if the public education ... driven, there would be ...

Disadvantaged remote areas

45% of families cannot afford private tuition fees for their children's education. They come from the Estate Sector (for example, Uva, and North Central Provinces), from the war affected areas (Northern and Eastern Provinces), and from rural and remote districts all over the country. In many of these places poverty is increasing, despite Government of Sri Lanka spending.[iii]

Sri Lanka boasts a 99.7% enrolment rate in primary school but in very poor areas 60 – 70% of the children drop out of school by the age of 14. Their academic performance is poor. There is pressure to find a job and earn a living. For some girls there is pressure to get married early.

At the same time, qualified teachers do not want to go and work in remote areas. The school buildings are run-down and there is nowhere suitable to live. The comfort of family members and the professional supervision of the Zonal Education Office are very far away. Of course it will always be difficult to get qualified teachers to stay in remote areas but the Ministry could improve teacher accommodation, hardship allowances, and incentives for married teaching couples, especially for primary schools.

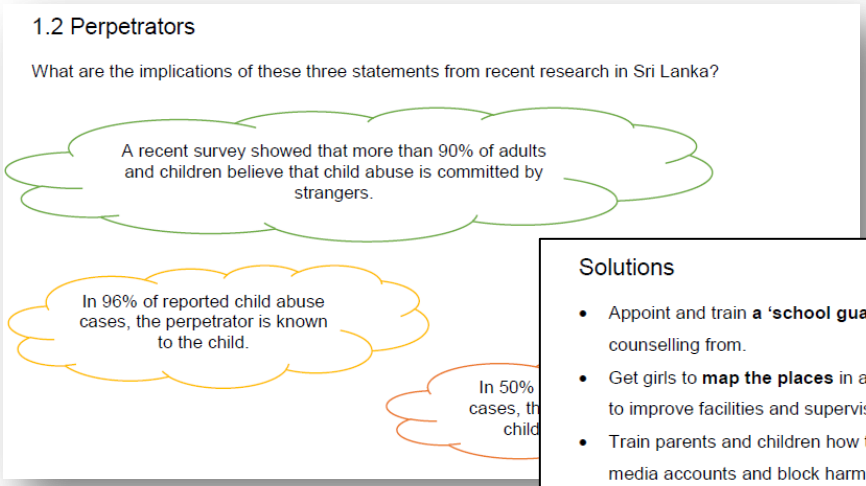
Unequal opportunities in higher education

Less than 10% of all students go to state universities in Sri Lanka. Most of these university places are taken by students from the big urban centres, and mostly from Western Province. As a result, the government spends more on children from Western Province than on children from the rest of the country, and far, far more than on those from Uva or Mullaitivu.

There is ... university quota system to make things more equal, but ... say it doesn't work. 40% of university places are awarded ... 60% of places are awarded on a district quota, ... percentage of population in each province. This is ... students equal opportunity to higher education. The ... put the quota system in place but it has not paid equal ... moving Type C remote district schools. As a result, not ... from disadvantaged areas get the chance to qualify ... addition, wealthier families register their children in ... as for A-level exams where there is less competition ... all along, they are attending a better school in an ...

... universities around the country, and more ... would be more equal. University entrance ... not on rote-learnt exams. It could be based on ... aptitude tests, interviews, and personal ... level. Or the A-level exams could have a ... cially for science, like the London A-levels.

Sample of new materials: *Child Protection*



1.2 Perpetrators

What are the implications of these three statements from recent research in Sri Lanka?

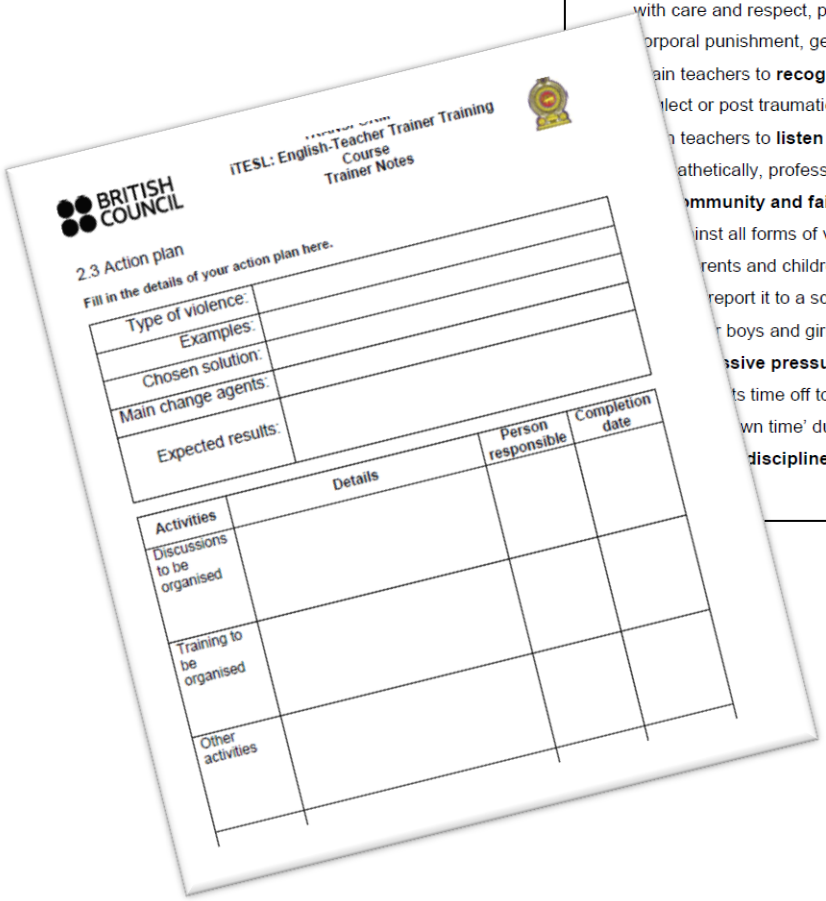
A recent survey showed that more than 90% of adults and children believe that child abuse is committed by strangers.

In 96% of reported child abuse cases, the perpetrator is known to the child.

In 50% cases, th child

Solutions

- Appoint and train **a 'school guardian'** who children can report violence to and get counselling from.
- Get girls to **map the places** in and around school where they feel unsafe. Use the map to improve facilities and supervision (lights, toilet door locks, supervision in playground…)
- Train parents and children how to check and **set security settings** on their on-line social media accounts and block harmful sites. Improve parents' IT skills.
- Train all children how to recognise, report and **stop bullying; do 'bystander' training**.
- Stop all forms of **corporal and degrading punishment** by teachers in school.
- Teach **citizenship skills**: **peace education**, children's' rights, stopping gender based violence.
- Make sure school duties, traditions and activities are not gender and ethnic biased to favour Sinhalese boys. Ensure **everyone shares all tasks equally**: cleaning the classroom/teacher's desk, raising the flag, being a monitor, leading a discussion, putting the correct answer on the board…
- Do **more mixed group work and pair work** where pupils have to interact respectfully with each other.
- **Teach life skills**: sexual and reproductive health, sexual rights and responsibilities.
- Get teachers to agree and sign **a 'code of conduct'** stating how they will teach children with care and respect, protect them, and refrain from all types of sexual harassment, orporal punishment, gender bias…
- ain teachers to **recognise the symptoms** of children suffering violence, abuse, lect or post traumatic stress.
- n teachers to **listen to and report** children's accounts of abuse or trauma: athetically, professionally and without prejudice.
- **mmunity and faith leaders** to come into schools for parent meetings and speak inst all forms of violence against children.
- rents and children how to **report cyber violence** (copy and print the abuse, don't report it to a school guardian, use a netiquette': student code of on-line conduct)
- boys and girls to be **playground and school bus guardians**/monitors
- **ssive pressure during exam time**. Stop cramming for rote learning exams. s time off to relax and do other social activities. Train parents to resect wn time' during the exam period.
- **discipline** in class & non-violent communication with problematic students.



BRITISH COUNCIL

iTESL: English-Teacher Trainer Training Course
Trainer Notes

2.3 Action plan

Fill in the details of your action plan here.

Type of violence:	
Examples:	
Chosen solution:	
Main change agents:	
Expected results:	

Activities	Details	Person responsible	Completion date
Discussions to be organised			
Training to be organised			
Other activities			

Appendix 5: Revised (draft) iTESL log frame Mar 2018

Key Description | Indicator | Means of verification | Assumptions

		Output	Use of Output	Outcome
1	Pre services	MTs are able to independently deliver TEC training courses and core skills for pre-service training institute staff (English) X training institute staff (English) successfully complete TEC courses by September 2019 Participant training competency observations; Certificates; CoP contracts Full numbers of TE participants are selected on agreed criteria and attend TEC courses. X MTs are validated core skills Master Trainers Core Skills Master Trainer certificate MTs are mobilised and remain in the system	TEs use ELT TEC content and methodology skills in regular training institute curricula and trainer-training X TEs deliver 50% TEC on a regular basis by September 2019 TEC PNs distributed; Completed COP contracts; MT reports MTs deliver X TEC courses and X TEC sessions to peers and ISAs Course reports; Workshop details; Ministry certificates? MoE Department of Exams, NIE Curriculum and English Departments, and training institution managers actively support the incorporation of TEC content and methodology.	Teachers use inclusive, activity based, learner centred methodology to deliver content and core skills for English, Maths, Science and X% of pre-service and Y% of in-service teachers engaged in the project demonstrate MoE agreed core teaching competencies .Block teaching observation records, ISA school observation records Teachers get appropriate continuing support from MoE, NIE, school leaders, peers and ISAs to use the new methodology.
2		MTs are able to independently deliver TEC training courses and core skills for pre-service training institute staff (Maths, Science and IT) X training institute staff (Maths, Science and IT) successfully complete TEC courses by courses by September 2019 Participant training competency observations; Certificates; CoP contracts Full numbers of TE participants are selected on agreed criteria and attend TEC courses. X MTs are validated core skills Master Trainers Core Skills Master Trainer certificate MTs are mobilised and remain in the system	TEs use Maths, Science and IT TEC content and methodology skills in regular training institute curricula and trainer-training X TEs deliver 50% TEC on a regular basis by September 2019 TEC PNs distributed; Completed COP contracts; MT reports MTs deliver X TEC courses and X TEC sessions to peers and ISAs Course reports; Workshop details; Ministry certificates? MoE Department of Exams, NIE Curriculum, Maths, Science and IT Departments, and training institution managers actively support the incorporation of TEC content and methodology.	

		Output		Use of Output		Outcome
3	In service	ISAs are able to use TEC and mentoring skills with in-service English teachers X ISAs can effectively define their role in CPD by September 2019 Pre and post mentor course tests X ISAs are able to deliver learner centred workshops by September 2019 ISA's ENAPR session plans for quality circles Agreed CoP contracts Full numbers of ISA participants are selected on agreed criteria and attend Mentor and TEC courses.	→	ISAs use mentoring skills in regular support of English teachers in schools in their Education Zones X ISAs carry out effective CPD observations in schools by September 2019 ISAs own observation records MTs observations records of ISAs in action X ISAs deliver X learner centred quality circle workshops to English teachers ISA quality circle session plans and record book ISAs, ZoE managers and school leaders support new approaches and methodology on a continuing basis	→	(as above, i.e. Teachers use inclusive, activity based, learner centred methodology to deliver content and core skills for English, Maths, Science and IT. X% of pre-service and Y% of in-service teachers engaged in the project demonstrate MoE agreed core teaching competencies .Block teaching observation records, ISA school observation records Teachers get appropriate continuing support from MoE, NIE, school leaders, peers and ISAs to use the new methodology.)
4		ISAs are able to use TEC and mentoring skills with in-service Maths, Science and IT teachers X ISAs can effectively define their role in CPD by September 2019 Pre and post mentor course tests X ISAs are able to deliver learner centered workshops by September 2019 ISA's ENAPR session plans for quality circles Agreed CoP contracts Full numbers of ISA participants are selected on agreed criteria and attend Mentor and TEC courses.	→	ISAs use mentoring skills in regular support of Maths, Science and IT teachers in schools. X ISAs carry out effective CPD observations in schools by September 2019 ISAs own observation records MTs observations records of ISAs in action X ISAs deliver X learner centred quality circle workshops to Maths, Science and IT teachers ISA quality circle session plans and record book ISAs, ZoE managers and school leaders support new approaches and methodology on a continuing basis		

Key activities

Select and equip 3 residential training venues, Yakarewatta, Mannar, Peradeniya

Develop /Refine MT TEC, Core Skills and Mentoring, follow on training course materials for English

Develop /adapt MT TEC, Core Skills and Mentoring, follow-on training course materials for Maths, Science and IT

Develop and implement training system tools (M&E, CoP contract…)

Select, train and validate 18 English MTs

Select, train and validate 20 Maths, Science and IT MTs

Get MTs to deliver 2 English TEC courses to 120 English TEs (15% Tamil 1st language)

Get MTs to deliver 2 TEC courses to 120 Maths, Science and IT TEs (15% Tamil 1st language)

Co deliver 12 mentoring courses to English ISAs (15% Tamil 1st language)

Co deliver 12 mentoring courses to Maths, Science and IT ISAs (15% Tamil 1st language)

Get MTs to deliver X mentoring courses

Establish and conduct Steering committee meetings with MoE, NIE, NCoEs and British Council

Agree British Council/MoE operational alliance

Report to key stakeholders on a regular basis

Appendix 6: Teacher Educator's Course (TEC) 2018 mapped to NIE NCoE ELT Methodology 2017

NIE ELT Methodology Syllabus – 180 hours	iTESL Teacher Educator Course – 95 hours *Page numbers refer to the TEC Participants' Notes*
1.0 Identifies basic concepts of planning in the process of effective learning and teaching **20 hours** **1.1 Defines basic concepts of methodology of teaching** • What is methodology? Definitions – method, approach, technique, procedure • Importance of ELT Methodology • Scope of the subject	**Welcome and introductions P. 7 – 8** **2 hours** • get to know more about other participants taking the course • find out more about the course schedule and content • draw up a learning contract for the course. **The reflective teacher P. 123 – 129** **3 hours** • explain clearly the meaning and processes for reflective practice • relate the reflective cycle to classroom teaching • identify reflective tools to help teachers develop their own teaching • respond to common complaints that teachers have about reflective practice • explain the benefits of keeping a teacher's journal.
1.2 Prepares annual plans and term plans • Planning for primary classes • Formats of annual plan and term plan – Annexes 1 & 2 **1.3 Plans lessons for the primary classes** • Format of the lesson plan – Annex 3 • Definitions – aims, general objective, specific objectives (3 domains, using behavioural terms & simple present), techniques, learning/teaching aids, teacher-pupil behaviour (teacher/learner role), overall evaluation • Importance of planning • Points to be considered in writing lesson plans	**Session planning and preparation* P.217–224** *[* needs adapting]* **3 hours** • identify characteristics of successful training sessions • write learning objectives that are SMART • gather information necessary for planning a training session • plan a training session using a mind map. **Helping teachers with lesson planning P75-84** **6 hours** • explain the importance of the lesson plan as a working document • explain the need for good lesson planning to colleagues • explain the components of a good lesson plan • apply the principles of lesson planning to school text book materials • give feedback on a lesson plan.
1.4 Identifies the features of the activity plan. • Definitions – competency, competency level, quality inputs, assessment & evaluation criteria • Concept of 5E model • Competencies related to English and competency levels related to each grade • Selecting suitable activities for the competency levels • Activity Plan Format given in the TIM	

2.0 Uses learning / teaching aids effectively in teaching process **18 hours** **2.1 Identifies the principles of producing visual aids** • What are T/L aids? • Various types of T/L aids • The importance of using T/L aids • Important points to be considered when selecting T/L aids (Cost, practicality and relevance, colour, size, etc.) **2.2 Prepares visual materials for effective teaching** • Important points to be considered when preparing T/L aids • Important points to be considered when using T/L aids effectively in class	**Helping teachers with board work and using visuals P.65 – 74** **3 hours** • explain what information needs to be on the board • organise your board-work systematically • draw basic faces, facial expressions and animals. **Helping teachers with digital resources P.145 – 149** **3 hours** • describe the aims and stages of a video lesson • identify features of a mobile phone and how these can be used for learning • consider best practice when using PowerPoint as a learning aid.
3.0 Builds up confidence in classroom management **18 hours** **3.1 Manages classroom using different techniques** • Different techniques in classroom management • Physical arrangement of the class (Access to pupils, fringe areas, view of the blackboard, forming pairs and groups) • Teacher's 'presence' in the classroom (Position, eye contact, gestures and facial expressions) • Teacher language (Basic classroom language, manners of speaking, audibility, tone of voice, teacher talk) • Creating a learning environment (Motivation, rapport, physical facilities which support learning, special qualities of language learning) • Teacher's attitudes towards pupils (Using real language of the social environment, believing in pupils) **3.2 Uses questioning to maximise the process of learning and teaching** • Purposes of questioning • Using questions at the beginning of the lesson • Using questions to develop a lesson • Different types of questions • Lack of response and dealing with errors and mistakes	**Helping teachers with classroom management P.41 – 48** **3 hours** • talk about classroom management using appropriate terminology • use classroom management techniques • manage classroom management challenges common to Sri Lankan classrooms. **Helping teachers with organising groups and pairs P. 295 – 300** **3 hours** • identify advantages and challenges of using different types of grouping arrangements • experience different ways of grouping • use different ways of grouping learners. **Understanding your trainees* P. 205 – 208** *[* needs adapting]* **3 hours** • identify the important factors that you need to know about your trainees before training • design a needs analysis questionnaire • describe the differences between extrinsic and intrinsic motivation • identify ways to develop intrinsic motivation **Helping teachers with large classes P. 283 – 294** **3 hours** • identify issues when working with large classes • identify possible solutions for teaching large classes including classroom management techniques and ways of managing collaborative learning. **Helping teachers with teacher-talk and instructions P.49 – 56** **3 hours** • name different teacher talk issues • suggest advice for dealing with teacher talk issues

	• give clear instructions using materials from the Sri Lankan text books.

4.0 Identifies techniques of child-centred methods for effective teaching **18 hours** **4.1 Uses child-centred methods for effective teaching** • Advantages of child centred methods over teacher centred methods • Child centred methods – Group/pair work, Observation, Dramatization, Play way, Simulation, Problem solving, Discovery learning, Projects, Demonstration… **4.2 Develops self-learning skills in studies** • Self-learning skills – Assignments, Programmed learning, Case studies, Report writing, Learning through media	**Helping teachers with young learners P.85 – 94** **3 hours** • briefly explain six of the most important theories behind young learner teaching and learning • recognise the differences in 1st and 2nd language acquisition • discuss the implications of these theories for young learner teaching in Sri Lanka • discuss common issues with your colleagues about teaching young learners. **Helping teachers with monitoring groupwork P. 151 – 159** **3 hours** • identify reasons for monitoring • select appropriate techniques for monitoring different stages and tasks • apply appropriate techniques for monitoring different stages and tasks. **Helping teachers with games, warmers and fillers P. 277 – 286** **3 hours** • describe benefits of games as a language tool • describe five language games • evaluate five language games for classroom use
Demonstrates a thorough understanding of the ELT course materials used in the school system **20 hours** **5.1 Demonstrates awareness of principles and approaches behind ELT course materials** • Rationale and objectives taken into consideration when preparing course materials (both primary and secondary) **5.2 Analyses the design and structure of ELT course material** • Lessons, activities and illustrations, number of units/lessons and themes etc. • How gradual learning takes place through the course materials • Primary Level – Pupil's Text, Work Books, Teacher's Guides, Writing Practice and audio/video material (if available) • Secondary Level - Pupil's Text, Work Book, TIK and audio audio/video material (if available) • Advanced Level – General English with cassettes	**Helping teachers with competencies and course books P.23 –244** • categorise the competencies into language skill areas **3 hours** • identify issues teachers have with the competency system • describe the advantages and disadvantages of the competency system • implement a strategy to help teachers with competencies. **Helping teachers to teach basic literacy P. 245 – 252** **3 hours** • describe the challenges of teaching literacy to school age children • demonstrate a range of techniques and activities to teach literacy • evaluate activities in terms of relevance to your training context.

• Material of English as a Life Skill	
6.0 Identifies different methods and approaches in language teaching **24 hours** **6.1 Uses suitable methods and approaches in language teaching** • Different language teaching methods (ESL) that have been used over the history to suit the contemporary needs • Grammar Translation Method, Direct Method, Audio-lingual Method, Suggestopedia, Total Physical Response, Silent way, Natural Approach, Communicative Language Teaching, Elective [sic] Method • Each method should be analysed under the following headings Goals, Role of the teacher and the student, Characteristics of the teaching learning process, Student-teacher and Student-Student interaction, What areas of language and language skills are emphasized, Role of the students' native language, Evaluation, Treatment of errors	**From teaching to training* 1 P.9 – 14** *[* needs adapting]* **3 hours** • compare the differences in teaching beliefs • identify approaches to teaching • identify influences on your teaching journey. **Helping teachers teach multi-level classes P. 231 – 236** **3 hours** • talk about common differences amongst learners in language classrooms • consider how these differences result in different behaviours in the classroom • use a range of methods to account for these differences • apply what you have learned to examples of course-book materials. **Helping teachers with using L1 P. 253 – 256** **3 hours** • weigh up the advantages and disadvantages of using L1 while teaching English • make informed choices about using L1 or not • demonstrate activities for teachers and students which encourage the use of English.
7.0 Teaches the four skills of ESL effectively **24 hours** **7.1 Identifies the four skills of a language** • Introduction to four skills and sub skills of listening, reading and writing and language function in speaking; competencies and competency levels • Difference between acquisition and learning • Creating an acquisition rich environment **7.2 Teaches listening skill using different strategies** • Each skill is analysed under the following headings: Definition, Principles underlying teaching, materials (text types), techniques/activities/tasks, procedures/steps in a lesson, learner problems **7.3 Teaches speaking skill using different strategies** • Each skill is analysed under the following headings: Definition, Principles underlying teaching, materials (text types), techniques/activities/tasks, procedures/steps in a lesson, learner problems **7.4 Teaches reading skill using different strategies** • Each skill is analysed under the following headings: Definition, Principles underlying teaching, materials (text types), techniques/activities/tasks, procedures/steps in a lesson, learner problems **7.5 Teaches writing skill using different strategies** • Each skill is analysed under the following headings: Definition, Principles underlying teaching, materials (text types),	**Helping teachers teach listening P. 137 – 143** **3 hours** • use listening terminology to talk about how we listen • use different techniques to help learners develop listening skills • distinguish between pre, while, and post listening activities • identify and justify the use of pre listening activities. **Helping teachers to teach reading P.33 – 40** **3 hours** • identify the sub skills of reading • identify pre-, while-, and post-reading activities • analyse the reading activities in the Grade 6 English Pupil's Book • apply pre-, while-, and post reading activities. **Helping teachers to teach speaking P.161 – 168** **3 hours** • list and discuss elements that make a successful speaking activity • describe the steps required when setting up speaking tasks • suggest ways to make speaking activities more meaningful • suggest procedures for setting up speaking activities using school course books. **Helping teachers to teach writing P. 175 – 182** **3 hours** • identify problems and solutions for helping learners to write • compare writing activities at different stages of a writing journey • identify stages to help learners write a text • provide aims for each stage of a lesson on writing a text

techniques/activities/tasks, procedures/steps in a lesson, learner problems **7.6 Teaches grammar and vocabulary using different strategies** • Different approaches of teaching grammar and vocabulary • Grammar – inductive, deductive and guided way **7.7 Teaches English as Life Skill effectively** • Awareness of English as a Life Skill programme (Theory and Practice)	• support learners writing a text from a Sri Lankan textbook **Helping teachers to teach grammar P.57 – 64** **3 hours** • explain which aspects of grammar teachers need to teach • describe and use five techniques for presenting grammar inductively. **Helping teachers to teach vocabulary P.25 – 32** **3 hours** • explain why it is important to teach vocabulary in context • describe techniques for teaching meaning, form and pronunciation • apply techniques for teaching meaning, form and pronunciation • write effective concept checking questions for vocabulary. **Helping teachers to teach pronunciation P. 169 – 174** **3 hours** • raise learner awareness of connected speech • raise learner awareness of sentence stress • help learners sound more natural when they speak English • help learners understand spoken English better. **Critical thinking and problem solving P. 131 – 133** **3 hours** • describe aspects of critical thinking and problem solving • summarise learning • recognize the value of different perspectives
8.0 Demonstrates awareness of error analysis and error correction in ELT **18 hours** **8.1 Identifies learners' errors** • Difference between errors and mistakes • Corder model • Different types of errors: Grammatical and lexical errors; chain and choice • Different causes of errors: Mother Tongue Interference, Overgeneralisation, Error encouraged by teaching material or method • Implications of error analysis on L2 teaching • Linguistic classification of errors: Omission, Addition, substitution, Mis-ordering **8.2 Corrects learners' errors using different techniques**	**Helping teachers with error correction P. 183 – 189** **4 hours** • identify problems and solutions for helping learners to write • compare writing activities at different stages of a writing journey • identify stages to help learners write a text • provide aims for each stage of a lesson on writing a text • support learners writing a text from a Sri Lankan textbook.

• Techniques of error correction	

9.0 Evaluates using appropriate testing techniques **20 hours** **9.1 Uses principles of language testing in teaching** • Types of tests in terms of purpose (class progress tests, diagnostic tests, achievement tests) **9.2 Uses different testing techniques in the process of assessment and evaluation** • Techniques of testing vocabulary, grammar, listening, speaking, reading, writing • Designing a classroom test **9.3 Uses school based assessment tools effectively** • Awareness about school based assessment procedure recommended by the English as a Life Skill programme • Practical sessions	**Helping teachers with testing and assessment P. 191 – 197** **4 hours** • determine what makes good and bad tests • explain the differences between testing and assessment • use criteria to assess speaking and writing tasks. **Helping teachers to check understanding P. 199 – 204** **4 hours** • use a range of assessment for learning techniques to check understanding at different stages of a lesson • make informed decisions on what to do once understanding is checked.

Appendix 7: Key stakeholder workshop on iTESL and TEC

Mapping and embedding iTESL and TEE in NCoEs Meeting minutes

Meeting Minutes **Date : 22 March 2018** **Venue: Water's Edge**

Attended

Mr Sunil Hettiarachchi, Secretary, Ministry of Education
Mr K M H Bandara - Chief Commissioner, Teacher Education, Ministry of Education
Professor Gunapala Nanayakkara, Consultant, Ministry of Education
Mrs Kalani Hemali - Assistant Commission Teacher Education, Ministry of Education
Mr Sanath Jayalath - Assistant Director English, Ministry of Education
Ms Sajani Somatungha, Master Trainer, Ministry of Education
Mrs Ramya Mahabodhi – President, Peradeniya NCoE
Mrs Theja Herath VP Academic Peradeniya NCoE
Mr S Amirthalingam – President, Jaffna NCoE
Mr S R Sathiyendrampillai - VP- Academic & Quality Assurance, Jaffna NCoE
Mr Masilamany Birabakaran - Teacher Educator, Jaffna NCOE
Mr K Jayantha De Silva – President, Pasdunrata NCoE
Mr K A Chandradasa – Dean, Pasdunrata NCoE
Mrs S J M S Samarakoon – President, Mahaweli NCoE
Dr M V K Mallawa - VP Academic, Mahaweli NCoE
Dr Jayanathi Gunasekera - Director General, National Institute of Education
Ms Maheeza Hameed, Curriculum and Teacher Education Department, NIE
Mr Darshana Samaraweera - Director English, National Institute of Education
Ms Hasantha Munasinghe - Assistant Commissioner, Department of Exams
Dr Lesley Dick - ELT Projects Manager, British Council
Ms Helen Crawley - Senior Trainer TEE Project
Ms Sharon Martinesz - Assistant Programme Manager, British Council
Ms Noorul Azra Mohamed Master Trainer (TEC) Participant list

Apologies

Dr. Mrs. Madura Wehella, Additional Secretary, Education Quality development
Mrs Maheshi Weerasuriya - Director English, Ministry of Education
Mr Saman Pitawala - VP Academic, Peradeniya NCoE
Mr.Sanath Pujitha- Commissioner General of Examinations, Department of Exams
Ms Louise Cowcher - Director Education and English, British Council

Abbreviations

BC	British Council	**MoE**	Ministry of Education
COP	Community of Practice	**NCoE**	National College of Education
ELT	English Language Teaching	**TEE**	Teacher Education for English
iTESL	Improving Teacher Education in Sri Lanka	**TEC**	Teacher Educator's Course

Attachments
PowerPoint presentation: Mapping and Embedding iTESL and TEE
COP Contracts for ELT Methodology, Professional Subject and Literature
How TEC matches the 2017 NIE-NCoE Syllabus for ELT Methodology

Purpose of the meeting

To make iTESL training inputs effective by ensuring NCoE teacher educators who teach ELT Methodology, Education Practice and 4 Skills are selected and attend the next TEC course.

To make iTESL and TEE training inputs more sustainable within the regular courses delivered in the NCoEs, with a particular focus on positive 'loops': getting lecturers to use participatory, task based, learner centred delivery styles to mirror content messages about learner –centred methodology.

To quality assure the teaching and learning of the NIE-NCoE ELT methodology syllabus, by making the iTESL Teacher Educator's Course (TEC) a core part of the 180 hour course.

Order of points discussed

Time	Session	Persons responsible
9.30	Welcome and introductions	Mr Sunil Hettiarachchi – Secretary MoE Mr Sanath Jayalath – Asst. Dir English, MoE, Dr Lesley Dick – British Council
9.45	Workshop overview Analysing the challenges of making iTESL and TEE sustainable [PowerPoint presentation attached]	Ms Psyche Kennett
10.30	Improving participant selection systems: problem analysis and new selection procedure	All participants
11.30	Implementing 'Community of Practice Contracts'	Dr Lesley Dick – British Council Ms Helen Crawley – British Council
12.00	Morning break	
12.15	Proposal and discussion on adapting TEC as a student manual for regular ELT Methodology classes	Ms Psyche Kennett All participants
13.15	Review of agreements Closing	Ms Psyche Kennett Mr Sanath Jayalath – Asst. Dir. English MoE
1.30	Lunch hosted by British Council	

Agreements

1. System for selecting participants for iTESL TEC courses

It was agreed that the following system should be used for selecting participants for Teacher Educator Courses (TEC) of the iTESL project, and can be used in full for the Maths, Science and IT

selection. However, given the limited time before the next ELT TEC course begins, the procedure for now can only be implemented according to those steps listed in the action points (next section).

Participant selection process

a. Agree strategic education and training plan with all stakeholders (MoE, NIE, NCoE, TTC, TC, British Council)
b. NCoEs analyse English staff needs (later, Maths, Science and IT staff needs) at institutional level (e.g. who teachers what, where the gaps are, who needs what, who can cover the timetable while others are on training…)
c. NCoEs update participant details in MoE form and share with MoE, NIE and British Council.
d. All stakeholders share *actual* forward calendars (three months at a view) and identify bottlenecks in upcoming plans; adjust dates accordingly.
e. NCoEs convene an English Department staff meeting (later, Maths, Science, IT department staff meeting) chaired by NCOE President/Vice President Academic. Teacher educators who have completed TEC share their experience and their COP contracts; NCoEs use this meeting to prepare and motivate new participants and make COP contracts 'formal'.
f. NCoEs draw up a list of participants to be sent to the next course in two categories: (a) 5 – 6 participants because of their strategic value in improving the department, and (b) 1 -2 participants who will be on standby to fill the place of any participant from category (a) who is unable to attend at the last minute.
g. NCoEs send their participant lists to the MoE.
h. MoE sends out the letter of invitation to attend the TEC course.

2. Community of Practice (COP) Contracts

Participants completing TEC courses will draw up and implement, with the support of iTESL and TEE British Council trainers, and NCoE Master Trainers, a Community of Practice (COP) 'contract'. This contract will encourage them to apply participatory methodology to the way they deliver their regular classes once they return to college.

3. Using the TEC materials to teach the NIE-NCoE ELT Syllabus

It was agreed that the TEC course maps well onto the NIE-NCoE ELT Methodology syllabus, covering 95 out of the required 180 scheduled hours. This 'fit' gives the NCoEs quality assurance, continuity and coherence through the TEC course materials, while leaving 50% of the time for teacher educators to deliver their own material and fit the whole delivery of the syllabus to the exam schedule.

- A tailored version of the TEC course – both Trainer and Participant Notes - will be produced according to the NIE-NCoE ELT Methodology – TEC 'map' (attached).
- Teacher Educators who have completed the TEC course and their COP contracts will then be required to deliver the course to their regular students.
- Participant Books will produced for the students and printing costs included in future annual budgets. In the short term students may also share the cost by purchasing their own book.

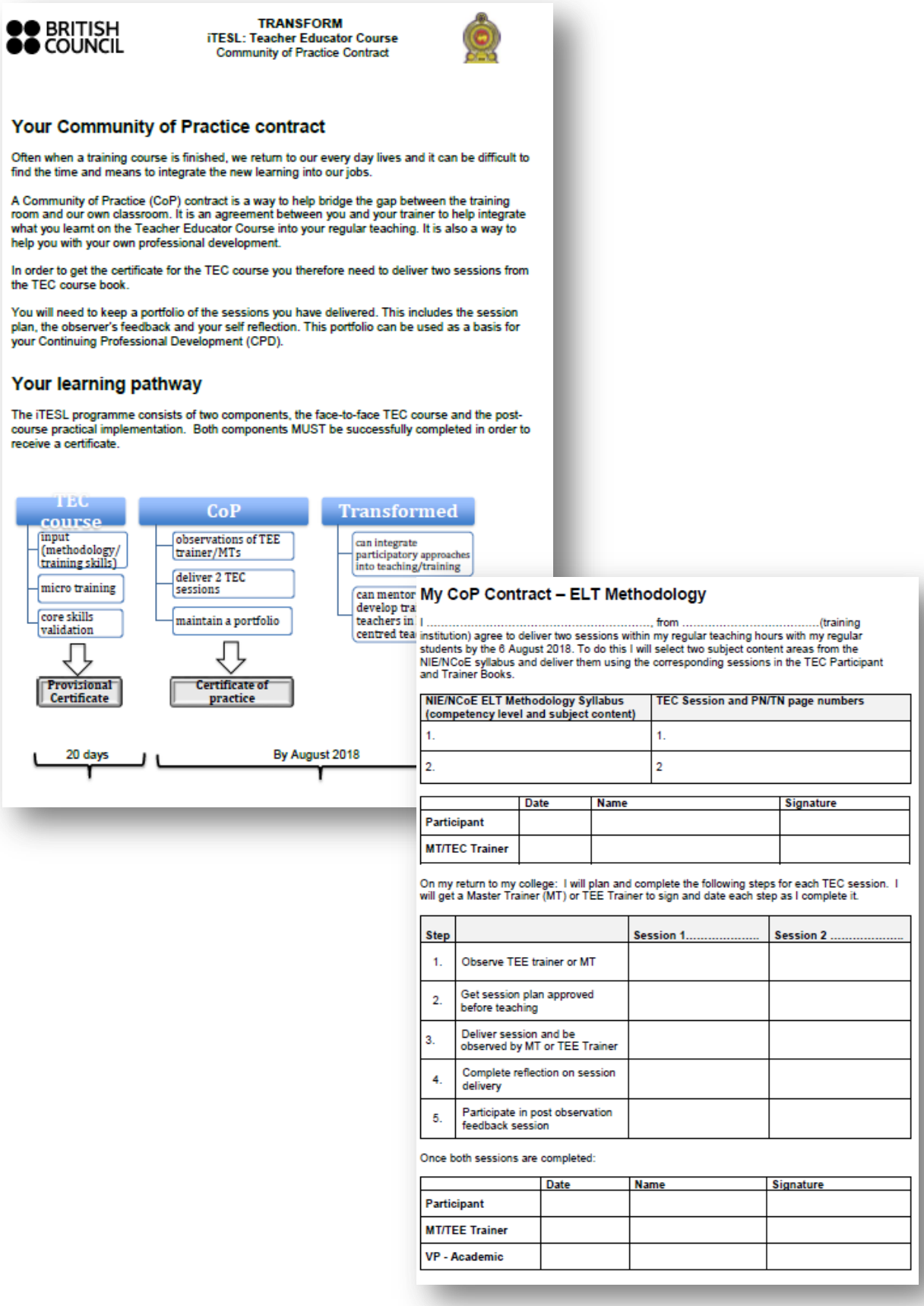
2. Action points

Action point	Person(s) responsible	Due date
1. Participant selection		
Send English version of the MoE Participants' Details form to NCoE VP Academic/President	Sajani Somatungha, MoE	23 March 2018
Update and fill MoE Participants' Details form and send to Sajani Somatungha MoE, Maheeza Hameed NIE, and Lesley Dick British Council	S Amirthalingam /S R Sathiyendrampillai, Jaffna; Srimathi Samarakoon/M V K Mallawa, Mahaweli Jayantha De Silva/ K A Chandradasa, Pasdunrata; Ramya Mahabodhi/ Theja Herath, Peradeniya	29 March 2018
Establish Google drive, upload British Council forward calendar (next four months) and send link to Maheeza Hameed NIE, Theja Herath, Peradiniya NCoE, K A Chandradasa, Pasdunrata NCoE, M V K Mallawa, Mahaweli NCoE and Andy Carte (British Council) Jaffna NCoE	Keith Benjamin, British Council	26 March 2018
Upload *actual* forward calendars for the next 4 months	Sanath Jayalath & Sajani Somatungha MoE; Darshana Samaraweera & Maheeza Hameed NIE Andy Carte for S Amirthalingam, Jaffna Jayantha De Silva, Pasdunrata, Srimathi Samarakoon, Mahawelli Ramya Mahabodhi, Peradeniya	29 March 2018
Check that all calendars are there and get Helen Crawley British Council to follow up	Keith Benjamin	29 March 2018
Select maximum number possible of NCoE participants for next TEC course prioritising those who teach ELT methodology, Four Skills, and Education Practice (EP). Cover their absence by readjusting the timetable for the month of May	S R Sathiyendrampillai, Jaffna Srimathi Samarakoon, Mahaweli K A Chandradasa, Pasdunrata Ramya Mahabodhi, Peradeniya	3 April 2018
Send Participant List to MoE, cc to British Council	S Amirthalingam /S R Sathiyendrampillai, Jaffna; Srimathi Samarakoon/M V K Mallawa, Mahaweli Jayantha De Silva/ K A Chandradasa, Pasdunrata; Ramya Mahabodhi/ Theja Herath, Peradeniya	4 April 2018

Action point	Person(s) responsible	Due date
2. COP contracts		
Develop a COP Contract for the 4 Skills	Lesley Dick and Helen Crawley British Council	25 March 2018
Adapt iTESL observation sheet to all and circulate it to everyone. This will be used for COP contract.	Helen Crawley and British Council iTESL team	6 April 2018
Announce in a staff meeting the allocation of Master Trainers / TEE British Council trainers to teacher educators in order to support and verify completion of each stage of their COP contracts.	Helen Crawley British Council S R Sathiyendrampillai, Jaffna M V K Mallawa, Mahaweli K A Chandradasa, Pasdunrata Theja Herath, Peradeniya	April-May 2018
Keep copies of COP contracts and sign them on successful completion	S R Sathiyendrampillai, Jaffna M V K Mallawa, Mahaweli K A Chandradasa, Pasdunrata Theja Herath, Peradeniya	6 August 2018
Issue certificates and a letter from MoE to teacher educators on successful completion of COP contract	Sanath Jayalath MoE Lesley Dick British Council	September 2018

Action point	Person(s) responsible	Due date
3. Integration of TEC into ELT methodology into NIE curriculum		
Finalise mapping	Psyche Kennett, Consultant	23 March 2018
Edit TEC manual to fit the ELT Methodology subject	Psyche Kennett and Lesley Dick British Council	29 March 2018
Revise NIE ELT methodology syllabus	Darshana Samaraweera and Maheeza Hameed NIE	tbc
Meet Secretary MoE and agree circular which outlines how NCoEs will use the TEC materials and delivery to teach the NIE-NCoE ELT Methodology syllabus.	Sanath Jayalath MoE Lesley Dick British Council	4 April 2018

Appendix 8: Community of Practice (CoP) contract



BRITISH COUNCIL

TRANSFORM
iTESL: Teacher Educator Course
Community of Practice Contract

Your Community of Practice contract

Often when a training course is finished, we return to our every day lives and it can be difficult to find the time and means to integrate the new learning into our jobs.

A Community of Practice (CoP) contract is a way to help bridge the gap between the training room and our own classroom. It is an agreement between you and your trainer to help integrate what you learnt on the Teacher Educator Course into your regular teaching. It is also a way to help you with your own professional development.

In order to get the certificate for the TEC course you therefore need to deliver two sessions from the TEC course book.

You will need to keep a portfolio of the sessions you have delivered. This includes the session plan, the observer's feedback and your self reflection. This portfolio can be used as a basis for your Continuing Professional Development (CPD).

Your learning pathway

The iTESL programme consists of two components, the face-to-face TEC course and the post-course practical implementation. Both components MUST be successfully completed in order to receive a certificate.

My CoP Contract – ELT Methodology

I ....., from .....(training institution) agree to deliver two sessions within my regular teaching hours with my regular students by the 6 August 2018. To do this I will select two subject content areas from the NIE/NCoE syllabus and deliver them using the corresponding sessions in the TEC Participant and Trainer Books.

NIE/NCoE ELT Methodology Syllabus (competency level and subject content)	TEC Session and PN/TN page numbers
1.	1.
2.	2

	Date	Name	Signature
Participant			
MT/TEC Trainer			

On my return to my college: I will plan and complete the following steps for each TEC session. I will get a Master Trainer (MT) or TEE Trainer to sign and date each step as I complete it.

Step		Session 1.....	Session 2 .....
1.	Observe TEE trainer or MT		
2.	Get session plan approved before teaching		
3.	Deliver session and be observed by MT or TEE Trainer		
4.	Complete reflection on session delivery		
5.	Participate in post observation feedback session		

Once both sessions are completed:

	Date	Name	Signature
Participant			
MT/TEE Trainer			
VP - Academic			

Appendix 9: Consultant's Terms of Reference

Assignment	Mapping and Embedding Teacher Education Approaches
Reference	TRANSFORM TORs3
Region/Country	SA / Sri Lanka
Client	British Council Sri Lanka
Reporting to	Louise Cowcher
Dates	1 January 2018 – 31 March 2018

Aim:

To foster a consistent approach and materials for teacher education in Sri Lanka.

To utilize British Council and UK good practice in the field of education reform and British Council-developed tools as well as positioning models for adoption.

Outcome:

TRANSFORM approaches and materials of teacher educator capacity building are mapped on to GoSL and other capacity building interventions, with strategies recommended for embedding and mainstreaming them.

Outputs:

1. Review and report on current curricula, materials and assessment in institutions providing teacher education of primary and secondary teachers.

2. Mapping of TRANSFORM approaches, curricula, materials and assessment against existing practice used by NIE/NCoEs.

3. Recommendations on integration of TRANSFORM approaches, curricula, materials and assessment in to national teacher education provision.

4. Communications strategy for raising awareness of key stakeholders, including NCoE principals.