

Module of a Collaborative Professional Development Programme for Teachers at ILUIS

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Requirement for the degree of Magíster en Didáctica de la Lengua

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M.A. in English as a Foreign Language

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Maestría en Didáctica de la Lengua

Bucaramanga

2019

Dedication

In dedication to my mother *Libia*, who loves me unconditionally, and my two beloved children *Duván* and *Emma*, who are following my steps.

To my best friends and confidants, *Diego and Leidy*, my adventure companions.

Acknowledgements

My deepest appreciation goes to my mother *Libia Fonseca Gutiérrez*, my children *Duván Andrés* and *Emma Sofía Palacio Figueredo*, and my best friends *Diego Armando Mantilla Motta* and *Leidy Constanza Quintero Bayona*. Thanks for your smiles, hugs, support, nurturing, valuable advice and profound belief in me.

I'm also extremely grateful to the director of my project, professor *Esperanza Revelo Jiménez*, who has been one of my mentors and role models since my undergraduate programme. Thanks for your patience, guidance, constructive suggestions and encouragement words to finish this project, rebuild my life and be a better human being.

I'm deeply indebted to all of the leaders, teachers, colleagues and friends who I have met throughout my life journey and have helped me to become a better teacher and mentor. In this special list, I include the colleagues who participated willingly in this project and taught me valuable lessons to grow as a leader.

I extend my deepest gratitude to *Mariela Gómez*, who was my boss from 2005 to 2014. You have played a decisive role in the professional opportunities I have accepted. Thanks to them I have found valuable inner resources such as determination, self-worth, and kindness.

Finally, I very much appreciate my University, *Universidad Industrial de Santander*, and for having given me the opportunity to learn and grow to serve others.

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Resumen

TÍTULO: MÓDULO DE UN PROGRAMA DE DESARROLLO PROFESIONAL COLABORATIVO PARA PROFESORES DEL ILUIS*

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PALABRAS CLAVE: Entrenamiento, programa de desarrollo profesional colaborativo y continuo, comunidad de aprendizaje, crecimiento profesional, intelectuales transformadores, enseñanza reflexiva, profesores inspiradores, necesidades de los docentes, enfoque de abajo hacia arriba.

DESCRIPCIÓN:

Diferente a los programas tradicionales de capacitación, el modulo del Programa de Desarrollo Profesional Docente fue creado, implementado y evaluado *con y para* los profesores del ILUIS (Instituto de Lenguas de la Universidad Industrial de Santander) para desarrollar una comunidad de aprendizaje en la que los profesionales se apropiaron de su avance profesional y potenciaron la reflexión, acción y el trabajo colaborativo. Con este módulo, tanto los profesores como la investigadora pudieron dar respuesta a diferentes preguntas clave que fueron relevantes para su proceso de aprendizaje: *¿Qué es lo que hace a los profesores del ILUIS inspiradores? ¿Cuáles son las necesidades de los profesores del ILUIS? ¿Cómo reflexionan los profesores del ILUIS en sus prácticas pedagógicas? ¿Qué aprendizajes puede obtener la investigadora de este proyecto para liderar programas de desarrollo profesional?* Además, este Proyecto de investigación hace énfasis en las tareas urgentes que tienen los diferentes actores del sistema de Educación de Colombia: crear e invertir en los profesores para transformar las prácticas de aula, crear programas de desarrollo profesional colaborativos y continuos, desarrollar comunidades de aprendizaje fuertes, fomentar la responsabilidad profesional y social, empoderar a docentes y estudiantes para que sean líderes y pensadores críticos, y con estas nuevas prácticas, permear colegios, Secretarías de Educación y al Ministerio de Educación Nacional. Estos actores necesitan trabajar colaborativamente para desafiar teorías, tomar lo mejor de las nuevas políticas educativas, construir conocimiento y tomar decisiones sabias para motivar a sus estudiantes a ser ciudadanos locales y globales críticos que tienen las herramientas para afrontar los desafíos de un mundo que cambia constantemente.

* Trabajo de Grado

** Facultad de Ciencias Humanas. Escuela de Idiomas. Maestria en Didactica de la Lengua Directora: Esperanza Revelo Jiménez, Magister en la Enseñanza del Inglés

Abstract

TITLE: MODULE OF A COLLABORATIVE PROFESSIONAL DEVELOPMENT PROGRAMME FOR TEACHERS AT ILUIS*

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KEYWORDS: Training, collaborative and continuing professional development programme, learning community, professional advancement, transformative intellectuals, reflective teaching, inspiring teachers, teachers' needs, bottom-up approach.

DESCRIPTION:

Different from traditional training focused programmes, the module of the Collaborative Professional Development Programme (CPDP) was created, implemented, and evaluated *along with* and *for* teachers of ILUIS (*Instituto de Lenguas de la Universidad Industrial de Santander*) to develop a learning community in which practitioners took ownership of their professional advancement and fostered reflection, action and collaborative work. With this module, both the researcher and teachers could answer different key questions that were relevant for their learning process such as: *What makes ILUIS teachers inspiring? What are ILUIS teachers' needs? How do ILUIS teachers reflect on their pedagogical practices? What insights can the researcher gain from this pedagogical intervention to lead professional development programmes?* Furthermore, this research project makes emphasis in the urgent tasks that the different actors of the education system have: to believe and invest in teachers to transform classroom practices, create collaborative and continuing professional development programmes, develop strong learning communities, foster professional and social responsibility, empower teachers and students to be leaders and critical thinkers and permeate schools, Education Local Authorities (*Secretarías de Educación*), and the Ministry of Education. These actors need to work collaboratively to challenge theories, take the best from new education policies, construct knowledge, and make wiser decisions to encourage their students to become critical global and local citizens who have the tools to face the demands of a world that is changing constantly.

* Master Thesis

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Introduction

All of the actors who play a role in the education system of any country must believe in teachers, place them at the centre, and “invest” in them constantly to reshape practices, meet the needs of new generations, and address the challenges of a changing world. As it is stated in the article *Contemporary Perspectives on Continuing Professional Development*, written for the British Council by Simon Borg (2015), “an education system is only as good as its teachers’ (UNESCO, 2014: 9) and enhancing teacher quality at all stages of a teacher’s career is thus a key factor in improving the quality of learning that students receive” (p. 2).

The present qualitative action research project was developed to foster reflection and action through a self-directed teacher development programme, different from traditional training focused programmes, in which the researcher and teachers worked together to develop a community of practitioners engaged in their own career advancement. The module of the Collaborative Professional Development Programme (CPDP) was created, implemented, and evaluated *along with* and *for* teachers of ILUIS (*Instituto de Lenguas de la Universidad Industrial de Santander*) and, as it will be shown in this paper, it emphasized the potential of participants - researcher and teachers - to partner to create a learning community and take ownership of their professional learning process. Furthermore, this innovative initiative tried to enhance teachers’ professional and social responsibility and recall their role as inspiring educators who foster the 21st century skills in learners and ultimately help them to be better human beings.

Educators have a great responsibility with students, families and society. As Kumaravadivelu (2003) stated on his book *Beyond Methods: Macrostrategies for Language Teaching*:

In fact, the educational role played by teachers in the classroom is much more demanding and daunting than the theatrical role played by actors on the stage for the simple reason that the failure of an educational enterprise has more far-reaching consequences for an individual or for a nation than the failure of a theatrical production. (p. 7)

This author explains that educators are those key actors who help students to be successful in their learning process and ultimately, who contribute to the formation of good citizens. As the success of a theatrical production depends on the actors, the success of students' learning process depends largely on teachers. However, the big difference between actors and teachers is that the latter are responsible for the future of human beings and society (Kumaravadivelu, 2003, p. 7).

As a consequence, both teachers and administrators need to play the role of **Transformative Intellectuals** to cultivate “counterhegemonic pedagogies that not only empower students by giving them the knowledge and the social skills they will need to be able to function in the larger society as critical agents, but also to educate them for transformative action” (Giroux, 1998, p. 33). As part of this intellectual transformation, professors need to believe that the act of teaching and learning a foreign language will empower themselves and their students with a second voice full of hope to build a better world, one in which everyone is equal and respects and admires diversity. This means that teachers must begin believing in the fact that any person can learn languages no matter their age, gender, social economic status, culture and mental conditions. Teachers must feel the need to help others, to change their lives. “Need – if I really want my fellow man living in a different level of life – makes me believe that it *will* be possible” (Feuerstein, 2008, p. 6).

The module of the CPDP was grounded in the principles of **Collaborative and Continuing Professional Development**, which is “a critical element in successful educational systems, enhancing teacher quality, organisational effectiveness and student outcomes” (Borg, 2015, p. 2).

As in all professions, new teachers and principals take years to gain the skills they need to be effective in their roles. Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers. (Mizell, 2010, p. 6)

Continuing Professional Development is described as “multifaceted (addressing behaviours, knowledge, emotions, and thinking); it may occur naturally (i.e. through workplace experience) or through planned activities...; and its benefits extend from individuals to groups and institutions, and ultimately to the quality of education in the classroom” (Borg, 2015, p. 2). Thus, the module of the CPDP was designed to promote collaborative learning among the members of the work team by giving them voice and facilitating formal and informal spaces where they could make decisions, do research, have discussions and reflect on their needs and practice. It was created, implemented and evaluated by the main actors of ILUIS, Teachers, who were involved since the beginning in the decisions about the content and process of the module, and had the support of the Facilitator (the author of this paper) and Leader (one of the teachers of the team).

It is worth highlighting that the researcher gained important insights into teacher education that have motivated and helped her to support the implementation of strategies aimed at fostering the teaching and learning processes of English in Colombian public schools and lead professional development programmes for teachers. Although she stopped working at the ILUIS when the

pedagogical intervention finished, due to an administrative decision, this paper can help readers to reflect on the fact that it is necessary to act promptly and decisively to discontinue the use of traditional training practices, create collaborative and continuing professional development programmes for teachers, develop strong learning communities that enhance social accountability to empower teachers and students to be leaders, global and local citizens, and critical thinkers, and permeate classrooms, educational institutions and those actors that are in charge of creating education policies. The challenges that the researcher and the team had to face are described in the chapter of Pedagogical Intervention and Implementation (p. 56), and they will allow readers to understand the difficulties met by the author of this paper and the methodology adopted for this research.

1. Statement of the Problem and Justification

Permanent professional development programmes can help teachers be up to date on how the knowledge base of teaching changes, as well as how science and technology constantly advance. This need of in-service education has motivated teachers to attend and participate in national and international conferences and workshops and has led institutions to provide teachers with **training** sessions to update their knowledge about language teaching and learning. However, these efforts do not empower teachers to participate actively in their own professional growth. Training programmes comprise activities prearranged by other professionals and that barely take into account teachers and students' needs and interests and the realities of each educational institution.

Furthermore, there are no follow-up programmes that encourage and give teachers the tools to set up short and long-term goals, implement what they have learned in their classrooms, reflect upon their practice and make real changes. As it is defined by Richards and Farrel (2005), training is “directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals... The content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books” (p. 3).

Teachers are calling for grounded professional development programmes that meet their contexts, provide them with the necessary tools to become autonomous and reflective learners, motivate them to work in collaboration with their peers and involve coordinators, principles, education local authorities and other professionals to guarantee a successful and continuing learning programme. In her book, *Second Language Teacher Education, A Sociocultural, Perspective*, Karen Johnson (2009) expresses:

Traditionally, the professional development of teachers has been thought of as something that is done by others for or to teachers. And while postsecondary coursework, professional workshops, and educational seminars will most certainly continue to play an important role in the professional credentialing of L2 teachers, a host of alternative professional development structures that allow for self-directed, collaborative, inquiry-based learning that is directly relevant to teachers’ classrooms have begun to emerge. (p. 95)

There is no a one-size-fits-all magical formula to make teachers become inspiring and committed with the challenges of the 21st century. Therefore, what is needed as referred to by Richards and Farrel (2005), is a reflective and collaborative process that transforms teachers into active agents of their professional growth: **professional development**. It offers teachers the opportunity to evolve constantly to help others become better human beings.

...professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. Professional development is not a one-shot, one-size-fits-all event, but rather an evolving process of professional self-disclosure, reflection, and growth that yields the best results when sustained over time in communities of practice and when focused on job-embedded responsibilities. (Diaz-Maggioli, 2003, p. 1)

Furthermore, a **collaborative professional development programme** keeps the balance between top-down and bottom-up approaches and can guarantee the accomplishment of the institutions', teachers' and students' goals. As it is stated by Richards and Farrell (2005), collaborative professional development projects allow teachers to learn together since they have shared goals and responsibilities (p. 12).

A good professional development programme must empower teachers to face the new demands of the 21st century. Teachers who are truly committed to their students and society are constantly providing them with opportunities to improve their language skills as well as helping them to discover different cultures, teaching them values to respect different opinions, and preparing them to become global and local citizens. These teachers guide their students to acquire essential **21st century skills** that will prepare them for life: collaboration and teamwork, networking, creativity and imagination, critical thinking, problem solving, flexibility and adaptability, global and cultural awareness, leadership, civic literacy and citizenship, oral and written communication skills, time management, computer and Information Communication Technology (ICT) literacy, among others.

Teachers must face the different demands

...from the new global knowledge economy; from the converging forces of knowledge work, digital tools, and lifestyles; from modern learning research; and from the need for the skills most in demand in our times: problem-solving, being creative and innovative, communicating, collaborating, being flexible, and so on. (Trilling & Fadel, 2009, p. 38)

And above of all these expectations, professors need to believe that the act of teaching and learning a foreign language will empower themselves and their students with a second voice full of hope to build a better world, one that guarantees equality and at the same time, respect and admiration for diversity.

Being aware of these 21st century challenges, ILUIS was working on different projects to keep updated and to offer students languages courses aimed at making them proficient in different foreign languages and aimed at providing learners with learning opportunities that would foster in them the skills needed to be citizens of the world. ILUIS also created the *Plan de Actualización Docente*, which could be defined as a series of academic sessions established by the *Comité Académico* (a group composed by the Director and the Coordinators of ILUIS), for teacher training every year. This *Plan* was used to help teachers to keep updated and understand the new changes the Institute made; to train them in the use of the new technological resources; and to motivate them to become autonomous learners and to be committed to their students' learning process.

Nevertheless, in spite of the aforementioned efforts, coordinators noticed, from different class observations and from the surveys students had answered to evaluate the different languages courses that some teachers had lost their motivation for teaching and were not implementing in their classes what they learned from the different training sessions. In some observations, it was noted that some classes were teacher-centred and focused greatly on grammar teaching and drilling; in the surveys, students complained about those teachers who were not dynamic and

enthusiastic, were not empathetic and kind. used the textbook the whole time, did not give proper feedback after evaluating, or did not use technology in class. Coordinators observed classes and gave feedback to each teacher twice a year and the formats of these observations were kept in each teacher's file in the ILUIS archive. The results of the surveys and class observations were summarized and uploaded in the ILUIS system and only the administrative staff and each teacher had access to this private information.

Furthermore, after analysing the *Plan de Actualización Docente*, it could be noticed that it needed improvement since ILUIS was using a top-down approach to train their teaching staff. In a meeting, the Academic Committee filled in a format with the topics, dates and objectives of the training sessions for the whole year. Nevertheless, teachers were not taken into account in these decisions, there was no a follow-up process to encourage and help teachers to implement what they had learned in their classes due to time constraints, and most of the times the Committee just included those workshops offered by publishing houses. There had been some attempts to listen to teachers and involve them in the institutional projects, but they had not reached the goal of engaging teachers in their own professional development. Some teachers complained about the decisions made by the administrative staff and expressed that they were not listened to. Finally, there was not a strong learning community at ILUIS that allowed teachers to share, discuss and improve their classroom practices.

Being aware of these needs, the researcher decided to start making changes and work on a project that could show ILUIS that it was possible to develop a self-directed teacher development programme to address reflection and action, and create a learning community of practitioners engaged in their own career advancement.

2. Research Objectives and Questions

This research project was aimed at designing, implementing, mediating and evaluating the first module of a Collaborative Professional Development Programme (CPDP) *along with and for* teachers at ILUIS (*Instituto de Lenguas de la Universidad Industrial de Santander*) to foster reflection and action through a self-directed teacher development programme and develop a community of practitioners engaged in their own career advancement.

The present qualitative action research project was intended to:

- Create, implement, and evaluate the first module of a Collaborative Professional Development Programme (CPDP) *along with and for* ILUIS teachers.
- Foster reflection and action to engage ILUIS teachers' in their own career development.
- Start the development of a learning community at ILUIS.

The main questions this pedagogical intervention answered were:

- How can the development of the first module of the CPDP engage teachers in their own career development?
- How can the first module of the CPDP contribute to start the development of a learning community at ILUIS?

Other questions this pedagogical intervention answered were:

- What makes ILUIS teachers inspiring?
- What are ILUIS teachers' needs?
- How do ILUIS teachers reflect on their pedagogical practices?

- What insights can the researcher gain from this pedagogical intervention to lead professional development programmes?

3. Literature Review

In previous sections, it was mentioned that educators are expected to prepare learners to be good future engaged citizens and that is their social responsibility: *their personal investment in the well-being of others* (as cited in Sihem, 2013, p. 47):

It is a teacher's responsibility to provide a nurturing and welcoming learning environment for all students, and to take seriously the position of influence that she is in. A teacher can influence what her students talk about, how they think and what they become. Social responsibility demands that a teacher not only cares about actual students; but also must understand and prepare them and show them how fit into future community. (Sihem, 2013, p. 47)

To fulfil this responsibility, teachers need to reflect on their roles as educators and life-long learners, transform their classroom practices, and help students to be global and local citizens and acquire the 21st century skills. Teachers need to become **Transformative Intellectuals**. As it was expressed by Karen Johnson (2009), educators need to work collaboratively with their peers and reflect on the knowledge they acquire to improve their teaching practice and give students the tools they need to manage their emotions, improve their own and others' quality of life, contribute to their communities, take care of the environment and face the challenges of a changing world.

In order for L2 teachers to work productively in an educational climate of standardization and accountability, they need, now more than ever, to function as “transformative intellectuals” (Giroux, 1988; see also Pennycook, 1989, 2001). In other words, they need the intellectual tools to position themselves as professionals who are able and willing to reflect upon the ideological principles that inform practice, who connect pedagogical theory and practice to wider social issues, and who work together to share ideas, and exercise power over the conditions of more humane life. (p. 121)

Which are these intellectual tools? When characterizing the intellectual tools of inquiry as the means by which humans make experience “educative”, John Dewey argued that

it is through the attitudes of open-mindedness (seeking alternatives), responsibility (recognizing consequences), and wholeheartedness (continual self-examination) that teachers come to recognize their own assumptions about themselves as teachers, about their students, about the curriculum they teach, and about the nature and impact of their teaching practices. (as cited in Johnson, 2009, p. 121)

Thus professional development programmes must be collaborative and continuing, and must encourage educators to use the “intellectual tools of inquiry” in their teaching practices. These tools of inquiry can help teachers to: explore their professional identities; understand that their values, beliefs, and knowledge have been socially situated and socially constituted; be conscious of the fact that their actions in their classrooms and schools impact positively or negatively their students’ lives; explore, reflect on, relate to and challenge the theory of language teaching and learning to construct the principles that support their practice; build upon their students’ background, beliefs, behaviour, interests, strengths, opportunities for improvement; investigate the new education policies, reflect on and take the best from them to make wise decisions about their

classroom practices and students' opportunities for learning a foreign language (Johnson, 2009, p. 122-123).

Having this in mind, the first module of the CPDP was constructed taking into account the insights of **reflective teaching**, which allows teachers to meditate upon and evaluate their past decisions and practices, analyse the impact they have had in their students and co-workers, imagine new scenarios, seek for learning opportunities, make changes and implement new approaches and strategies to improve their own, their peers and their students' learning experience. Critical reflection is "a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action" (Richards, n.d., p. 1). This is the way in which teachers can wake up, abandon their routinized actions and transform their classroom practices. According to Richards (n.d.), there are different approaches that teachers can use to become a reflective teacher: "peer observation, written accounts of experiences, self-reports autobiographies, journal writing, collaborative diary keeping, and recording lessons" (p. 2-5). Diaz-Maggioli (2003) lists other strategies that can be used in professional development programmes: "peer coaching, study groups, dialogue journals, professional development portfolios, mentoring, and participatory practitioner research" (p. 1-2).

Secondly, as it was stated in the previous section, this research project was meant to develop a self-directed teacher **development programme** that promoted collaborative learning among the members of the work team by giving them voice and facilitating formal and informal spaces where they could make decisions, do research, have discussions and reflect on their needs and practice. Different from training, development offers teachers the opportunity to: work collaboratively; reflect constantly on their practice; impact positively their colleagues' and students' lives; and gain an understanding of disciplinary knowledge to make the best decisions at the moment of creating,

improving and implementing the curriculum, and creating and selecting didactic materials. As Richards and Farrell (2005) point out, development encourages educators to reflect constantly on their roles as teachers, be aware of their strengths and opportunities for improvement, renew their joy in teaching, set long-term goals in their career advancement and be perseverant enough to achieve them.

Development generally refers to general growth not focused on a specific job. It serves as a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up". (p. 4)

Furthermore, **professional development** respond to social dynamics and must be carried out collaboratively. Unfortunately, there is a big number of teachers in Colombian public schools who feel isolated since there are certain dynamics at their workplace that do not allow them to work in collaboration with their peers. Principals, coordinators and other leaders need to encourage the creation of learning communities, support and work along with teachers to guarantee the sustainability of these groups, and promote spaces for teachers to share their significant experiences and learn from others. Professional development is "a dynamic social activity that is situated in physical and social contexts, distributed across persons, tools, and activities, and both influencing and influenced by both participation and context" (Johnson, p. 121). Bearing this in mind, as one of the objectives of this research project was to promote the creation of a learning community at ILUIS, the module of the CPDP was created, implemented and evaluated **collaboratively**.

Collaborative professional development projects allow tasks and responsibilities to be shared.

For a culture of cooperation to develop in a school, opportunities need to be provided for

teachers to work and learn together through participation in group-oriented activities with shared goals, and responsibilities, involving joint problem solving. (Richards & Farrel, 2005, p. 12)

This research project was aimed at fostering reflection and action, raising career development in teachers of ILUIS (Instituto de Lenguas de la Universidad Industrial de Santander), and contributing to the creation of a learning community that emphasized the potential of teachers to partner to create, implement, and evaluate better strategies to respond to new education challenges. Besides, the module of the CPDP was an innovative initiative intended to boost participants' professional and social responsibility and recall their role as inspiring teachers who foster the 21st century skills in their students and ultimately help them to be better human beings.

Traditional development programmes are top-down and concentrate on the teachers' role as instructors without taking into account their needs as workers and learners. To change these realities, teachers must be heard and given active roles in their institutions since they are "considered to be the cornerstones of any program because they will be the direct actors of their own professional development" (Gonzalez, Montoya & Sierra, 2002, p. 30). For example, it is not enough to adopt training programmes to prepare teachers to succeed in tests such as the TKT (Teacher Knowledge Test) or to get an ICALT (In-service Certificate in English Language Teaching). On the one hand, these programmes allow teachers to get the core knowledge of language teaching and learning and have the certificate of a test that responds to international standards and helps them to find job opportunities. On the other hand, these courses are predetermined and do not take into account the diverse realities and dynamics of classrooms, institutions, and regions, and the limitations of the education policies of each country. It is common to listen to teachers complaining because they are told to attend certain courses,

workshops or conferences which were designed for perfect classrooms and by experts who are not aware of the educators' and students' real needs. As González (2007) points out, Colombia has the necessity of implementing more post-method approaches, recognizing locally produced knowledge, and constructing collaboratively teacher development programmes more adequate to the local realities: "The current teacher development model is a representation of colonial, traditional, and central discourses in ELT that must be reshaped by the new, local, and peripheral knowledge constructed by Colombian ELT scholars and teachers" (p. 326).

In the same way, the module of the CPDP was grounded in the principles of **Continuing Professional Development (CPD)**. Borg (2015) points out some characteristics CPD should have to benefit educators, students, and institutions.

...CPD can achieve positive and sustained impacts on teachers, learners and organisations when:

- it is seen by teachers to be relevant to their needs and those of their students
- teachers are centrally involved in decisions about the content and process of CPD
- collaboration and the sharing of expertise among teachers is fostered
- CPD is a collective enterprise supported by schools and educational systems more broadly
- expert internal and/or external support for teachers is available
- CPD is situated in schools and classrooms
- CPD is recognised as an integral part of teachers' work
- inquiry and reflection are valued as central professional learning processes
- teachers are engaged in the examination and review of their beliefs
- student learning provides the motivation for professional learning
- CPD is seen as an ongoing process rather than a periodic event

- there is strategic leadership within schools. (p. 3)

In an effective CDP teachers are the owners and main actors of their professional advancement. Besides, it is created taking into account the realities of the educational institution, it supports educators over time to guarantee its sustainability, and it promotes collaborative work, leadership, inquiry and reflection. In the same way, it is important to bear in mind that there is no a single formula and that teacher professional development is an ongoing process that needs to evolve and be evaluated constantly. As Borg (2015) highlights:

...there are no templates for CPD that guarantee universal success – contextual variability means that what works in one context may be less effective in another. Thus while we can talk in global terms about ways of enhancing CPD, the implementation of any CPD strategy will always to a certain extent need to be localised. In other words, just because a decision is made to promote CPD through action research or lesson study, this does not mean that effective professional learning will follow. CPD options need to be chosen and implemented with careful attention both to teachers' prior experience, knowledge and beliefs and to the characteristics of the educational systems in which teachers work. (Borg, 2015, p. 4)

The pedagogical intervention of this project was done under the principles of **action research**. As it is highlighted by Cohen, Manion, and Morrison (2007), action research is used in different areas and one of them is continuing professional development of teachers and it is defined as “a systematic study that combines action and reflection with the intention of improving practice” (p. 297). In this project, *action*, *research*, and *learning* took place at the workplace. Collaboration, reflection, leadership and a friendly atmosphere were promoted to make changes, encourage teachers to take ownership of their career development and start a learning community with their peers. Going beyond, Kemmis and McTaggart point out that:

Action research is concerned equally with changing *individuals*, on the one hand, and, on the other, the *culture* of the groups, institutions and societies to which they belong. The culture of a group can be defined in terms of the characteristic substance and forms of the language and discourses, activities and practices, and social relationships and organization which constitute the interactions of the group. (As cited in Cohen et al., 2007, p. 298)

In addition, this study took into account the principles of inquiry-based approaches. As it is stated by Johnson (2009), these approaches create a mediational space (the talk and social interaction) that promotes teachers' learning and improvement in their practice. Not only experts but also peers play the important role of mediators of learning (Zone of Proximal Development - ZPD).

Given that the ZPD is a metaphor for capturing an individual's potential abilities by observing and promoting his or her current performance through social interaction, the public spaces created by inquiry-based approaches both make visible teachers' current capabilities and reveal those abilities which are not yet fully formed but are still in the process of developing. (p. 99)

Furthermore, as the same author points out, new and experienced educators are invited to work collaboratively and learn from each other to be better and inspiring teachers, create strong learning communities, and build a friendly and constructive work environment.

...within the teacher mentoring literature, Feiman-Nemser (2006) argues that talk among teachers should not consist of veteran teachers giving novice teachers technical assistance (here's how to do it) and emotional support (you can do it). Instead, she argues for "educative mentoring" (p. xii); in other words, mentoring that is aimed at teacher growth by enabling

teachers at all levels of experience and expertise to respect, challenge, and support one another as they collectively seek to reach standards of excellence in their work. (Johnson, 2009, p. 99)

Following these principles, this project tried to position participants as equal partners and provided spaces where the team supported each other to do more than they would be able to do independently. Furthermore, similar to the inquiry-based approach called **Critical Friends Groups**, this pedagogical intervention created a friendly learning environment where teachers could talk through a dilemma, collaboratively come to understand it and seek possible solutions. The participants took on leadership roles, supported each other, made decisions about their professional development and tried innovative ways to know their colleagues' insights.

Numerous studies of Critical Friends Groups have also been found to strengthen collegial bonds among teachers through close reflection on individual practice and student thinking and learning. Like other inquiry-based approaches to professional development, Critical Friends Groups are a means for teachers to articulate their goals for both their students and themselves, and to examine curriculum, student work, and various issues in the school culture that impact student learning, while at the same time directing their own professional learning. (Johnson, 2009, p. 101)

4. Research Design

4.1 Approach

This research project corresponds to a qualitative inquiry study. As it is stated by Sherman and Webb (2005) in the book *Qualitative Research in Education: Focus and Methods*, “the aim of qualitative research is not verification of a predetermined idea, but discovery that leads to new insights... Nothing is predefined or taken for granted.” (p.5). This approach was chosen since the researcher was concerned about how teachers’ career advancement was being approached at ILUIS and how educators lived, felt, and underwent the strategies used to help them grow as professionals and improve their practices. She wanted to work along with teachers to make changes, encourage participants to take ownership and work in collaboration with each other to create and implement a professional development programme designed by and for them instead of following a predetermined course, motivate them to be reflective teachers and start a learning community. As these authors point out: “Qualitative research, then, has the aim of understanding experience as nearly as possible as its participants feel it or live it.” (p. 7).

In this approach, inquiry is understood as an effort to design a plan to find solutions to a problem, make changes in the participants’ contexts and remove doubt.

It is a mediator between a disrupted and a reconstructed life. Its function... is to develop ‘possibilities’ (or suggestions or hypotheses) for the conduct of life. We are assisted in that formulation not by methods or rules that have been handed over directly from other experience

(though these should be considered), but by forms of inquiry that are developed within experience itself with the aim of understanding it more clearly and responding to it more intelligently. Inquiry mediates between a given experience and one's intent or aim. (Sherman & Webb, 2005, p. 12-13)

This study made profound changes in both the Facilitator and the teachers who worked along with her. The Facilitator reflected on the training programmes ILUIS had implemented and sought alternative ways to encourage teachers to transform their classroom practices and be leaders and owners of their professional development (during and after this pedagogical intervention). In the same way, teachers were the active agents who became a strong team that worked collaboratively to design, develop and evaluate the module of a Collaborative Professional Development Programme that met their needs.

4.2 Design

The pedagogical intervention was a **collaborative action research** conducted to design, implement, mediate and evaluate a module intended to involve teachers in collaborative research, facilitate spaces for reflection, interaction and action, improve practice, and promote social democracy, equality, and decision-making. This study followed a bottom-up approach to empower teachers to communicate their thoughts, feelings and suggestions without any fear.

The next chapter explains the phases of this collaborative pedagogical intervention, which followed the stages of action research (Cohen et al., 2007, p. 307-308).

4.3 Context

This present action research was carried out at ILUIS - *Instituto de Lenguas de la Universidad Industrial de Santander* - in 2015. This institute is part of the Human Sciences Faculty and it offers different language programmes in Bucaramanga, Barrancabermeja, Socorro, Barbosa and Malaga. Those programmes are: The Curricular Language Programme (English, Portuguese, French and Italian) for the university students and the Extension Programme (English, Portuguese, French, Italian and German courses) for people from different ages (7 years-old and up).

4.4 Participants

The participants of this study were chosen using the convenience sampling technique. “Convenience sampling – or, as it is sometimes called, accidental or opportunity sampling – involves choosing the nearest individuals to serve as respondents... Researchers simply choose the sample from those to whom they have easy access” (Cohen et al., 2007, p. 113-114). Since ILUIS teachers had already answered a survey designed by the administrative staff to know what topics they were interested in to do research, the participants of this project were the ones who chose professional development and were willing to participate in this research. Therefore, the team that worked collaboratively in this module was composed by the Facilitator (researcher of this study and General Academic Coordinator at ILUIS) and five ILUIS teachers. At the beginning, there were six teachers participating, but one of them had to leave the project due to an opportunity to study abroad. The leader of this group was one of the teachers and not the Coordinator since one of the main purposes of this study was to empower teachers to reflect on

their practices, do research, propose ideas to improve the Institute's practices, and *renew* themselves. This leader was the teacher who could invest more time in the development of this project.

In the following table, there is a description of the members of the team:

Table 1.

Description of the Participants

MEMBER	DESCRIPTION
FACILITATOR (GENERAL ACADEMIC COORDINATOR)	Female Age: 31 years old Time working at the ILUIS: 10 years (October 2005-December 2015) Licenciada en inglés - <i>Universidad Industrial de Santander</i> Student of a postgraduate programme at <i>Universidad Industrial de Santander</i>
LEADER (TEACHER A)	Female Age: 24 years old Time working at the ILUIS: 4 years in the moment of this study (Since April 2011) Licenciada en inglés - <i>Universidad Industrial de Santander</i> Student of the postgraduate programme Education Management at <i>Universidad Católica de Manizales</i> .
TEACHER B	Female Age: 29 years old Time working at the ILUIS: 3 years in the moment of this study (Since February 2012) Licenciada en inglés - <i>Universidad Industrial de Santander</i>
TEACHER C	Male Age: 29 years old

MEMBER	DESCRIPTION
	Time working at the ILUIS: 5 years in the moment of this study (Since July 2010) Licenciado en inglés - <i>Universidad Industrial de Santander</i>
TEACHER D	Male Age: 29 years old Time working at the ILUIS: 7 years in the moment of this study (Since July 2008) Licenciado en inglés - <i>Universidad Industrial de Santander</i>
TEACHER E	Male Age: 30 years old Time working at the ILUIS: 4 years in the moment of this study (Since September 2011) Licenciado en Lenguas Modernas Inglés y Francés - <i>Universidad del Cauca</i>

As it can be noticed, the members of the team were 3 men and 3 women (including the coordinator) between the ages of 24 and 31 years old. Five of these participants studied their undergraduate programme at *Universidad Industrial de Santander* and one of them studied at *Universidad del Cauca*. Besides, they had been working at the ILUIS from 3 to 10 years teaching English.

4.5 Researcher's Role

The roles of the researcher in this pedagogical intervention were: *participant-as-observer* and *complete participant*. It is noteworthy that she used participant observation since she wanted to be

immersed in the experience to gain a better understanding and a more holistic view of the development of the research study and motivate teachers to be the leaders of the CPDP.

By staying in a situation over a long period the researcher is also able to see how events evolve over time, catching the dynamics of situations, the people, personalities, contexts, resources, roles etc. Morrison (1993: 88) argues that by ‘being immersed in a particular context over time not only will the salient features of the situation emerge and present themselves but a more holistic view will be gathered of the interrelationships of factors’. (Cohen et al., 2007, p. 424)

As it is stated throughout this document, teachers were the main actors of this pedagogical intervention and one of them was the Leader of this group. They were the owners of their professional development process and the decision-makers. Teachers were aware of the role of the researcher, but also identified her as one Facilitator and sometimes as a collaborative partner. For example, she shared what she had learned on topics such as reflective teaching, collaborative and continuing professional development programmes and the role of Transformative Intellectuals. Secondly, Teacher C and the researcher did literature reviews about the state of the art on professional development to help teachers gain a broader understanding. Thirdly, she supported Teacher E to create the text “*Inspiring Teachers*” to answer the question: What makes a teacher an inspiring and great educator? She shared readings and the insights she had gained with her experience. Finally, she supported teachers when the team gave the presentation of the pedagogical intervention to the *Comité Académico*.

4.6 Data Collection Instruments

The data for this pedagogical intervention was taken from:

Meeting Minutes: The group agreed on having 10 face-to-face meetings to work on this module since they thought this was a friendlier way to voice their opinions and make the group stronger. To gather the most important information of each meeting, the researcher designed a simple table. The Meeting Minutes can be found in Appendix B.

Table 2.

Meeting Minute

<u>FIRST MEETING MINUTE</u>	
Date:	Place:
Topic:	
Start Time:	Ending Time:
Proceedings and Conclusions of the Meeting	
<i>The objective of this meeting were:</i> • XXX	
<i>Proceedings of the Meeting</i>	
<i>Conclusions and tasks to develop before the next meeting</i>	

A questionnaire: The researcher designed this instrument to evaluate the module of the CPDP. She piloted this data collection instrument with two different ILUIS teachers, talked to the team about its objective, and sent the link to their email accounts. The questionnaire was created using the tool *Google Forms*. It is worth mentioning that Internet questionnaires, as it is stated by Cohen, Manion, and Morrison (2007), reduce the time to distribute and collect data; participants can complete them at any place and time; and there is a reduction of researcher effects (p. 248-249). The questionnaire can be found in Appendix C and in this link: https://docs.google.com/forms/d/e/1FAIpQLScwJnWlthAQ1R6awFdhmEfYsh5OlN38nuazavd_nLnSp-Z1PcQ/viewform?usp=sf_link

Figure 1 shows the invitation teachers received via email to answer the survey:



Figure 1. Invitation to answer the survey

The questionnaire was composed by eight open-ended questions and it was in Spanish to evoke an honest, personal comment from respondents:

Q1: ¿Cómo se sintió durante el desarrollo de este módulo?

Q2: ¿Cree usted que el trabajo que se realizó en nuestro grupo enriqueció su quehacer como docente? ¿De qué manera(s)?

Q3: ¿Qué fortalezas podría resaltar de todo el proceso que vivimos como grupo?

Q4: ¿Cuáles fueron las limitaciones que tuvimos para el desarrollo de nuestro trabajo en equipo?

Q5: ¿Qué nos ayudó a terminar con nuestro trabajo a pesar de los inconvenientes que tuvimos?

Q6: ¿Qué le aporta nuestro trabajo al Instituto de Lenguas UIS?

Q7: ¿Qué sugerencias tiene para continuar enriqueciendo el Programa de Desarrollo Profesional para los profesores del ILUIS?

Q8: ¿Qué otros comentarios, aportes o palabras para nuestro grupo y el trabajo que realizamos quiere agregar?

4.7 Ethical Considerations

Bearing in mind that she was the Academic Coordinator and the participants' boss, the researcher made a great effort to follow an ethical code during this research project. She took into account the ethical considerations given by Cohen, Manion, and Morrison (2007):

1. It is important for the researcher to reveal fully his or her identity and background.
2. The purpose and procedures of the research should be fully explained to the subjects at the outset.
3. The research and its ethical consequences should be seen from the subjects' and institution's point of view.
4. Possible controversial findings need to be anticipated and, where they ensue, handled with great sensitivity.
5. The research should be as objective as possible: this will require careful thought being given to the design, conduct and reporting of research.
6. Informed consent should be sought from all participants: all agreements reached at this stage should be honoured.
7. Sometimes it is desirable to obtain informed consent in writing.
8. Subjects should have the option to refuse to take part and know this, and the right to terminate their involvement at any time and know this also.
9. Arrangements should be made during initial contacts to provide feedback for participants who request it: this may take the form of a written résumé of findings.

10. The dignity, privacy and interests of the participants should be respected and protected at all times.
11. Deceit should be used only when absolutely necessary.
12. When ethical dilemmas arise, the researcher may need to consult other researchers or teachers. (p. 76)

It is worth noting that the teachers were the main actors and decision makers in the creation and development of the module of the CPDP. In spite of the fact that the researcher was the Coordinator, she tried to promote a friendly learning atmosphere by playing the role of a facilitator and helper when needed and constantly encouraging participants to work collaboratively and be leaders and reflective teachers.

5. Pedagogical Intervention and Implementation

5.1 Instructional Design and Didactic Sequence

This section presents a description of how the team planned, carried out and evaluated the pedagogical intervention. As it was stated before, this research project was aimed at designing, implementing, mediating and evaluating the first module of a Collaborative Professional Development Programme (CPDP) *along with* and *for* teachers at ILUIS (*Instituto de Lenguas de la Universidad Industrial de Santander*) to foster reflection and action through a self-directed

teacher development programme and develop a community of practitioners engaged in their own career advancement.

The present qualitative action research project was intended to:

- Create, implement, and evaluate the first module of a Collaborative Professional Development Programme (CPDP) *along with and for* ILUIS teachers.
- Foster reflection and action to engage ILUIS teachers' in their own career development.
- Start the development of a learning community at ILUIS.

Taking advantage of the fact that ILUIS teachers had already taken a survey designed by the *Comité Académico* to know what topics they were interested in to do research, the participants of this pedagogical intervention were the ones who chose “professional development” and expressed they were willing to participate in this research when its objectives were presented to them.

The pedagogical intervention or module in this study comprised 10 meetings the team held. The team designed the lesson plans of the meetings using the table that is below. The lesson plans can be found in Appendix A.

Table 3.

Meeting Lesson Plan

<u>FIRST MEETING LESSON PLAN</u>
<i>CONTENT</i>
<i>LEARNING OBJECTIVES</i>
<i>POSSIBLE QUESTIONS TO INQUIRE ABOUT (KWL)</i>
<i>SOURCES/MATERIALS</i>
<i>LEARNING ACTIVITIES</i>
<i>OUTCOMES</i>

These encounters had the following moments: Dialogue, Harmonization, Action, and Reflection. It is important to highlight that one of the most important aspects of this intervention was the constructive dialogue and it is present in all of the stages of this project. Some of the questions that were answered in the meetings were: Where are we now? Where do we want to be? How will we get there? Where to from here?

Dialogue: the 10 meetings held by the team provided them with opportunities to listen to each other, gain a better understanding of concepts and their needs, express their feelings, and create a collaborative learning environment that enabled them to implement this pedagogical intervention.

Harmonization: the team constantly brought their ideas and actions into agreement. They created a learning environment that allowed them to express their points of view respectfully and make decisions collaboratively.

Action: after each meeting, the team developed the tasks they have decided to do. Teachers were the owners of this pedagogical intervention and made decisions about the content and methodology of this pedagogical intervention since the beginning.

Reflection: each meeting provided the team with opportunities to reflect on their needs and their role as active agents of their professional development.

Figure 2 shows the moments of the meetings:



Figure 2. Moments of the Meetings

If we take the stages of action research stated by Cohen, Manion and Morrison (2007), the phases of this collaborative pedagogical intervention fit in the following way:

First stage:

The first stage will involve the identification, evaluation and formulation of the problem perceived as critical in an everyday teaching situation. ‘Problem’ should be interpreted loosely here so that it could refer to the need to introduce innovation into some aspect of a school’s established programme. (Cohen et al., 2007, p. 307)

After the team of this pedagogical intervention reflected on the divergent class observations that were done by Coordinators and the different practices that took place at ILUIS, it could be concluded that there existed the necessity to begin a Collaborative Professional Development

Programme (CPDP) for teachers to help them reflect on their teaching practices and to promote the creation of a learning community of practitioners engaged in their own career advancement. Firstly, ILUIS had a big number of teachers and the meetings in which the whole team gathered were those that were held to start a new term or cycle and their main objectives were to give general information related to important dates, HSEQ (Health Safety Environment Quality), suggestions from the administrative staff and students, or to communicate decisions that the *Comité Académico* had taken. Secondly, coordinators and teachers had multiple duties to accomplish at ILUIS and the only moment in which they could gather to discuss and reflect on their teaching practices was when there was a class observation. Each teacher was observed once per semester or more than once when the teacher needed to improve several aspects of their classes or the Institute received complaints from students. Thirdly, the Institute made an effort to organize training sessions for teachers, but due to the fact that there was little time, there was no a follow-up process to make sure teachers learn and improve their practices in their classes. Fourthly, teachers worked collaboratively with those who were very close to them and shared material and their best activities with their small groups of friends. Fifthly, neither ILUIS teachers nor coordinators were doing research, which is an important and crucial aspect in this profession. To sum up, it was urgent to provide teachers with a space in which they could express their insights and feelings, give suggestions, reflect on their practices, listen to their colleagues, and work collaboratively with them.

Second stage:

“The second stage involves preliminary discussion and negotiations among the interested parties – teachers, researchers, advisers, sponsors, possibly – which may culminate in a draft

proposal. This may include a statement of the questions to be answered” (Cohen et al., 2007, p. 307).

This pedagogical intervention was constructed, developed, and evaluated collaboratively with the five teachers who decided to work along with the Facilitator on “professional development”.

The main questions this pedagogical intervention answered were:

- How can the development of the first module of the CPDP engage teachers in their own career development?
- How can the first module of the CPDP contribute to start the development of a learning community at ILUIS?

Other questions this pedagogical intervention answered were:

- What makes ILUIS teachers inspiring?
- What are ILUIS teachers’ needs?
- How do ILUIS teachers reflect on their pedagogical practices?
- What insights can the researcher gain from this pedagogical intervention to lead professional development programmes?

Third stage:

“The third stage may in some circumstances involve a review of the research literature to find out what can be learned from comparable studies, their objectives, procedures and problems encountered” (Cohen et al., 2007, p. 307).

The whole team did a literature review of the topics they considered they needed to read about to enrich their knowledge about “professional development”. It was noticeable that the participants took ownership of this project and worked collaboratively throughout all the stages of this intervention. The facilitator shared with the group what she had read and learned in the

Master's Programme to encourage teachers to keep updated, be critical thinkers, do research, and eventually innovate in their classes.

Fourth stage:

“The fourth stage may involve a modification or redefinition of the initial statement of the problem in the first stage” (Cohen et al., 2007, p. 307).

There was not any modification of the problem of this intervention. The only decision that was changed by the team was related to the space where participants wanted to communicate with each other. At the beginning, the team wanted to work collaboratively in a virtual platform. Nonetheless, then teachers considered that it was better to have face-to-face sessions and share information by e-mail, WhatsApp, and Facebook. Teachers felt that face-to-face meetings were a friendlier way to strengthen the team and empower them to give their points of view.

Fifth stage:

“The fifth stage may be concerned with the selection of research procedures – sampling, administration, choice of materials, methods of teaching and learning, allocation of resources and tasks, deployment of staff and so on” (Cohen et al., 2007, p. 307).

Since the beginning of the pedagogical intervention, teachers made decisions about the methodology they wanted to follow and the materials they were going to use.

Sixth stage:

“The sixth stage will be concerned with the choice of the evaluation procedures to be used and will need to take into consideration that evaluation in this context will be continuous” (Cohen et al., 2007, p. 307).

The impact of the first module of the CPDP was evaluated continuously by the team who worked collaboratively and gave their opinions every time they wanted to improve this intervention.

Seventh stage:

“The seventh stage embraces the implementation of the project itself” (Cohen et al., 2007, p. 307).

This module was constructed and implemented by all of the members of the team. As it was evidenced until the end of the pedagogical intervention, teachers were the owners of this module and made all the decisions to construct it: they chose the topics they wanted to read to enrich their knowledge of professional development, did a literature review with the most important information, shared their readings, selected the first topic of the module, created a box named *PYXOS* to collect other ILUIS teachers’ insights, paired up and did research on the topics they wanted to work on (Inspiring Teachers, ILUIS Teachers’ Needs, and Reflective Teaching), wrote texts on these topics and enriched them with the contributions of the team, evaluated the module and presented a report to the *Comité Académico of the ILUIS*.

Eight and final stage:

“The eighth and final stage will involve the interpretation of the data; inferences to be drawn; and overall evaluation of the project” (Cohen et al., 2007, p. 307-308).

In the eighth and ninth meetings, the team drew conclusions, finished the last report of this intervention, and created a power point presentation. The team presented their work and shared their experience with the *Comité Académico* in the tenth meeting on December 16th 2015. Finally, the five teachers answered a questionnaire in which they expressed how they felt in this pedagogical intervention, pointed out the strengths of this module and the aspects to be improved,

stated the contributions of this module to the ILUIS, and gave suggestions to continue enriching the Professional Development Programme at ILUIS.

All of the aforementioned activities and methodology can be found in the following table that summarizes the team's decisions and collaborative work to create, implement and evaluate the module of the CPDP:

Table 4.

Methodology and Outcomes of the Meetings

FIRST AND SECOND MEETINGS	
July 1st and August 4 th 2015	
Learning Objective 1. To find out what the team knows about professional development.	The team discussed about what professional development was. It was noticed that the teachers needed to enrich their knowledge about this topic since they pointed out that professional development was just related to the training sessions institutions provided educators with. Teachers also highlighted some of their needs. They claimed that the Institute should: - look for trainers who were more specialized in the topics of the <i>Plan de Actualización Docente</i>, - take ILUIS teachers into account in the decisions made in the meetings of the <i>Comité Académico</i>, - know and find ways to fulfil ILUIS teachers' needs, - improve ILUIS working environment and provide friendlier spaces in which teachers feel free to express their opinions.
Learning Objective 2. To propose topics related to professional development.	The team proposed the following topics: State of the Art, Reflective Teaching, Flipped Courses, Learning

FIRST AND SECOND MEETINGS

July 1st and August 4th 2015

Communities, Reflective Teaching Approaches,
Collaborative Learning.

Learning Objective 3. To read about a topic I am interested in and do a literature review with the most important information.

Each member chose a topic, read about it and did a literature review:

Topics of the Literature Reviews

PARTICIPANT	TOPIC
FACILITATOR (COORDINATOR)	State of the Art
LEADER (TEACHER A)	Reflective Teaching
TEACHER B	Flipped Courses
TEACHER C	State of the Art
TEACHER D	Learning Communities
TEACHER E	Reflective Teaching Approaches
TEACHER F*	Collaborative learning

*This teacher was in the first two meetings

Learning Objective 4. To share the literature review with the group.

Teachers shared their literature reviews (Appendix D) and enriched their knowledge about each of the topics. It was remarkable that one of the teachers also read some articles about *inspiring teachers* since she/he considered that we needed to remember *what make us great teachers*.

At the end of this meeting, the team agreed on the topics for the next meeting:

- Analysis of the results of the “*Encuesta de Satisfacción del Beneficiario*” and the suggestions students gave in this survey.
-

FIRST AND SECOND MEETINGS

July 1st and August 4th 2015

- Teachers' strengths and aspects to improve (taken from the class observations).
- Strategies to begin with the ILUIS learning community.

THIRD MEETING

September 8th 2015

Learning Objective 1. To analyze the results from the “*Encuesta de Satisfacción del Beneficiario*” and the suggestions students gave in this survey.

The team analyzed the results from the “*Encuesta de Satisfacción del Beneficiario*” and the suggestions students gave in this survey. In addition to this, the Coordinator shared ILUIS teachers' strengths and aspects to improve that the different Coordinators have found when observing classes (“*Formato de Observación de Clase FEX-IL.04*”). From the revision of these instruments, the team summarized positive aspects and things to improve:

Positive aspects:

- In the “*Encuesta de Satisfacción del Beneficiario*”, the majority of teachers obtained more than 90% in the aspects that evaluate their teaching practices.
- Students felt grateful for the effort ILUIS teachers made. They appreciated those teachers who took into account their needs and helped them with the difficulties they encountered in their learning process. Furthermore, students' comments showed that they loved those teachers who were creative, innovative, patient, demanding, kind and those who did care about them.

Learning Objective 2. To share ILUIS teachers' strengths and aspects to improve that the different Coordinators have found when observing classes (“*Formato de Observación de Clase FEX-IL.04*”).

Things to improve:

FIRST AND SECOND MEETINGS

July 1st and August 4th 2015

Few teachers' classroom practices belonged to the traditional teaching approaches since their classes were not learner-centred. These were some of the aspects that needed to be improved:

- There were no significant learning activities in these few teachers' classes.
- The organization of the classroom in these classes did not allow interaction among students.
- There was too much teacher talking time.
- The teacher concentrated on the textbook.
- Students felt there was no a constant feedback from the teacher.

Learning Objective 3. To choose the first topic of the CPDP based on the analysis of the instruments proposed.

After discussing about some of the aspects ILUIS teachers needed to improve, the team decided to select *Inspiring Teachers* as the first topic of the module of the CPDP since they considered everyone needed to recall the characteristics of a great teacher to help them reflect on what they are expected to do in a 21st century classroom.

Learning Objective 4. To propose strategies to begin with the ILUIS learning community.

The team came up with the idea of making a box to have other teachers put their ideas inside it. The team considered that instead of having their partners answer surveys or emails, this box was the starting point of the ILUIS learning community since it was a friendlier instrument to motivate other teachers to reflect on the topics of the CPDP and share their insights. In the following days, the team decorated the box, named it **PYXOS** - which means "box-wood" or "box-tree"-, and they decided to introduce the box to ILUIS

FIRST AND SECOND MEETINGS

July 1st and August 4th 2015

teachers on September 19th, in an academic event organized by the Institute.

On Saturday September 19th, the box was placed by the ILUIS Auditorium with the phrase ***“I’m a great teacher because...”*** The members of the team introduced PYXOS to the teaching staff, encouraged their partners to meditate on those features that make them great teachers, and asked them to share their ideas – only if they wanted to do that- by writing them on the pieces of paper placed next to the box.

Figure 3 shows the photo of PYXOS:



Figure . Photo of PYXOS

FOURTH MEETING

24th September 2015

Learning Objective 1. To read and discuss about ILUIS teachers' contributions to the first topic.

The team opened the box and read teachers' insights. It was concluded that the idea of the box was successful since it was a friendly way to have teachers participate actively in this first activity. ILUIS teachers pointed out that they were great teachers because they loved what

FIRST AND SECOND MEETINGS**July 1st and August 4th 2015**

they do, took into account their learners' needs, promoted significant learning activities, tried to do their best in every class, and reflected on what they did in each class and implemented the necessary improvements. Some of the teachers' ideas were:

I'm a great teacher because:

- *I put my students first.*
- *I care about my students.*
- *I make my best in every single class. No matter what!*
- *I do my best to make my students learn.*
- *I want to teach my students well.*
- *I recognize every single work my students do.*
- *Propongo actividades significativas que involucran los intereses de mis estudiantes y promueven su creatividad.*
- *I always try to understand my students.*
- *I love learning so I love learners.*
- *I love reflecting on my experience and implementing the necessary improvements.*
- *I teach generously.*
- *I learn from them as much as I teach them.*
- *I encourage my students to be better human beings every day.*
- *I listen to my students and consider their needs.*
- *I'm a builder of knowledge.*
- *Promuevo un entorno agradable en mis clases.*
- *Creo actividades significativas para mis estudiantes.*

FIRST AND SECOND MEETINGS

July 1st and August 4th 2015

- *Me divierto con lo que hago.*
- *I love what I do and each one of the things that I do.*
- *I make students enjoy their learning process.*
- *I want my students to learn about other cultures.*
- *I am disciplined, I try to do my best in every single class, I am a good listener, and I care about students' learning process.*
- *I love coaching.*

Some of the pieces of paper with the ILUIS teachers' ideas are found in Appendix E.

Learning Objective 2. To establish the other topics that will be addressed in this first module of the CPDP.

After reading teachers' sentences, the team talked about what they were going to do next and proposed the topics they wanted to discuss in the rest of meetings: ***Inspiring Teachers, ILUIS Teachers' Needs and Reflecting Teaching***. The topic **Inspiring Teachers** would help the team and their colleagues to reflect more on the characteristics of a great teacher. The second topic was chosen by teachers because they wanted the *Comité Académico* to know **their needs**. Finally, teachers considered that it was important to talk about **reflection** since it was the key to begin making changes in their teaching practice.

Learning Objective 3. To establish the methodology that will be followed in the rest of meetings.

The team made the following decisions: to write texts about each of the topics to share their insights with all the members of the ILUIS; and to continue using the box **PYXOS** to have more teachers participate in this

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research. The team considered that the box was an excellent tool to collect ILUIS teachers' opinions.

The team planned the methodology they wanted to follow in the rest of this pedagogical intervention.

1. To get in pairs and choose one of the topics.
2. To share the topic with their colleagues and ask them to participate writing their ideas on pieces of paper.
3. To open the box PYXOS, read their colleagues' ideas, and write the first draft of the text. The team agreed on reading about the selected topic in different sources to include references in their texts.
4. To share with the team! To read the first draft of the text and enrich each text with the contributions made by the team.

Each couple chose the following topics:

Table *Topics of the Texts*

PARTICIPANT		TOPIC
FACILITATOR	AND	Inspiring
TEACHER E		Teachers
TEACHERS C AND D		Teachers' Needs
LEADER (TEACHER		Reflective
A) AND TEACHER B		Teaching

FIFTH MEETING

October 8th 2015

Learning Objective 1. To read and Facilitator and Teacher E shared the text they wrote
enrich the text: "Inspiring Teachers". with their partners and the whole team helped to enrich

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the text to answer the question: *What makes a teacher an inspiring and great educator?*

This text can be found in the fifth Meeting Minute in Appendix B.

SIXTH MEETING

October 22nd 2015

Learning Objective 1. To read and enrich the text: “Teachers’ Needs at ILUIS”.

Teacher C and D shared the text they wrote with their partners and the whole team helped to enrich it.

This text can be found in the sixth Meeting Minute in Appendix B.

SEVENTH MEETING

November 5th 2015

Learning Objective 1. To read and enrich the text: “Reflective Teaching”.

Teachers A (Leader) and B shared ILUIS teachers’ insights on the following statement: *“I reflect and make changes in my teaching practices by...”*

These are the ILUIS teachers’ insights that were collected in the box PYXOS:

I reflect and make changes in my teaching practices by...

- *Doing self-evaluation and also I ask my students what I need to improve.*
 - *Understanding my students’ needs.*
 - *Offering them the best strategies to cope with difficulties.*
 - *Treating them with respect and tolerance.*
 - *Building good interpersonal relationships.*
 - *Asking my students what they expect from a pool of pedagogical possibilities and approaches.*
-

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- *I constantly reflect on my working performance all the time. I try to make corrections to the things didn't work out very well, analysing the factors and the probable improvements I might implement next time. Everything can be done in a better way and my students must enjoy my classes every single time they attend!*
 - *I usually reflect by applying new activities and improving the ones I have done to get better results.*
 - *I do it by both observing carefully and assessing the effects the activities we carry out in our lessons have on my students. Sometimes changes will be necessary and sometimes new brand ideas will have to come up.*
 - *I reflect and make changes in my teaching practices by learning and improving some techniques that I have applied. Through learning and experience.*
 - *I reflect and make changes in my teaching practices by making changes in the methodology I used. And then I evaluate to make sure it worked out.*
 - *I always reflect on my teaching by changing the activities and material when I realize that it is not suitable or enjoyable for students. I'm working to be the best.*
 - *Analysing the results of my students.*
 - *Editing the lesson plans according to my students' needs.*
-

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- *Reading about new technologies and strategies.*
- *Evaluating after each class my own practice and the results of its.*
- *By checking every day how my class activities have worked.*
- *By asking my students how they felt during the class.*
- *By asking and sharing opinions with my colleagues.*
- *By making changes in my everyday practices.*
- *I give feedback to my own activities so I can use them according to the level and context.*
- *I base my teaching practices on my students' interests.*
- *By analysing when an activity went wrong so it needs to be modified or changed.*
- *By asking my students what they think and how they feel about a specific activity.*
- *By sharing opinions and ideas with my colleagues.*
- *Yes, by planning and carrying on the activities according to the levels, ages, likes and dislikes and I make changes when necessary.*
- *I reflect and make changes in my teaching practice by checking students' participation and the way they got involved in it.*
- *By checking students' reactions (if it was enjoyable, feel confident...)*
- *I reflect and make changes in my teaching practices by: taking into account the students' needs*

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and their strategies to learn. I try to do or teach the content from the book in a different way. For example, by doing interactive activities instead of filling gaps or unscrambling sentences. I try to adapt the exercises for them to practice orally and avoid repeating or writing all the time.

Afterwards, Teachers A (Leader) and B shared the text they wrote with their partners and the whole team helped to enrich the text.

This text can be found in the seventh meeting minute in Appendix B.

EIGHTH AND NINTH MEETINGS

November 19th and December 3rd 2015

Learning Objective 1. To finish the report on the implementation of the First Module of the Collaborative Professional Development Programme for teachers at ILUIS.

Learning Objective 2. To draw the conclusions of the implementation of the Module.

The team drew the following conclusions about the First Module of the Collaborative Professional Development Programme:

1. In spite of the difficulties the team had at the beginning of the pedagogical intervention, the objectives of this module were achieved thanks to the following aspects:
 - All of the participants were willing to participate actively in each of the activities proposed during the intervention.
 - The participants became much closer to each other. Not only did they work in the module but also they could talk about themselves, make jokes, share food, and clarify doubts about divergent duties they had at ILUIS.

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- Participants motivated each other constantly and there was permanent communication. Teachers created a group in WhatsApp and Facebook to greet each other, remember the dates of the meetings and the deadlines of the activities each couple had to do, report if they were going to be late, or just to make some jokes.
 - Teachers received positive feedback from the leader and facilitator during the whole intervention.
 - The meetings were face to face. Teachers appreciated these encounters since they felt closer to each other, more comfortable, and more empowered to give their opinions. They expressed that they felt overwhelmed with all of the e-mails they received daily and that they did not feel comfortable expressing their ideas and giving suggestions in the formal meetings of the Administrative staff. They preferred meetings like the ones they had in this intervention in which everyone listened to each other, no one was criticized, the participants were kind, they did not feel they were going to be fired or judged for their insights, and the leader and facilitator were not “bosses” but friendly and supportive partners.
2. From the information collected from ILUIS teachers, the team could conclude that:
- The Institute has got a wonderful teaching staff. There are aspects to be improved in the classes, but teachers always try to do their best to be great

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educators. They claimed they found themselves inspiring because: they fulfilled their students' needs regarding their academic and personal demands in the academic context; they did care about their learners; they loved their profession; they did their best to help students become better human beings; they were creative.

- ILUIS teachers' needs fall within the two main categories of intrinsic and extrinsic motivation, being the latter the one they mainly claim to need. These categories are listed as follow, from the highest to the lowest regarding the need to be rehearsed. First of all, the need to be motivated by the employer, followed by the need to get better salaries. Then, to incentivize their professional growth, get a fair planning time, and lastly, the two that fall within the category of intrinsic motivation: commitment, and reflection on their teaching practice
- ILUIS teachers reflect on their practices and their changes are based on their students' needs and on the results they get from their students' learning processes. Also they think that the act of reflecting on their performance, not only give them the chance to improve professionally but also give them the responsibility to be part of other teachers' professional development. Although teachers claimed they did some kind of reflection, the entire teaching staff needs to reinforce this important

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aspect of its profession. The Institute can develop different individual and collaborative teacher development activities, including peer observation, self-evaluation, program evaluation, and action research in order to promote the role of reflection, self-inquiry, and self-evaluation.

Learning Objective 3. To get ready to present the results of the pedagogical intervention to the *Comité Académico*. It is important to highlight the fact that the team worked hard and collaboratively to finish the activities scheduled for these meetings such as creating a power point presentation about the pedagogical intervention for the meeting with the *Comité Académico*.

TENTH MEETING

December 16th 2015

Learning Objective 1. To present the team's work on the pedagogical intervention to the *Comité Académico*. The team gave the presentation they had prepared in advance. Each of the members participated in the presentation, pointed out the aspects that helped them to achieve the objectives of the module, and showed the results of the pedagogical intervention. The Director received the report and the evidence of the activities the team developed.

5.2 Challenges

There were some challenges that the researcher and teachers had to face due to different factors. At first, the research proposal was thought to be implemented for a larger number of ILUIS teachers as the researcher was committed to make changes in the way the institution was addressing teachers' training and follow-up to their classroom practices. The researcher shared the

proposal with the head of the institution expecting her to read it, have a conversation with all the members of the *Comité Académico* to find the most suitable strategies to develop the programme following the principles of collaborative and continuing professional development, and provide the necessary support to begin a learning community in which teachers were motivated to reflect on their classrooms practices and become decision-makers, critical thinkers and leaders. Nevertheless, the researcher did not receive any feedback on her proposal and another coordinator led a similar programme. Firstly, teachers were asked to answer a survey aimed at knowing which topics they were interested in to do research. Secondly, this programme, which was aimed at creating a Professional Learning Community at ILUIS, was presented to a large group of teachers creating a deep sense of unease among them who claimed that they had little time to participate actively in the development of this proposal and that they were not going to be paid for this project.

Bearing in mind what teachers were feeling at that moment, the researcher had to use friendly strategies to find a group of participants willing to work on her proposal. She talked to the six teachers who had selected professional development as the topic they were interested in to do research, explained to them that the pedagogical intervention would empower participants to be decision-makers and take ownership of their learning process, and that the module of the Collaborative Professional Development Programme would be created, implemented, and evaluated *along with* and *for* them. Although the team faced time constraints and had different work schedules, they made a great effort since they understood that their voice and active participation was needed to make significant changes in their practices and serve as a model for other colleagues.

6. Data Analysis

The qualitative data analysis was subscribed under the *general inductive* approach. According to Thomas, D. (2006) the primary purpose of this approach is to research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by structured methodologies (p.5). The researcher bore in mind the following stages of data analysis pointed out by Cohen, Manion and Morrison (2007):

“There are several stages in analysis, for example:

- generating natural units of meaning
- classifying, categorizing and ordering these units of meaning
- structuring narratives to describe the contents
- interpreting the data” (p. 470).

To generate meaning from data, a researcher can use different tactics such as:

- ...noting patterns and themes, which may stem from repeated themes and causes or explanations or constructs
- seeing plausibility: trying to make good sense of data, using informed intuition to reach a conclusion
- clustering: setting items into categories, types, behaviours and classifications...
- subsuming particulars into the general notion of constant comparison...
- identifying and noting relations between variables...
- making conceptual/theoretical coherence (Cohen et al., 2007, p. 489).

Keeping in mind these stages and strategies, the researcher used a selective reading approach to analyse the data collected in the Meeting Minutes and Questionnaire and colour-coded statements that belonged to the same categories. Firstly, she read the texts several times to discover significant phrases, statements, participants' reflections, decisions, and actions. Secondly, she coloured pieces of information that were similar to each other; at this point, the categories emerged. Thirdly, on an analysis grid the Facilitator developed, she registered the pieces of information, the sources they had been taken from, and the categories they were related to (Tables 5 and 6); in this moment, the researcher compared the new information with existing categories. Afterwards, the researcher reviewed the grid and wrote her reflections. The findings were organized by research question, which is a very effective way of organizing data as it is stated by Cohen, Manion, and Morrison (2007):

...it draws together all the relevant data for the exact issue of concern to the researcher, and preserves the coherence of the material. It returns the reader to the driving concerns of the research, thereby 'closing the loop' on the research questions that typically were raised in the early part of an inquiry. In this approach all the relevant data from various data streams (interviews, observations, questionnaires etc.) are collated to provide a collective answer to a research question. (p. 487)

The categories that emerged from the Meeting Minutes were:

- A.** Teachers expressing their needs
- B.** Decisions taken as a team
- C.** Teacher's initiative
- D.** Working as a team
- E.** Analysis of data and conclusions developed by the team

The categories that emerged from the questionnaire were:

- A. Positive feelings towards the Module of the CPDP
- B. Team work and the base to create a learning community
- C. Research
- D. Limitations and challenges
- E. Aspects that allowed the team to overcome difficulties
- F. Suggestions to continue the Professional Development Programme for ILUIS teachers

The following two tables show some examples of the analysis of the information collected from the Meeting Minutes and the questionnaire. The complete tables with the categories are found in Appendix F.

Table 5.

Example: Categories Identified in the Meeting Minutes

Text segments	Source	Category
(1A) Teachers highlighted some of their needs. They claimed that the Institute should: • look for trainers who were more specialized in the topics of the <i>Plan de Actualización Docente</i>, • take ILUIS teachers into account in the decisions made in the meetings of the <i>Comité Académico</i>, • know and try to meet ILUIS teachers' needs, • improve ILUIS working environment and provide friendlier spaces in which teachers feel free to express their opinions.	First Meeting Minute	A. Teachers expressing their needs
(1B) the team brainstormed topics related to professional development and agreed on reading	First Meeting Minute	B. Decisions taken as a team

Text segments	Source	Category
articles and doing literature reviews to share the most relevant information in the next meeting.		
(2B) the team agreed on the topics for the next meeting:	Second Meeting Minute	
• Analysis of the results of the “<i>Encuesta de Satisfacción del Beneficiario</i>” and the suggestions students gave in this survey. • Teachers’ strengths and aspects to improve (taken from the class observations). • Strategies to begin with the ILUIS learning community.		
(3B) After discussing about some of the aspects ILUIS teachers needed to improve, the team decided to select Inspiring Teachers as the first topic of the module of the CPDP since they considered everyone needed to recall the characteristics of a great teacher to help them reflect on what they are expected to do in a 21 st century classroom.	Third Meeting Minute	

Table 6.

Example: Categories Identified in the Questionnaire

Text segments	Source	Category
Teacher B: La experiencia fue muy positiva. Me sentí muy bien.	Question 1	A. Positive feelings
Teacher E: Fue una muy buena experiencia de desarrollo profesional y personal		towards the Module of the CPDP

Text segments	Source	Category
Teacher D: Realmente animado de poder hacer parte de un proyecto que afectaría directamente al desarrollo profesional de mis colegas.” Question 8 Teacher B: Fue una bonita experiencia. GRACIAS a todos por tanto. Teacher A: Agradecimiento por haber dedicado tiempo al proyecto y por compartir sus ideas. Teacher D: Gracias compañeros, fue una experiencia gratificante, espero poder volver a trabajar en un proyecto así con personas como ustedes.		
Teacher A: Me sentí motivada a trabajar en equipo y a valorar los aportes de los demás para lograr mi propio crecimiento y hacer parte del de los demás.	Question 1	B. Team work and the base to create a learning community
Teacher B: Sí. Me ayudó a ampliar mi visión de trabajo en equipo. Teacher A: Claro que sí, ahora reconozco la importancia de compartir mis experiencias y de escuchar a los demás. Teacher D: Sí. Nos permitió evaluar nuestra labor y corregir algunas falencias que teníamos no sólo individualmente sino también como equipo docente, en cuanto a la forma en la que percibimos y tratamos a nuestros estudiantes y nuestra concepción del ILUIS.	Question 2	

7. Findings

Thanks to the effort and commitment of the team, the objectives of this research project were achieved: reflection and action were fostered through the development of the first module of the Collaborative Professional Development Programme (CPDP) which was aimed at establishing ILUIS teachers' career development and advanced needs, and including the development of a learning community at ILUIS.

The module of the CPDP was meant to promote collaborative learning among the members of the work team by giving them voice and facilitating formal and informal spaces where they could make decisions, do research, have discussions and reflect on their needs and practice. It was created, implemented and evaluated by the main actors of ILUIS, Teachers, who were involved since the beginning in the decisions about the content and process of the module, and had the support of the Facilitator and Leader.

The main questions this research project answered were:

- ***How can the development of the first module of the CPDP engage teachers in their own career development?***

The participants of this research project created a learning environment that allowed them to work collaboratively to create and implement the first module of the CPDP. During the development of this tool, teachers were active and reflective agents who took the ownership of their professional development. The first module of the CPDP was constructed taking into account the insights of **reflective teaching** and **collaborative and continuing professional development**

and allowed teachers to meditate upon and evaluate their past decisions and practices, analyse the impact they had had in their students and co-workers, work in collaboration with their peers, imagine new scenarios, seek for learning opportunities, make changes and implement new approaches and strategies to improve their own, their peers and their students' learning experience (Richards, n.d., p. 1, Richards & Farrel, 2005, p. 12, Johnson, 2009, p. 121-123).

This pedagogical intervention was composed of 10 face-to-face meetings with the following moments: Dialogue, Harmonization, Action and Reflection.

Dialogue: Teachers created a friendly and collaborative learning environment where they could listen to each other respectfully, express their feelings, and gain a better understanding of their needs and their role as the owners of their professional development.

Harmonization: Since the beginning of the pedagogical intervention, teachers come up to agreements and make decisions collaboratively.

Action: Teachers were active agents and made decisions about the content and methodology of the module of the CPDP. In spite of the time constraints and work schedules, the team worked hard and collaboratively to do the tasks they assigned in each meeting.

Reflection: Teachers created a friendly environment that allowed them to speak up their minds, listen to each other respectfully, learn from each other, do research, know their colleagues' insights and write about them, give suggestions, and make changes.

As it was stated by teacher D in Questions 1 and 2 of the questionnaire, they had the opportunity to do research, reflect on their teaching practices and make changes:

Q1: Fue una experiencia muy enriquecedora, retomar los libros y la investigación y trabajar en conjunto con un grupo tan sólido facilitó las cosas y nos permitió descubrir algunos factores importantes a mejorar en la institución.

Q2: *Nos permitió evaluar nuestra labor y corregir algunas falencias que teníamos no sólo individualmente sino también como equipo docente, en cuanto a la forma en la que percibimos y tratamos a nuestros estudiantes y nuestra concepción del ILUIS.*

As it was noticed in some Text Segments (TS) of the Meeting Minutes, the team worked on topics that helped them to recall the characteristics of an inspiring teacher, know ILUIS teachers' needs and the ways in which they reflected and made changes in their teaching practices, gain understanding of their needs and make reflections upon all of these findings.

TS-3E: After discussing about some of the aspects ILUIS teachers needed to improve, the team decided to select Inspiring Teachers as the first topic of the module of the CPDP since they considered everyone needed to recall the characteristics of a great teacher to help them reflect on what they are expected to do in a 21st century classroom.

TS-6B: After reading teachers' sentences, the teachers talked about what they were going to do next and proposed the topics they wanted to discuss in the rest of meetings... The topic Inspiring Teachers would help the team and their colleagues to reflect more on the characteristics of a great teacher. The second topic was chosen by teachers because they wanted the *Comité Académico* to know their needs. Finally, teachers considered that it was important to talk about reflection since it was the key to begin making changes in their teaching practice.

- ***How can the first module of the CPDP contribute to start the development of a learning community at ILUIS?***

This pedagogical intervention gave teachers the opportunity to work as a team, become closer to each other, motivate their colleagues, listen to each other, express their opinions, receive support from the Facilitator and the Leader (Teacher A), express their feelings, gain a better understanding

of concepts and their needs, and create a collaborative learning environment that enabled them to create, implement and evaluate the module of the CPDP (González, A., & Sierra, N., 2005, p. 14, Richards & Farrel, 2005, p. 12).

TS-3E:

- ...The participants became much closer to each other. Not only did they work in the module but also they could talk about themselves, make jokes, share food, and clarify doubts about divergent duties they had at ILUIS.
- Participants motivated each other constantly and there was permanent communication...
- Teachers received positive feedback from the leader and facilitator during the whole intervention.
- The meetings were face to face. Teachers appreciated these encounters since they felt closer to each other, more comfortable, and more empowered to give their opinions. They expressed that they felt overwhelmed with all of the e-mails they received daily and that they did not feel comfortable expressing their ideas and giving suggestions in the formal meetings of the Administrative staff. They preferred meetings like the ones they had in this intervention in which everyone listened to each other, no one was criticized, the participants were kind, they did not feel they were going to be fired or judged for their insights, and the leader and facilitator were not “bosses” but friendly and supportive partners.

The participants of this project created a team that showed the administrative staff and other ILUIS teachers that it was possible to create a learning community if all the actors of an institution worked collaboratively and encouraged each other to be better educators and professionals:

Q1 - Teacher A (Leader): *Me sentí motivada a trabajar en equipo y a valorar los aportes de los demás para lograr mi propio crecimiento y hacer parte del de los demás.*

Q3 - Teacher D: *Trabajo en equipo y enriquecedoras discusiones que nos permitieron mejorar nuestra investigación.*

Q6 - Teacher B: *Una visión positiva del trabajo en equipo, para ser aplicada en el día a día laboral de los docentes ILUIS.*

Q6 - Teacher C: *Las bases para crear una comunidad.*

Furthermore, the team developed a strong sense of belonging and recognized themselves as a model of a learning community. When teachers were asked what helped the team to finish the module in spite of the difficulties they met, they answered:

Q5 – Teacher B: *La unión como grupo, los intereses en común y sobre todo el deseo de sacar este proyecto adelante.*

Q5 - Teacher A (Leader): *La responsabilidad y las ganas de querer mostrar resultados.*

Q5 – Teacher E: *La madurez y responsabilidad ante las metas propuestas.*

Q5 – Teacher D: *La unidad, la amistad, el compromiso por la institución y nuestra labor docente, entre otros.*

Q5 – Teacher C: *La decisión de mostrar que se puede crear una comunidad en el ILUIS.*

In this module of the CPDP, teachers were involved in the decisions since the beginning of the intervention, collaboration and the sharing of experiences and knowledge were fostered, and inquiry and reflection were considered as key learning processes. To sum up this experience, **teachers were the owners of their professional learning process.**

Other questions this pedagogical intervention answered were:

- ***What makes ILUIS teachers inspiring?***

ILUIS teacher could recall the characteristics of an inspiring teacher thanks to the insights collected in the box PYXOS and the text written by the Facilitator and Teacher E and enriched by the whole team in the fifth Meeting to answer the question: ***What makes a teacher an inspiring and great educator?*** (See Table 4, Fifth Meeting).

TS-3E: The Institute has got a wonderful teaching staff. There are aspects to be improved in the classes, but teachers always try to do their best to be great educators. They claimed they found themselves inspiring because: they fulfilled their students' needs regarding their academic and personal demands in the academic context; they did care about their learners; they loved their profession; they did their best to help students become better human beings; they were creative.

- ***What are ILUIS teachers' needs?***

Teachers C and D worked on this topic and the team could enrich the text "Teachers' Needs at ILUIS" in the sixth Meeting (See Table 4, Sixth Meeting). These teachers found out that:

TS-3E: ILUIS teachers' needs fall within the two main categories of intrinsic and extrinsic motivation, being the latter the one they mainly claim to need. These categories are listed as follow, from the highest to the lowest regarding the need to be rehearsed. First of all, the need to be motivated by the employer, followed by the need to get better salaries. Then, to incentivize their professional growth, get a fair planning time, and lastly, the two that fall within the category of intrinsic motivation: commitment, and reflection on their teaching practice.

- ***How do ILUIS teachers reflect on their pedagogical practices?***

Teachers A (Leader) and B shared ILUIS teachers' insights on the following statement: *"I reflect and make changes in my teaching practices by..."* and wrote the text "Reflecting as a way to change and improve", which was enriched by the team in the seventh Meeting (See Table 4, Seventh Meeting). These teachers found out that:

ILUIS teachers reflect on their practices and their changes are based on their students' needs and on the results they get from their students' learning processes. Also they think that the act of reflecting on their performance, not only give them the chance to improve professionally but also give them the responsibility to be part of other teachers' professional development. Although teachers claimed they did some kind of reflection, the entire teaching staff needs to reinforce this important aspect of its profession. The Institute can develop different individual and collaborative teacher development activities, including peer observation, self-evaluation, program evaluation, and action research in order to promote the role of reflection, self-inquiry, and self-evaluation. (Eighth and Ninth Meeting Minutes, p. 87)

- ***What insights can the researcher gain from this research project and pedagogical intervention to lead professional development programmes?***

After this pedagogical intervention finished, the Facilitator had to stop working at ILUIS because of an administrative decision on December 18th 2015. Nevertheless, on December 16th 2015, the team could give the presentation they had prepared in advance. Each of the members participated in the presentation, pointed out the aspects that helped them to achieve the objectives of the module, showed the results of the pedagogical intervention and gave suggestions to continue implementing a Collaborative and Continuing Professional Development Programme. The Director received the report and the evidence of the activities the team developed.

It is important to highlight that the researcher gained important insights that have helped her to lead and do the follow-up process of professional development programmes for English teachers of public schools in the country. She has worked as a *Gestora de Bilingüismo* and as a Pedagogical Leader for the *Ministerio de Educación Nacional* encouraging educators to transform their teaching practices, working collaboratively with stakeholders to implement professional development programmes that have empowered teachers to be Leaders in their schools and regions, and helping schools and Education Local Authorities (*Secretarías de Educación*) to implement projects that can transform traditional teaching practices and provide teachers and students with the tools they need to foster the English teaching and learning processes and become active agents and leaders in their communities. Finally, she has new perspectives and tools that will help her in her new professional roles, English teacher in a public school and academic advisor in a development programme for primary school teachers.

8. Conclusions

This study motivated both participants and the researcher to be take ownership of their professional development, reflect on their practices, and gain a better understanding of the positive impact learning communities can have in themselves, their students and organizations. In collaboration with their peers, coordinators, principals and other professionals, they can challenge theories and policies, take the best from new education policies, construct knowledge, and make wiser decisions

to encourage their students to become critical global and local citizens who have the tools to face the demands of a world that is changing constantly.

As it was explained in section 5.2 *Challenges*, the original idea of the researcher was presented like a top-down programme to a large group of teachers creating a deep sense of unease among them. Consequently, teachers claimed that they had little time to participate actively in the development of this proposal and that they were not going to be paid for their effort. The researcher was concerned about how teachers were feeling at that moment and had to be sensitive and friendly to find participants willing to work on her proposal. She talked to the six teachers who had selected professional development as the topic they were interested in to do research, explained to them that the pedagogical intervention would empower participants to be decision-makers and take ownership of their learning process. It is worth highlighting that the team made a great effort to participate due to time constraints, but they understood that their voice and active participation was needed to make significant changes in their practices and serve as a model for other colleagues and for the administrative staff.

Two of the limitations of this study were teachers' different work schedules and the fact that the researcher was the Academic Coordinator and the participants' boss. Firstly, teachers managed to attend the 10 face-to-face meetings and were willing to complete the activities of the module. It is worth noting that participants motivated each other constantly and there was permanent communication. They created a group in Whatsapp and Facebook to greet each other, remember the dates of the meetings and the deadlines of the activities each couple had to do, report if they were going to be late, or just to make some jokes. Secondly, teachers expressed they appreciated the fact that in the face-to-face encounters of the CPDP everyone listened to each other, no one was criticized, the participants were kind, they did not feel they were going to be fired or judged

for their insights, and the leader and facilitator were not “bosses” but friendly and supportive partners. Teachers reported that they felt overwhelmed with all of the e-mails they received daily and that they did not feel comfortable expressing their ideas and giving suggestions in the formal meetings of the Administrative staff. On the other hand, in the meetings of the CPDP, not only did they work in the module but also they could talk about themselves, share food, and clarify doubts about divergent duties they had at ILUIS. In addition to these appreciations, participants stated that they received positive feedback from the leader and facilitator during the whole intervention (Eighth and Ninth Meeting Minutes, p. 87).

After this project, the ILUIS needs to continue creating, implementing and evaluating modules *along with and for* teachers to strengthen the Collaborative Professional Development Programme. Furthermore, as it was highlighted before, this programme needs to be grounded in the principles of Continuing Professional Development (CDP) and bear in mind the foundations of teacher education programmes: “collaborative effort, a reflective process, a situated experience and, a theorizing opportunity” (González, A., & Sierra, N., 2005, p. 14). Approaches to CPD are described as “developmental, socio-constructivist or inquiry-based. They share a concern for participatory, social, inquiry-driven and evidence-based professional learning which is set in context, and where teachers are the key decision-makers (...appropriate expert support and leadership are also key contributors to effective CPD)” (Borg, 2015, p. 3).

Teacher professional development is an ongoing process and it needs to evolve as the world changes. As Karen Johnson (2009) expresses, teachers need to be empowered to meet the changes the world is having:

The first challenge is to examine our existing practices while simultaneously creating alternative practices that support the professionalization of L2 teachers in the complex social,

political, economic, and cultural settings where they learn and work. A second challenge is to explore more fully the complex relationship between L2 teacher professional learning and student learning, so that it becomes evident to policy makers and other stakeholders that time, attention, and support for L2 teacher professional development can in fact lead to greater gains in student achievement. A third challenge is to enable L2 teachers to resist the politics of accountability that are shaping global educational policies and curricular mandates while simultaneously equipping them with the intellectual tools of inquiry that will empower them to create educationally sound, contextually appropriate, and socially equitable learning opportunities for the L2 students they teach. (p. 113)

Talking about the impact and significance of this study, it makes emphasis in the urgent tasks that the actors of the education system have. Professionals who are leading professional development programmes for teachers need to be aware of the importance of meeting local contexts and the real needs and interests of Colombian public and private school teachers and students. Stakeholders and those professionals who are behind the creation and implementation of education policies must believe and “invest” in teachers to transform classroom practices, discontinue the use of traditional training practices, create collaborative and continuing professional development programmes for teachers, permeate schools and Education Local Authorities (*Secretarías de Educación*), create strong learning communities and empower teachers and students to be leaders, global and local citizens, and critical thinkers.

9. Future Research Recommendations

For future research, it is necessary to evaluate the impact of these programmes in students' learning process. This analysis must go beyond linguistic competence: English is a tool that can allow people to become better human beings and active agents that make profound and positive changes in their communities.

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Appendices

Appendix A. Lesson Plans

FIRST AND SECOND MEETINGS LESSON PLAN	
CONTENT	<i>Learning about Professional Development</i>
LEARNING OBJECTIVES	• To find out what the team knows about professional development. • To propose topics related to professional development. • To read about a topic I am interested in and do a literature review with the most important information. • To share the literature review with the group.
POSSIBLE QUESTIONS TO INQUIRE ABOUT	• What do I know about professional development? • What topics related to professional development would I like to read about?
SOURCES/MATERIALS	HUMAN SOURCES: The team PRINTED SOURCES: Literature Reviews MEDIA SOURCES: Articles
LEARNING ACTIVITIES	• The team discusses about what they know about professional development. • The team brainstorms topics related to professional development. • Each member chooses the topic they want to read about and does a literature review to share the most important information with the team in the next meeting. • The team shares their readings.
OUTCOMES	• Teachers are expected to participate actively giving their opinions and suggestions. • All of the members of the team read about the topics they choose, do a literature review, and share their findings.

THIRD MEETING LESSON PLAN

CONTENT	<i>How can we create a learning community?</i>
LEARNING OBJECTIVES	- To analyze the results from the “Encuesta de Satisfacción del Beneficiario” and the suggestions students gave in this survey. - To share ILUIS teachers’ strengths and aspects to improve that the different Coordinators have found when observing classes (“Formato de Observación de Clase FEX-IL.04”). - To choose the first topic of the CPDP based on the analysis of the instruments proposed. - To propose strategies to begin with the ILUIS learning community.
POSSIBLE QUESTIONS TO INQUIRE ABOUT	- What are ILUIS teachers’ strengths and aspects to improve? - Which should be the first topic to reflect on in the module of the CPDP? - How can we begin to create a learning community at ILUIS?
SOURCES/MATERIALS	HUMAN SOURCES: The team PRINTED SOURCES: “Formato de Observación de Clase FEX-IL.04” MEDIA SOURCES: results from the “Encuesta de Satisfacción del Beneficiario”
LEARNING ACTIVITIES	- The team analyse the results from the “Encuesta de Satisfacción del Beneficiario”, the suggestions students gave in this survey, and the ILUIS teachers’ strengths and aspects to improve that the different Coordinators have found when observing classes (“Formato de Observación de Clase FEX-IL.04”). - After the analysis of the instruments, teachers give proposals on how the team can begin to create a learning community at ILUIS.
OUTCOMES	- Teachers are expected to participate actively giving their opinions and suggestions. - Teachers are expected to give suggestions on the first topic of the CPDP and propose ways to create a learning community at ILUIS.

FOURTH MEETING LESSON PLAN

CONTENT	<i>Inspiring Teachers (First Part)</i>
LEARNING OBJECTIVES	- To read and discuss about ILUIS teachers’ contributions to the first topic. - To establish the other topics that will be addressed in the first part of the CPDP. - To establish the methodology that will be followed in the rest of meetings.

FOURTH MEETING LESSON PLAN

POSSIBLE QUESTIONS TO INQUIRE ABOUT (KWL)	• What do ILUIS teachers do to be great educators? • What other topics should be addressed in this first part of the CPDP? • What methodology will be followed in the rest of the meetings?
SOURCES/MATERIALS	HUMAN SOURCES: The team PRINTED SOURCES: Pieces of paper with ILUIS teachers' contributions
LEARNING ACTIVITIES	• The team opens the box and reads ILUIS teachers' ideas on the sentence "I'm a great teacher because..." • The team discusses about what ILUIS teachers do to be great educators. • The team chooses the other topics of the first part of the CPDP. • The team plans the methodology that will be followed in the rest of meetings.
OUTCOMES	• Teachers are expected to summarize the main ideas pointed out by ILUIS teachers to have the list of things teachers do to be great educators. • Teachers are expected to make decisions about the methodology they want to follow in the rest of meetings.

FIFTH MEETING LESSON PLAN

CONTENT	<i>"Inspiring Teachers" (Second Part)</i>
LEARNING OBJECTIVES	• To read and enrich the text: "Inspiring Teachers".
POSSIBLE QUESTIONS TO INQUIRE ABOUT (KWL)	• What makes a teacher an inspiring and great educator?
SOURCES/MATERIALS	HUMAN SOURCES: The team PRINTED SOURCES: Pieces of paper with ILUIS teachers' contributions MEDIA SOURCES: The first text in digital version
LEARNING ACTIVITIES	• Facilitator and Teacher E share the first draft of the text with the team. • The team enriches the text.
OUTCOMES	• Teachers are expected to finish the first text.

SIXTH MEETING LESSON PLAN

CONTENT	<i>"Teachers' Needs at ILUIS"</i>
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LEARNING OBJECTIVES	To read and enrich the text: “Teachers’ Needs at ILUIS”.
POSSIBLE QUESTIONS TO INQUIRE ABOUT (KWL)	What are ILUIS teachers’ needs?
SOURCES/MATERIALS	HUMAN SOURCES: The team PRINTED SOURCES: Pieces of paper with ILUIS teachers’ contributions MEDIA SOURCES: The first text in digital version
LEARNING ACTIVITIES	- Teachers C and D share the first draft of the text with the team. - The team enriches the text.
OUTCOMES	Teachers are expected to finish the text.

SEVENTH MEETING LESSON PLAN

CONTENT	<i>Writing the article: “Reflecting as a Way to Change and Improve”</i>
LEARNING OBJECTIVES	To read and enrich the text: “Reflecting as a Way to Change and Improve”.
POSSIBLE QUESTIONS TO INQUIRE ABOUT (KWL)	Do ILUIS teacher reflect on their pedagogical practices? How do they do it?
SOURCES/MATERIALS	HUMAN SOURCES: The team PRINTED SOURCES: Pieces of paper with ILUIS teachers’ contributions MEDIA SOURCES: The second text in digital version
LEARNING ACTIVITIES	- Teacher A and Teacher B share the first draft of the text with the team. - The team enriches the text.
OUTCOMES	Teachers are expected to finish the text.

EIGHTH AND NINTH MEETINGS LESSON PLAN

CONTENT	<i>Preparing the presentation for the Comité Académico</i>
LEARNING OBJECTIVES	- To draw the conclusions of the pedagogical intervention. - To finish the report on the First Module of a Collaborative Professional Development Programme for teachers at ILUIS. - To get ready to present the results of the pedagogical intervention to the Comité Académico.
POSSIBLE QUESTIONS TO	How did the first module of the Collaborative Professional Development Programme (CPDP) encourage ILUIS teachers to reflect on their teaching practices?

EIGHTH AND NINTH MEETINGS LESSON PLAN

INQUIRE ABOUT (KWL)	How could this module contribute to the creation of a learning community at ILUIS?
SOURCES/MATERIALS	HUMAN SOURCES: The team PRINTED SOURCES: Pieces of paper with ILUIS teachers' contributions MEDIA SOURCES: Texts written by teachers, Meeting Minutes, report on the module
LEARNING ACTIVITIES	- Based on all the information collected and the different activities the team did, the group makes the conclusions of the pedagogical intervention. - The team finishes the report on the module. - The team makes a power point presentation for the meeting with the <i>Comité Académico</i>.
OUTCOMES	The team is expected to finish the final report, the power point presentation, and the conclusions of the pedagogical intervention.

TENTH MEETING LESSON PLAN

CONTENT	<i>Presenting the report on the First Module of a Collaborative Professional Development Programme for teachers at ILUIS</i>
LEARNING OBJECTIVES	To present the team's work on the present pedagogical intervention to the <i>Comité Académico</i>.
SOURCES/MATERIALS	HUMAN SOURCES: The team PRINTED SOURCES: Final Report MEDIA SOURCES: Power Point Presentation
LEARNING ACTIVITIES	To present the final report of the pedagogical intervention.
OUTCOMES	The team is expected to give the presentation and answer the questions the members of the <i>Comité Académico</i> may make.

Appendix B. Meeting Minutes

FIRST MEETING MINUTE

Date: 1st July 2015 **Place:** Smart Room (315)

Topic: Learning about Professional Development

Start Time: 2:30 p.m. **Ending Time:** 4:00 p.m.

Proceedings and Conclusions of the Meeting

The objectives of this meeting were:

- To find out what the team knew about professional development.
- To propose topics related to professional development.
- To read about a topic each participant was interested in and do a literature review with the most important information.

Firstly, the team discussed about what they knew about professional development. It was noticed that the team needed to enrich their knowledge about this topic since teachers pointed out that professional development was just related to the training sessions institutions provide educators with.

Secondly, teachers highlighted some of their needs. They claimed that the Institute should:

- look for trainers who were more specialized in the topics of the *Plan de Actualización Docente*,
- take ILUIS teachers into account in the decisions made in the meetings of the *Comité Académico*,
- know and fulfil ILUIS teachers' needs,
- improve ILUIS working environment and provide friendlier spaces in which teachers feel free to express their opinions.

Thirdly, with the help of the leader and facilitator, the team brainstormed topics related to professional development and agreed on reading articles and doing literature reviews to share the most relevant information in the next meeting. Each member of the team chose the following topic:

MEMBER	TOPIC
FACILITATOR (COORDINATOR)	State of the Art
LEADER (TEACHER A)	Reflective Teaching
TEACHER B	Flipped Courses
TEACHER C	State of the Art
TEACHER D	Learning Communities
TEACHER E	Reflective Teaching Approaches

TEACHER F
(This teacher was in the first two meetings)

Collaborative learning

SECOND MEETING MINUTE

Date: 4th August 2015 **Place:** Smart Room (315)
Topic: Learning about Professional Development
Start Time: 4:30 p.m. **Ending Time:** 6:00 p.m.

Proceedings and Conclusions of the Meeting

The objective of this meeting was:

- To share the literature review with the group.

Teachers shared their readings and enriched their knowledge about each of the topics. It was remarkable that one of the teachers read some articles about **inspiring teachers** since she/he considered that we needed to remember what make us **great teachers**. Indeed, inspiring teachers worry about their learners and are constantly looking for strategies to keep updated and grow professionally to offer students the best of them.

At the end of this meeting, the team agreed on the topics for the next meeting:

- Analysis of the results of the “*Encuesta de Satisfacción del Beneficiario*” and the suggestions students gave in this survey.
- Teachers’ strengths and aspects to improve (taken from the class observations).
- Strategies to begin with the ILUIS learning community.

THIRD MEETING MINUTE

Date: 8th September 2015 **Place:** Smart Room (315)
Topic: How can we create a learning community?
Start Time: 4:30 p.m. **Ending Time:** 6:00 p.m.

Proceedings and Conclusions of the Meeting

The objectives of this meeting were:

- To analyze the results from the “*Encuesta de Satisfacción del Beneficiario*” and the suggestions students gave in this survey.
- To share ILUIS teachers’ strengths and aspects to improve that the different Coordinators had found when observing classes (“*Formato de Observación de Clase FEX-IL.04*”).
- To choose the first topic of the CPDP based on the analysis of the instruments proposed.
- To propose strategies to begin with the ILUIS learning community.

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In this meeting, the team analyzed the results from the “*Encuesta de Satisfacción del Beneficiario*” and the suggestions students gave in this survey. In addition to this, the Coordinator shared ILUIS teachers’ strengths and aspects to improve that the different Coordinators have found when observing classes (“*Formato de Observación de Clase FEX-IL.04*”). From the revision of these instruments, the team pointed out positive aspects and things to improve.

Positive aspects:

- In the “*Encuesta de Satisfacción del Beneficiario*”, the majority of teachers obtained more than 90% in the aspects that evaluate their teaching practices.
- Students felt grateful for the effort ILUIS teachers made. They appreciated those teachers who took into account their needs and helped them with the difficulties they encountered in their learning process. Furthermore, students’ comments showed that they loved those teachers who were creative, innovative, patient, demanding, kind and those who did care about them.

Things to improve:

Few teachers’ classroom practices belonged to the traditional teaching approaches since their classes were not learner-centred. These were some of the aspects that needed to be improved:

- There were no significant learning activities in these few teachers’ classes.
- The organization of the classroom in these classes did not allow interaction among students.
- There was too much teacher talking time.
- The teacher concentrated on the textbook.
- Students felt there was no a constant feedback from the teacher.

After discussing about some of the aspects ILUIS teachers needed to improve, the team decided to select **Inspiring Teachers** as the first topic of the module of the CPDP since they considered everyone needed to recall the characteristics of a great teacher to help them reflect on what they are expected to do in a 21st century classroom. In addition to this, the team came up with the idea of making a **box** to have other teachers put their ideas inside it. The team considered that instead of having their partners answer surveys or emails, this box was the starting point of the ILUIS learning community since it was a friendlier instrument to motivate other teachers to reflect on the topics of the CPDP and share their insights.

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In the following days, the team decorated the box, named it **PYXOS** - which means “box-wood” or “box-tree”-, and they decided to introduce the box to the ILUIS teachers on September 19th, in an academic event organized by the Institute. On Saturday September 19th, the box was placed by the ILUIS Auditorium with the phrase “*I’m a great teacher because...*” The members of the team introduced PYXOS to the teaching staff, encouraged their partners to meditate on those features that make them great teachers, and asked them to share their ideas – only if they wanted to do that- by writing them on the pieces of paper placed next to the box.

FOURTH MEETING MINUTE

Date:	24th September 2015	Place:	Smart Room (315)
Topic:	Inspiring Teachers (First Part)		
Start Time:	4:30 p.m.	Ending Time:	6:00 p.m.
Proceedings and Conclusions of the Meeting			

The objectives of this meeting were:

- To read and discuss about ILUIS teachers’ contributions to the first topic.
- To establish the other topics that was addressed in the first part of the CPDP.
- To establish the methodology that was followed in the rest of meetings.

In this meeting, the team opened the box and read teachers’ insights. It was concluded that the idea of the box was successful since it was a friendly way to have teachers participate actively in this first activity. ILUIS teachers pointed out that they were great teachers because they loved what they do, took into account their learners’ needs, promoted significant learning activities, tried to do their best in every class, and reflected on what they did in each class and implemented the necessary improvements. Some of the teachers’ ideas were:

I’m a great teacher because:

- *I put my students first.*
- *I care about my students.*
- *I make my best in every single class. No matter what!*
- *I do my best to make my students learn.*
- *I want to teach my students well.*
- *I recognize every single work my students do.*
- *Propongo actividades significativas que involucran los intereses de mis estudiantes y promueven su creatividad.*
- *I always try to understand my students.*
- *I love learning so I love learners.*

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- *I love reflecting on my experience and implementing the necessary improvements.*
- *I teach generously.*
- *I learn from them as much as I teach them.*
- *I encourage my students to be better human beings everyday.*
- *I listen to my students and consider their needs.*
- *I'm a builder of knowledge.*
- *Promuevo un entorno agradable en mis clases. Creo actividades significativas para mis estudiantes.*
- *Me divierto con lo que hago.*
- *I love what I do and each one of the things that I do.*
- *I make students enjoy their learning process.*
- *I want my students to learn about other cultures.*
- *I am disciplined, I try to do my best in every single class, I am a good listener, and I care about students' learning process.*
- *I love coaching.*

After reading teachers' sentences, the teachers talked about what they were going to do next and proposed the topics they wanted to discuss in the rest of meetings: **ILUIS teachers' needs** and **Reflecting Teaching**. The topic **inspiring teachers** helped the team and their colleagues to meditate on the characteristics of a great teacher. The second topic was chosen by teachers because they wanted the *Comité Académico* to know their **needs**. Third, teachers considered that it was important to talk about **reflection** since it was the key to begin making changes in their teaching practice.

Finally, the team made other decisions: to write texts about each of the topics to share their insights with all the members of the ILUIS; and to continue using the box PYXOS to have more teachers participate in this research. The team considered that the box was an excellent tool to collect ILUIS teachers' opinions.

The team planned the methodology they wanted to follow in the rest of this pedagogical intervention.

1. To get in pairs and choose one of the topics.
2. To share the topic with their colleagues and ask them to participate writing their ideas on pieces of paper.
3. To open the box PYXOS, read their colleagues' ideas, and write the first draft of the text. The team agreed on reading about the selected topic in different sources to include references in their texts.
4. To share with the team! To read the first draft of the text and enrich each text with the contributions made by the team.

Each couple chose the following topics:

PARTICIPANT	TOPIC
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FACILITATOR AND TEACHER E	Inspiring Teachers
TEACHERS C AND D	Teachers' Needs
LEADER (TEACHER A) AND TEACHER B	Reflective Teaching

FIFTH MEETING MINUTE

Date:	8th October 2015	Place:	Smart Room (315)
Topic:	"Inspiring Teachers" (Second Part)		
Start Time:	4:30 p.m.	Ending Time:	6:30 p.m.

Proceedings and Conclusions of the Meeting

The objective of this meeting was:

- To read and enrich the text: "Inspiring Teachers".

Facilitator and Teacher E shared the text they wrote with their partners and the whole team helped to enrich the text to answer the question: What makes a teacher an inspiring and great educator?

INSPIRING TEACHERS

Teachers around the world seek for inspiring teaching in their daily academic activities teaching practice. Consequently, knowledge base on this area is currently inconsistent and fragmented which encourage English teachers at the Language Institute from the industrial university of Santander (ILUIS) to run enquiry for empirical research on this.

The *sixty four thousand* question for ILUIS teachers still remain unanswered: *What is an inspiring teacher? What are the characteristics of an inspiring teacher?* And what is even more appealing for them: *Do you consider yourself an inspiring teacher?*

This full set of questions requires deepening on the meaning of inspiration. First of all, inspiration may be linked to the results students may get in their learning process and motivation within. Some synonyms for defining inspiration such as "stimulating influence" used by van der Zee (2011) can help us to foster positive stimulus in our classrooms. This positive reinforcement may invigorate to find lessons more interesting. But is this the only aim of being an inspiring teacher? Of course, responses may vary from many different points of view. However, other areas than academic are influenced by inspiring teachers in the life of their students; to be named spirituality, insight, values, virtues and transcendence.

As a starting point, one simple activity was carried out at ILUIS to ask teachers why they consider themselves inspiring and great educators: a box named "PYXOS" (related to

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the Greek term for tree as a symbolism for a small seed which will become into a tree to get some fruits) was hand-made to gather this information. The results showed that many ILUIS teachers found quite interesting to expose their insight towards the topic in discussion. They claimed they found themselves inspiring because: they fulfilled their students' needs regarding their academic and personal demands in the academic context; they did care about their learners; they loved their profession; they did their best to help students become better human beings.

I'm a great teacher because:

I put my students first.

I care about my students.

I make my best in every single class. No matter what!

I do my best to make my students learn.

I want to teach my students well.

I recognize every single work my students do.

Propongo actividades significativas que involucran los intereses de mis estudiantes y promueven su creatividad.

I always try to understand my students.

I love learning so I love learners.

I love reflecting on my experience and implementing the necessary improvements.

I teach generously.

I learn from them as much as I teach them.

I encourage my students to be better human beings everyday.

I listen to my students and consider their needs.

I'm a builder of knowledge.

Promuevo un entorno agradable en mis clases. Creo actividades significativas para mis estudiantes.

Me divierto con lo que hago.

I love what I do and each one of the things that I do.

I make students enjoy their learning process.

I want my students to learn about other cultures.

I am disciplined, I try to do my best in every single class, I am a good listener, and I care about students' learning process.

I love coaching.

Likewise, as it is evident in the surveys applied by the Language Institute, many students state their second language teachers at the ILUIS may shape and may have shaped on a variety of items and some domains of their lives which might prove why some of these students have perceived their teachers as tokens who affected their career trajectories and choices in adult hood.

Now, let's consider two simple items like to inspire and to be inspired. Simple things like dedication, positiveness, and care can appeal students' interest to feel comfortable in the classroom. On the other hand, inspiration might be arisen by identity, passion and knowledge (Hobb's, p. xx, 2012). Furthermore, teachers' personality and methods might help students

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internalize their learning, providing outstanding experiences (McGonigal, p. xx, 2004). Still, little evidence has been carried out in empirical ways.

Sammons P , Kington A. , Vijayeyendran A, Ortega L. (2014) Inspiring teachers : perspectives and practices, United Kingdom, Riggall

SIXTH MEETING MINUTE

Date: 22nd October 2015 **Place:** Smart Room (315)

Topic: “Teachers’ Needs at ILUIS”

Start Time: 4:30 p.m.

Ending Time: 6:30 p.m.

Proceedings and Conclusions of the Meeting

The objective of this meeting was:

- To read and enrich the text: “Teachers’ Needs at ILUIS”.

In this meeting, Teacher C and D shared the text they wrote with their partners and the whole team helped to enrich the text.

TEACHERS’ NEEDS AT ILUIS

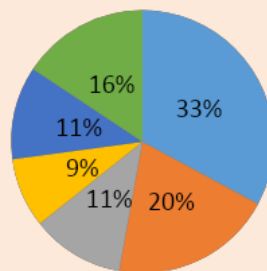
In order to keep an engine working, it needs to be oiled up and every single gear assembly needs to be taken care of constantly, a periodic maintenance needs to be held. In the educational field there are several key aspects that maintain an institution rolling. Every aspect, from the secretarial work moving on to administrative staff, or any member in the academic branch is an essential part in the machinery of education. In Colombia, over the last few years, the work of educators has been undermined, and along with this “undermining” a plethora of needs has arisen. Therefore, teachers themselves, as active members, and fundamental part for an institution’s development, specifically at ILUIS, aim at finding out what it is believed as an institution and as a “teaching unit” is needed to be better teachers.

Consequently, and to maintain instruments parallelism in this research a follow up activity was carried out at ILUIS to ask teachers what they consider we need at ILUIS to be better teachers. Using the same data collection instrument, “PYXOS”, information was gathered and later analyzed. At a staff meeting, where ILUIS administrative and academic staff was looking for institutional improvements, teachers eagerly chipped in with a short answer to this question, and several aspects to work on could be drawn. The results showed that ILUIS teachers’ needs all come down to 6 categories (shown below) which fall within the two main categories of intrinsic and extrinsic motivation, being the latter the one they mainly claim to need. These categories are listed as follow, from the highest to the lowest regarding the need to be rehearsed. First of all, the need to be motivated by the employer, followed by the need to get better salaries. Then, to incentivize their professional growth, get a fair planning time, and lastly, the two that fall within the category of intrinsic motivation: commitment, and reflection on their teaching practice.

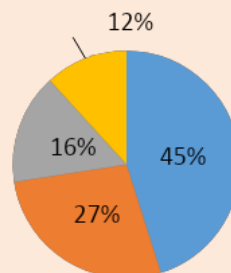
SIXTH MEETING MINUTE

**WHAT WE NEED TO BE BETTER
TEACHERS AT ILUIS IS:**

- TO BE MOTIVATED BY THE EMPLOYER
- TO GET BETTER SALARIES
- TO INCENTIVATE OUR PROFESSIONAL GROWTH
- PLANNING TIME
- COMMITMENT
- TO REFLECT ON OUR TEACHING PRACTICE

**EXTERNAL FACTORS**

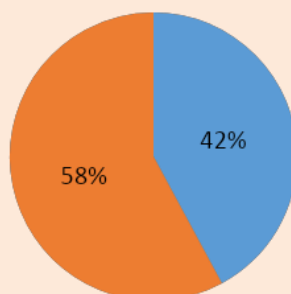
- TO BE MOTIVATED BY THE EMPLOYER
- TO GET BETTER SALARIES
- TO INCENTIVATE OUR PROFESSIONAL GROWTH
- PLANNING TIME



SIXTH MEETING MINUTE

INNER FACTORS

■ COMMITMENT ■ TO REFLECT ON OUR TEACHING PRACTICE



For many years, conventional wisdom taught us that employees worked primarily for an economical reward or the fear of not being made redundant (Banks 1997). What the research results showed is that nowadays workers give the most importance to job satisfaction and the leading force of motivation by the employer. Being aware of what is needed to improve for the ILUIS teaching team is a key factor on this research. Now, taking into account that the motivational aspect is the main one here, there is a need to define motivation. According to the Merriam-Webster Dictionary, motivation is defined as the act or process of giving someone a reason for doing something, the act or process of motivating someone, or the condition of being keen on acting or working. The Hierarchy of Needs proposed by Maslow establishes that humans require satisfying certain needs, starting with the basic ones such as shelter or food, to move onto the next level, until reaching the peak of this pyramid, self-actualization. This term was coined by Abraham Maslow himself in his 1943 paper “A Theory of Human Motivation”.

Taking this into the place of work, the ultimate end concerns the commitment of employers to provide a workplace environment that boosts and lets employees fulfill their own unique potential, which aims at reaching the last level known as self-actualization (Banks 1997). This paper will provide the ILUIS community with relevant data to cope with the finding mentioned above; the main issue to improve as teachers is Motivation by the Employer.

SEVENTH MEETING MINUTE

Date: 5th November 2015 **Place:** Smart Room (315)
Topic: “Reflecting as a Way to Change and Improve”
Start Time: 4:30 p.m. **Ending Time:** 6:30 p.m.

Proceedings and Conclusions of the Meeting

The objective of this meeting was:

- To share teachers’ insights on the following statement: *“I reflect and make changes in my teaching practices by...”*

SEVENTH MEETING MINUTE

- To read and enrich the text: “Reflective Teaching”.

Teachers A (Leader) and B shared ILUIS teachers’ insights on the following statement: **“I reflect and make changes in my teaching practices by...”**

These are the ILUIS teachers’ insights that were collected in the box PYXOS:

I reflect and make changes in my teaching practices by...

- *Doing self-evaluation and also I ask my students what I need to improve.*
- *Understanding my students’ needs.*
- *Offering them the best strategies to cope with difficulties.*
- *Treating them with respect and tolerance.*
- *Building good interpersonal relationships.*
- *Asking my students what they expect from a pool of pedagogical possibilities and approaches.*
- *I constantly reflect on my working performance all the time. I try to make corrections to the things didn’t work out very well, analyzing the factors and the probable improvements I might implement next time. Everything can be done in a better way and my students must enjoy my classes every single time they attend!*
- *I usually reflect by applying new activities and improving the ones I have done to get better results.*
- *I do it by both observing carefully and assessing the effects the activities we carry out in our lessons have on my students. Sometimes changes will be necessary and sometimes new brand ideas will have to come up.*
- *I reflect and make changes in my teaching practices by learning and improving some techniques that I have applied. Through learning and experience.*
- *I reflect and make changes in my teaching practices by making changes in the methodology I used. And then I evaluate to make sure it worked out.*
- *I always reflect on my teaching by changing the activities and material when I realize that it is not suitable or enjoyable for students. I’m working to be the best.*
- *Analyzing the results of my students.*
- *Editing the lesson plans according to my students’ needs.*
- *Reading about new technologies and strategies.*
- *Evaluating after each class my own practice and the results of its.*
- *By checking every day how my class activities have worked.*
- *By asking my students how they felt during the class.*
- *By asking and sharing opinions with my colleagues.*
- *By making changes in my everyday practices.*
- *I give feedback to my own activities so I can use them according to the level and context.*
- *I base my teaching practices on my students’ interests.*
- *By analyzing when an activity went wrong so it needs to be modified or changed.*
- *By asking my students what they think and how they feel about a specific activity.*
- *By sharing opinions and ideas with my colleagues.*
- *Yes, by planning and carrying on the activities according to the levels, ages, likes and dislikes and I make changes when necessary.*
- *I reflect and make changes in my teaching practice by checking students’ participation and the way they got involved in it.*

SEVENTH MEETING MINUTE

- *By checking students' reactions (if it was enjoyable, feel confident...)*
- *I reflect and make changes in my teaching practices by: taking into account the students' needs and their strategies to learn. I try to do or teach th content from the book in a different way. For example, by doing interactive activities instead of filling gaps or unscrambling sentences. I try to adapt the exercises for them to practice orally and avoid repeating or writing all the time.*

Afterwards, Teachers A (Leader) and B shared the text they wrote with their partners and the whole team helped to enrich the text.

REFLECTING AS A WAY TO CHANGE AND IMPROVE

Reflective teaching is the process in which teachers think over their practices, so they analyze how something is taught and the way it can be improved or changed to get better learning outcomes. At this point, it is important to take into account three items: what is currently being done, why it is done and the most important aspect how well students are learning. Therefore, reflection can be used as way to simply learn more about teachers' own practices, improve a certain practice (small groups and cooperative learning, for example) or to focus on a problem students are having.

Richards and Lockhart in their book *reflective teaching in second language classrooms* 1996 suggest that it is necessary to understand teaching in its own terms by asking instructors themselves what they do in their daily practice and why they do it. Thus, inner reflection is constructed. This personal view can be put into scene by means of collecting data about their roles and classrooms as a basis for professional development.

Now, it should be considered that this reflective teaching must be insightful in order to enhance decision-making, planning and action inside the teaching space. Of course, this practice should be backed up with the notion of teachers-students' beliefs and roles respectively. Richards and Lockhart also claim that a number of experimental tasks and activities, such as peer observation, journal writing, and action research, can be carried out by teachers in their own classrooms.

Teachers at ILUIS are aware of the necessity to reflect upon their own practice, due to the constant in pre-service and in-service teacher education programs offering teaching workshops or courses on classroom observation, theories of teaching, or language teaching methods and approaches. For that reason and to obtain more information about their conclusions, some of these teachers were asked to share their opinions about the importance of reflecting on their own teaching practices and the way they do it. It's possible to say that their changes are based on their students' needs and on the results they get from their students' learning processes. Also they think that the act of reflecting on their performance, not only give them the chance to improve professionally but also give them the responsibility to be part of other teachers' professional development.

After having shared their experiences in reflecting and making changes in their classes, it will be possible for other instructors to use this material for either individual or collaborative teacher development activities, including peer observation, self-evaluation, program evaluation, and action research. So, it is expected to promote the role of reflection, self-inquiry, and self-evaluation as a means of professional development.

SEVENTH MEETING MINUTE

Richards, Jack C., Lockhart, Charles (1996). *Reflective Teaching in Second Language Classrooms*: Cambridge University Press.

EIGHTH AND NINTH MEETINGS MINUTE

Date: 19th November and **Place:** Smart Room (315)
3rd December 2015

Topic: Preparing the final presentation for the *Comité Académico*

Start Time: 4:30 p.m. **Ending Time:** 6:30 p.m.

Proceedings and Conclusions of the Meeting

The objectives of these meetings were:

- To draw the conclusions of the implementation of the Module.
- To finish the report on the First Module of a Collaborative Professional Development Programme for teachers at ILUIS.
- To get ready to present the results of the pedagogical intervention to the *Comité Académico*.

It is important to highlight the fact that the team worked hard and collaboratively to finish the activities scheduled for these meetings such as creating a power point presentation about the pedagogical intervention for the meeting with the *Comité Académico*.

The following are the conclusions drawn by the team in these meetings:

1. In spite of the difficulties the team had at the beginning of the pedagogical intervention, the objectives of this module were achieved thanks to the following aspects:
 - All of the participants were willing to participate actively in each of the activities proposed during the intervention.
 - The participants became much closer to each other. Not only did they work in the module but also they could talk about themselves, make jokes, share food, and clarify doubts about divergent duties they had at ILUIS.
 - Participants motivated each other constantly and there was permanent communication. Teachers created a group in whatsapp and facebook to greet each other, remember the dates of the meetings and the deadlines of the activities each couple had to do, report if they were going to be late, or just to make some jokes.
 - Teachers received positive feedback from the leader and facilitator during the whole intervention.
 - The meetings were face to face. Teachers appreciated these encounters since they felt closer to each other, more comfortable, and more empowered to give their opinions. They expressed that they felt overwhelmed with all of the e-mails they received daily and that they did not feel comfortable expressing their ideas and giving suggestions in the formal meetings of the Administrative staff. They preferred meetings like the ones they had in this intervention in which everyone listened to each other, no one was criticized, the participants were kind, they did not feel they were going to be fired or judged for their insights, and the leader and facilitator were not “bosses” but friendly and supportive partners.

EIGHTH AND NINTH MEETINGS MINUTE

2. From the information collected from ILUIS teachers, the team could conclude that:
- The Institute has got a wonderful teaching staff. There are aspects to be improved in the classes, but teachers always try to do their best to be great educators. They claimed they found themselves inspiring because: they fulfilled their students' needs regarding their academic and personal demands in the academic context; they did care about their learners; they loved their profession; they did their best to help students become better human beings; they were creative.
 - ILUIS teachers' needs fall within the two main categories of intrinsic and extrinsic motivation, being the latter the one they mainly claim to need. These categories are listed as follow, from the highest to the lowest regarding the need to be rehearsed. First of all, the need to be motivated by the employer, followed by the need to get better salaries. Then, to incentivize their professional growth, get a fair planning time, and lastly, the two that fall within the category of intrinsic motivation: commitment, and reflection on their teaching practice
 - ILUIS teachers reflect on their practices and their changes are based on their students' needs and on the results they get from their students' learning processes. Also they think that the act of reflecting on their performance, not only give them the chance to improve professionally but also give them the responsibility to be part of other teachers' professional development. Although teachers claimed they did some kind of reflection, the entire teaching staff needs to reinforce this important aspect of its profession. The Institute can develop different individual and collaborative teacher development activities, including peer observation, self-evaluation, program evaluation, and action research in order to promote the role of reflection, self-inquiry, and self-evaluation.

TENTH MEETING MINUTE

Date: 16th December 2015 **Place:** Director's office

Topic: "Teachers' Needs at ILUIS"

Start Time: 4:00 p.m. **Ending Time:** 6:00 p.m.

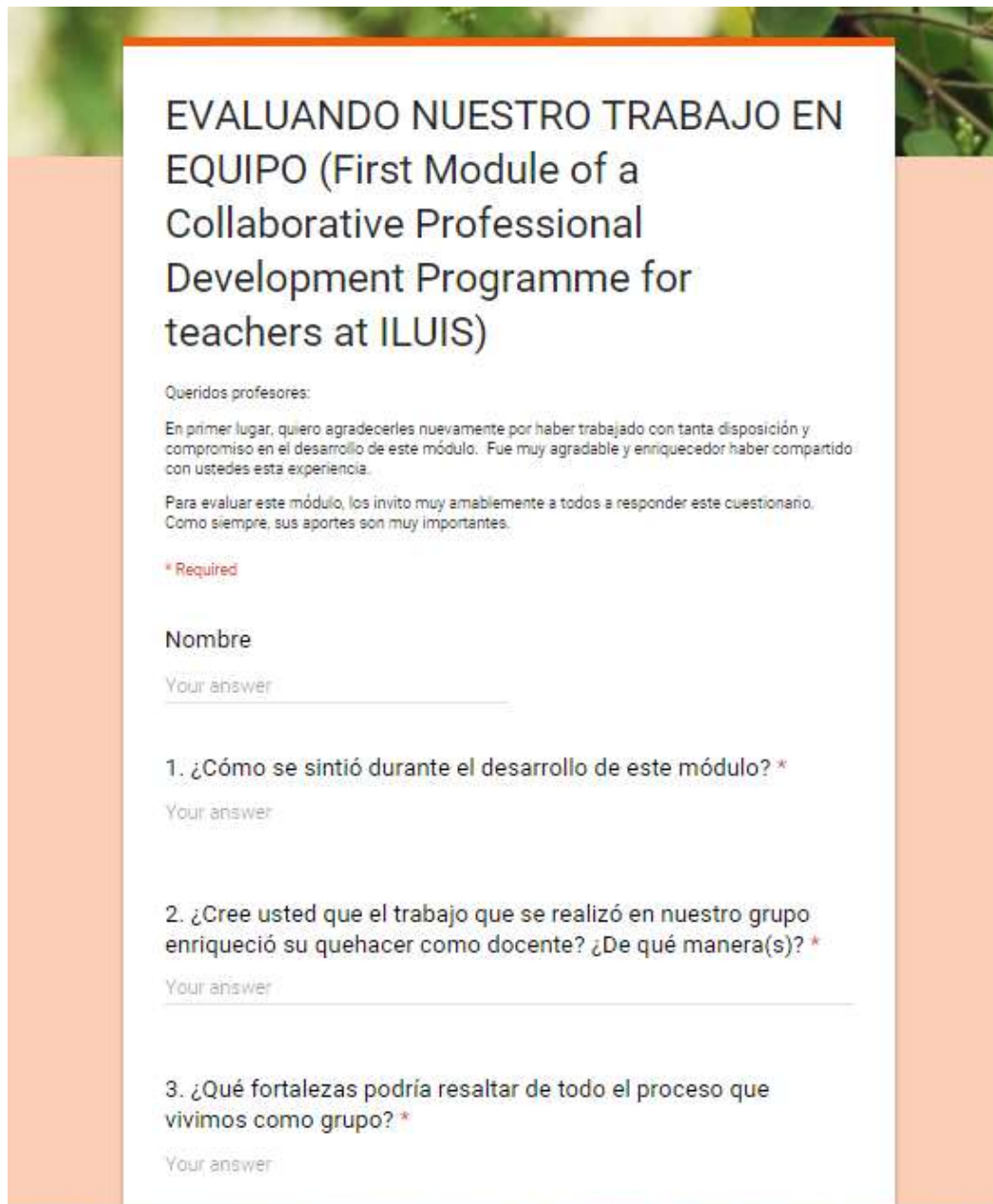
PROCEEDINGS AND CONCLUSIONS OF THE MEETING

The objective of this meeting was:

- To present the final report of the pedagogical intervention.

The team gave the presentation they had prepared in advance. Each of the members participated in the presentation, pointed out the aspects that helped them to achieve the objectives of the module, and showed the results of the pedagogical intervention. The Director received the report and the evidence of the activities the team developed.

Appendix C. Questionnaire



EVALUANDO NUESTRO TRABAJO EN EQUIPO (First Module of a Collaborative Professional Development Programme for teachers at ILUIS)

Queridos profesores:

En primer lugar, quiero agradecerles nuevamente por haber trabajado con tanta disposición y compromiso en el desarrollo de este módulo. Fue muy agradable y enriquecedor haber compartido con ustedes esta experiencia.

Para evaluar este módulo, los invito muy amablemente a todos a responder este cuestionario. Como siempre, sus aportes son muy importantes.

*** Required**

Nombre

Your answer

1. ¿Cómo se sintió durante el desarrollo de este módulo? *

Your answer

2. ¿Cree usted que el trabajo que se realizó en nuestro grupo enriqueció su quehacer como docente? ¿De qué manera(s)? *

Your answer

3. ¿Qué fortalezas podría resaltar de todo el proceso que vivimos como grupo? *

Your answer

4. ¿Cuáles fueron las limitaciones que tuvimos para el desarrollo de nuestro trabajo en equipo?

Your answer

5. ¿Qué nos ayudó a terminar con nuestro trabajo a pesar de los inconvenientes que tuvimos? *

Your answer

6. ¿Qué le aporta nuestro trabajo al Instituto de Lenguas UIS? *

Your answer

7. ¿Qué sugerencias tiene para continuar enriqueciendo el Programa de Desarrollo Profesional para los profesores del ILUIS? *

Your answer

8. ¿Qué otros comentarios, aportes o palabras para nuestro grupo y el trabajo que realizamos quieres agregar? *

Your answer

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Google Forms

PREGUNTA 1	
PARTICIPANTE	¿Cómo se sintió durante el desarrollo de este módulo?
TEACHER B	La experiencia fue muy positiva. Me sentí muy bien.
TEACHER A (LEADER)	Me sentí motivada a trabajar en equipo y a valorar los aportes de los demás para lograr mi propio crecimiento y hacer parte del de los demás.
TEACHER E	Fue una muy buena experiencia de desarrollo profesional y personal.
TEACHER D	Fue una experiencia muy enriquecedora, retomar los libros y la investigación y trabajar en conjunto con un grupo tan sólido facilitó las cosas y nos permitió descubrir algunos factores importantes a mejorar en la institución.
TEACHER C	Realmente animado de poder hacer parte de un proyecto que afectaría directamente al desarrollo profesional de mis colegas.

PREGUNTA 2	
PARTICIPANTE	¿Cree usted que el trabajo que se realizó en nuestro grupo enriqueció su quehacer como docente? ¿De qué manera(s)?
TEACHER B	Sí. Me ayudó a ampliar mi visión de trabajo en equipo.
TEACHER A (LEADER)	Claro que sí, ahora reconozco la importancia de compartir mis experiencias y de escuchar a los demás.
TEACHER E	Si, debido a las diferentes actividades que se llevaron a cabo dentro del proceso como tal, lo cual reforzó algunos aspectos de mi quehacer como docente
TEACHER D	SÍ. Nos permitió evaluar nuestra labor y corregir algunas falencias que teníamos no sólo individualmente sino también como equipo docente, en cuanto a la forma en la que percibimos y tratamos a nuestros estudiantes y nuestra concepción del ILUIS.
TEACHER C	Completamente. El empezar de nuevo a escribir e investigar me permitió abrir más mis campos de acción.

PREGUNTA 3	
PARTICIPANTE	¿Qué fortalezas podría resaltar de todo el proceso que vivimos como grupo?
TEACHER B	La colaboración y trabajo en grupo como tal.
TEACHER A (LEADER)	El trabajo en equipo, el respeto, la tolerancia y la pasión por lograr metas.
TEACHER E	Trabajo en equipo

TEACHER D	Trabajo en equipo y enriquecedoras discusiones que nos permitieron mejorar nuestra investigación.
TEACHER C	La disposición para ayudar y la confianza en el trabajo de los colegas.

PREGUNTA 4	
PARTICIPANTE	¿Cuáles fueron las limitaciones que tuvimos para el desarrollo de nuestro trabajo en equipo?
TEACHER B	Los horarios.
TEACHER A (LEADER)	El tiempo, los diferentes horarios manejados por cada integrante del equipo.
TEACHER E	Tiempo, diferente horarios, asertividad en la comunicacion (algunas veces)
TEACHER D	Falta de tiempo, diferencias en los horarios, incumplimiento en entregas por parte de algunos, el hecho de que la investigación realizada no fue bien tomada por los miembros de la institución inicialmente.
TEACHER C	El tiempo principalmente.

PREGUNTA 5	
PARTICIPANTE	¿Qué nos ayudó a terminar con nuestro trabajo a pesar de los inconvenientes que tuvimos?
TEACHER B	La unión como grupo, los intereses en común y sobre todo el deseo de sacar este proyecto adelante.
TEACHER A (LEADER)	La responsabilidad y las ganas de querer mostrar resultados.
TEACHER E	La madurez y responsabilidad ante las metas propuestas
TEACHER D	La unidad, la amistad, el compromiso por la institución y nuestra labor docente, entre otros.
TEACHER C	la decisión de mostrar que se puede crear una comunidad en el ILUIS

PREGUNTA 6	
PARTICIPANTE	¿Qué le aporta nuestro trabajo al Instituto de Lenguas UIS?
TEACHER B	Una visión positiva del trabajo en equipo, para ser aplicada en el día a día laboral de los docentes ILUIS.

TEACHER A (LEADER)	Una nueva forma de coleccionar información de los docentes (más amable) y una visión diferente de la importancia de compartir conocimiento.
TEACHER E	Considero que los diferentes tipos y trabajos de investigación aporta mucho a nuestra unidad académica.
TEACHER D	Los aportes han de ser útiles si se trabaja en los "findings". Espero así sea.
TEACHER C	Las bases para crear una comunidad

PREGUNTA 7	
PARTICIPANTE	¿Qué sugerencias tiene para continuar enriqueciendo el Programa de Desarrollo Profesional para los profesores del ILUIS?
TEACHER B	Que se tome este proceso con actitud positiva y buena disposición.
TEACHER A (LEADER)	Se podría llevar a cabo una encuesta para saber que más desean los docentes.
TEACHER E	Debe haber un grupo (o en su defecto varios) que estén dispuestos a enriquecer su desarrollo profesional como docentes
TEACHER D	Creo que el trabajo que llevamos a cabo fue MUY bueno y hubo hallazgos interesantes como las necesidades de los docentes, entre otros, pero para que esta investigación florezca se debe tomar acción, y dar espacio a la auto crítica institucional y al trabajo en equipo en espacios abiertos, menos formales.
TEACHER C	Crear espacios físicos donde los docentes puedan intercambiar ideas en formas menos formales

PREGUNTA 8	
PARTICIPANTE	¿Qué otros comentarios, aportes o palabras para nuestro grupo y el trabajo que realizamos quieres agregar?
TEACHER B	Fue una bonita experiencia. GRACIAS a todos por tanto.
TEACHER A (LEADER)	Agradecimiento por haber dedicado tiempo al proyecto y por compartir sus ideas.
TEACHER E	Agradecer al personal administrativo y el grupo de investigación al cual pertenecí (Diana Margoth Figueredo, Iván Cárdenas, Diego Elkin Bueno, Margarita Daza, Nathalia Rodríguez) para el desarrollo de esta investigación.

TEACHER D	Gracias compañeros, fue una experiencia gratificante, espero poder volver a trabajar en un proyecto así con personas como ustedes.
TEACHER C	Las razones por las que se empieza a hacer algo no siempre son las mismas por las que se culmina.

Appendix D. Literature Reviews

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	Louise Stoll, Ray Bolam, Agnes McMahon, Sally Thomas, Mike Wallace, Angela Greenwood and Kate Hawkey Creating and sustaining an effective Learning Community. 2006 Published at: www.ncsl.org.uk/nlc www.standards.dfes.gov.uk/innovation-unit www.gtce.org.uk
Background and credibility of the author (Brief information about the academic background of the author)	Louise Stoll: Professor at the London Centre for Leadership in Learning at the Institute of Education, University of London, freelance researcher and international consultant. Louise's research and development activity focuses on how schools, districts and national systems create capacity for learning and improvement, focusing especially on leadership, learning communities and learning networks. Ray Bolam: Emeritus Professor of Education in the School of Social Sciences at Cardiff University and a Visiting Professor at the Universities of Bath and Leicester. The other co-authors also have a vast knowledge on language learning communities. This was carried out at other levels, but it can be used in a similar way in our own context.
Summary 1. Main ideas/functional components of the document)	If staff decides that they want to develop and sustain their Institution as a learning community, what can we do to achieve this?

CRITERIA	IDEAS
2. Necessary illustrative details	Questions that led this research:
3. Conclusions or observations reached by the author	1. What is a professional learning community and how would you recognize one? 2. How do you create and develop a professional learning community? 3. Do PLCs go through different stages of development? 4. How can you assess the effectiveness of a professional learning community?
Evaluation of the resource	Doing a Lit Review on PLC is a key factor since we know what our aim is and where we're heading to, with the collective for purpose of enhancing our pupils at ILUIS.
1. Usefulness or relevance to your particular research question)	We as a unified institution should work together on the following:
2. Conclusions or observations reached by you (perspective, bias, authenticity)	1 shared values and vision 2 collective responsibility for pupils' learning 3 reflective professional enquiry 4 collaboration focused on learning 5 group as well as individual professional learning 6 openness, networks and partnerships 7 inclusive membership 8 mutual trust, respect and support
	To create and develop this PLC wisely we must:
	1 optimize resources and structures to promote the PLC 2 promote professional learning 3 evaluate and sustain the professional learning community over time 4 lead and manage to promote PLC development
	<i>I TRULY BELIEVE WE ARE IN THE RIGHT DIRECTION when we talk about creating and developing a PLC, (though motivation should be our guiding star). Even though we are in a PLC, most of us do not know how to recognize it or even worse how to make out of it something useful in our teaching practice and extend it to our pupils. I think this document and some more Lit review that is being done, will help us get things clearer.</i>

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	-Hamidreza Fatemipour -The Effectiveness of Reflective Teaching Tools in English Language Teaching -The Journal of Modern Thoughts in Education
Background and credibility of the author (Brief information about the academic background of the author)	Professor of English Language Teaching, Islamic Azad University, Roudehen Branch Reflective Teaching, Computer Assisted Language Learning, Teaching English Language Skills
Summary 1. Main ideas/functional components of the document) 2. Necessary illustrative details 3. Conclusions or observations reached by the author	Reflective teaching is an outstanding model in teacher education which has been taken into consideration by educators in foreign and second language teacher education. As it is emphasized in reflective teaching model, to optimize the teaching and learning of a language in EFL contexts, it may be useful to embrace the concept of the teacher as a learner and a professional. “Every teacher has a professional responsibility to be reflective and evaluative about their practice. As a result of this reflection teachers will be able to identify how to improve their professional activity in order to improve the quality of pupils' learning.” Reflection enables teachers to observe what is going on around the class. It persuades teachers to apply their thoughts and “promote changes in pupils' learning behavior.” Reflection is also an important factor in cooperation or collaboration among teachers. “Reflective partnerships between teachers are particularly effective. Peer mentoring partnerships will support individual teachers in reflecting on and describing their practice. As a result of these focused discussions, a teacher is able to better understand practice and is able to take steps to improve practice” (Rose, 2007, p. 1). 1. Teacher Diary was the most efficient reflective tool. The coefficient of correlation between the obtained data from this tool and the mean of all data appeared to be 84. 2. Peer Observation was more efficient than the other two remaining tools (Students’ Feedback and Audio

CRITERIA	IDEAS
	Recording) in obtaining the data close to the mean of all data ($r = 0.71$). 3. Students' Feedback was positioned in the third place. The coefficient of correlation between the data obtained by this tool and the mean of all data appeared to be 0.58. 4. Audio Recording was the least efficient tool in obtaining the close to the mean of all data. The coefficient of correlation between the data obtained by this tool and the mean of all data was just 0.31
Evaluation of the resource 1. Usefulness or relevance to your particular research question) 2. Conclusions or observations reached by you (perspective, bias, authenticity)	Useful Important and useful tools to start implementing in the practicum.

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	Ali Al-Issa Ali Al-Bulushi Training English Language Student Teachers to become Reflective Teachers Australian Journal of Teacher Education
Background and credibility of the author (Brief information about the academic background of the author)	Dr. Al Issa has a Ph.D. in Applied Linguistics from the University of Queensland – Australia. He has worked in ELT inspection, teacher education, curriculum design & ESP. He is currently an Assistant Professor of ELT & Assistant Dean of Postgraduate & Research at the College of Law – Sultan Qaboos University - Oman. Dr. Al Issa has written, presented & published widely about ELT in Oman.
Summary 1. Main ideas/functional components of the document) 2. Necessary illustrative details	Reflective teaching is complex, as it is implicit and explicit, takes different shapes and forms, and has different levels. Reflective teaching has been considered in the literature on teacher education in general and ELT in

CRITERIA	IDEAS
3. Conclusions or observations reached by the author	particular as a substantial tool for student teachers and teachers to use to understand the complex contexts of the English language and the social conditions that influence its teaching. The literature on reflection (van Manen, 1977; Hall, 1997; Hatton & Smith, 2005) has identified three different forms/levels of ‘reflection-on-action’ (Schon, 1983). In addition, reflection is about learning and reflective teaching is about professional practice (Boud, 1999a). They both involve ‘... exploration, focusing on a lack of understanding, questioning, probing discrepancies and so on’ (Boud, 1999, 123). The concept of reflection is intrinsic to and central for effective learning (Boudet al., 1985).

Evaluation of the resource

1. Usefulness or relevance to your particular research question) Useful

2. Conclusions or observations reached by you (perspective, bias, authenticity)

Exploration, focusing on a lack of understanding, questioning, probing discrepancies and so on.

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	Inspiring teachers: perspectives and practices CfBT Education Trust 2014 England
Background and credibility of the author (Brief information about the academic background of the author)	Professor Pam Sammons is a Professor of Education at the Department of Education, University of Oxford and a Senior Research Fellow at Jesus College, Oxford. Her research over more than 30 years has focused on school effectiveness and improvement, teaching effectiveness, the early years, and promoting equity and inclusion in education. She is an adviser working with Oxford University Press on its primary Oxford School

CRITERIA	IDEAS
	Improvement model and has conducted a number of research reviews and studies for CfBT including most recently this research on Inspiring teachers (2014). She is a governor of a primary school in Oxfordshire and a secondary school in the city of Oxford. Dr Alison Kington is Principal Lecturer in the Institute of Education, University of Worcester and co-investigator of the Inspiring teachers project. Her research focuses on classroom life: more specifically teacher-pupil and peer relationships, the impact of social interaction on cognitive development, classroom identities, and effective practice. Alison has led a number of international and national research projects funded by research councils and government agencies. Ariel Lindorff-Vijayendran is a doctoral candidate at the University of Oxford in the Department of Education. She holds a Master's degree in applied mathematics from Hunter College, City University of New York. Prior to beginning a career in research, she worked as a secondary mathematics teacher in inner-city settings in Massachusetts and New York for seven years. Ariel's current research involves a mixed-methods study of school support networks in New York City. Her broader research interests include educational effectiveness, mixed methods in educational research, educational equity, and networks in education. Lorena Ortega is a doctoral candidate at the University of Oxford in the Department of Education. She is a sociologist and holds a Master's degree in education from the University of Melbourne. Lorena was previously a data analyst and research coordinator at the MIDE UC Assessment Centre in Chile. Her research interests involve the application of quantitative methods to research on educational effectiveness, equity issues in education, and teachers' training and practices.

CRITERIA	IDEAS
Summary 1. Main ideas/functional components of the document) 2. Necessary illustrative details 3. Conclusions or observations reached by the author	MAIN IDEAS: a. Teachers must, among other things, “inspire, motivate, and challenge pupils” (DfE, 2013, p.7) as part of the “minimal level of practice expected of trainees and teachers” (p.3). In addition, Ofsted inspection reports can be found using the word ‘inspiring’ or ‘inspirational’ to describe teaching, environment and leadership in schools (e.g. Ofsted, 2011). b. Erwin’s (2010) book is a notable example, emphasizing socio-emotional learning and approaches to improving student self-awareness and ownership. c. Harmin (2006) adopts a more narrowly focused approach focusing on active learning as the desired outcome of inspiring teaching, targeting a younger student age bracket. Ryan and Gilbert (2001) take an ambitious stance, using words like ‘exciting’ and ‘creative’ interchangeably with ‘inspiring’, and implicitly defining inspiration in terms of a lifelong impact: “What is it that inspirational teachers do? In short, they plan for their pupils to be inspirational” (p.5). d. Other ideas: • Inspiring teaching is frequently described as exciting, innovative and/or creative • Evidence of inspiration is framed in various ways, usually one or more of the following: immediate student engagement in the classroom, a lasting effect on students’ aspirations and self-concepts, or interest in a particular subject • Specific practices are described that might be more usually linked to notions of ‘effective’ practice.
Evaluation of the resource 1. Usefulness or relevance to your particular research question)	This material provides the following insight: If the concept of inspirational practice has shifted from a popular notion of good teaching and learning to a standard

CRITERIA	IDEAS
2. Conclusions or observations reached by you (perspective, bias, authenticity)	that must be met by schools and teachers, the importance of arriving at a common understanding of what this means cannot be overstated. Some preliminary attempts to develop a conceptual framework were outlined. This document (the one I read) provides new evidence and insights about what inspiring teachers do (through observations), what they think (through interviews), and how their students think about their teachers and lessons (through questionnaires). The use of multiple observation instruments begins to address the gap outlined by providing measures of what inspiring teaching might ‘look like’, i.e. what teachers do and what happens in their classrooms. Tools and methodology for measuring inspiring teacher opens an interesting insight on how teachers can be inspiring for their students. E.g. The instruments used included interviews, international systematic classroom observation protocols, classroom qualitative observation notes, ranking sheets and student questionnaire surveys.

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	How to be an Inspirational Teacher? WIKI HOW 2015
Background and credibility of the author (Brief information about the academic background of the author)	ONLINE
Summary 1. Main ideas/functional components of the document) 2. Necessary illustrative details	To be an inspiring teacher it is necessary to follow some guidelines: HAVE EMPATHY DEVELOP A POSITIVE MENTAL ATTITUDE

CRITERIA	IDEAS
3. Conclusions or observations reached by the author	GROW YOUR VERBAL SKILLS SHOW RESPECT REMEMBER YOUR STUDENTS ARE INDIVIDUALS KNOW THAT TEACHING IS A NOBLE PROFESSION

Evaluation of the resource

1. Usefulness or relevance to your particular research question)	Useful tips as friendly reminder when teaching students on our daily basis.
2. Conclusions or observations reached by you (perspective, bias, authenticity)	Most of the items suggested on the web page might empower our role as teachers in the classroom.

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	INSPIRING ACTIVE LEARNING 2006 Association for supervision and curriculum development ASCD USA

Background and credibility of the author

(Brief information about the academic background of the author)

Merrill Harmin currently directs the Inspiring Strategy Institute, which specializes in practical ways of making schooling richer for students, more satisfying for teachers. He also teaches for the nonprofit American Meditation Society, which specializes in providing individualized meditation practices to adults. Earlier he spent 40 years as a professor of education at Rutgers University and Southern Illinois University. He's written several books and articles, received several research grants, and has several degrees, most notably a PhD in curriculum and instruction from New York University. Yet he is still searching because, he claims, "I can't remember where I left my favorite putter." He can often be contacted at 44 Midchester Avenue, White Plains, NY 10606. Phone: 914-946-5334. E-mail: mtharmin@optonline.net.

CRITERIA	IDEAS
	Melanie Toth began her career as a 4th grade teacher and is currently pursuing her doctorate in educational psychology at the City University of New York. She also works at the Inspiring Strategy Institute. Her focus is on developing ways to support teachers, particularly those new to the profession. In addition, she keeps busy writing, tutoring, doing yoga, and helping Merrill remember all the things he keeps forgetting. This is her first book. She can be contacted at 23-12 21st Avenue, Astoria, NY 11105. E-mail: mel_toth@yahoo.com. For schools wishing assistance with in-service training programs, please contact Merrill. He would be happy to provide experienced trainers or recommendations for a self-directed training program. For more information about the Inspiring Strategy Institute, see www.inspiringonline.net.

Summary

1. Main ideas/functional components of the document)
2. Necessary illustrative details
3. Conclusions or observations reached by the author

MAIN IDEAS:

Teacher who we might call our great teachers, have a knack for moving students up those motivation levels. If we visited their classrooms, we would see, week by week, fewer and fewer students working at levels three and four, more and more at levels one and two. Somehow these teachers are able to inspire students to work harder than they were initially inclined to work. As a result, the students tend to climb what we call the Active Learning Ladder.

Great teachers don't achieve their results in any standard way. Look at a group of great teachers and you will notice that some do a lot of lecturing, others very little. Some are strict and demanding, others lenient and accepting. Some appear to be warm, others to be distant. Apparently, there is no one way to motivate students to do the best work they are capable of doing. This is good news for those who would like to inspire active learning. It suggests that we need not change our teaching personality or follow any standard model. Rather, we can create our own brand of

CRITERIA	IDEAS
Evaluation of the resource 1. Usefulness or relevance to your particular research question) 2. Conclusions or observations reached by you (perspective, bias, authenticity)	great teaching, motivating higher levels of active learning in our own way. That is assuming, of course, we have a clear, realistic sense of how to go about doing so. DESCA plays an important role in this work (Dignity, energy self-management, community, awareness). It is necessary to keep in mind the two different sides we have in education. Students- teachers. Each one of those groups has some specific characteristics which may enhance or decrease the teaching and learning process in the classroom.

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	What makes inspirational teachers inspirational? 'The future is now' 2 July 2014 England
Background and credibility of the author (Brief information about the academic background of the author)	Andrew Middleton is Head of Academic Practice & Learning Innovation at Sheffield Hallam University. In this role he leads development and innovation in areas relating to high quality teaching and assessment, and has developed a 'design studio' methodology and resource base to do this. He manages the Student Engagement & Experience Journal and the University's annual Learning & Teaching Conference. Caroline Heaton Nathaniel Pickering

GOOD TEACHING CAN BEST DESCRIBED AS IT FOLLOWS:

Staff Attitude & Attributes Staff that are friendly, personable, approachable, helpful, and professional who

CRITERIA	IDEAS
	are inspiring, engaged, and enthusiastic about their roles and subject.
	Support & Guidance Staff that offer a personalized and supportive experience who provide students with guidance and positive feedback that develop their understanding and confidence in their own ability and knowledge.
Summary	Staff Expertise & Knowledge Staff with high quality, up to date subject knowledge and expertise that they have gained through practice or research that they can apply in their teaching, along with real world application and examples.
1. Main ideas/functional components of the document)	
2. Necessary illustrative details	
3. Conclusions or observations reached by the author	Content Delivery & Assessment Staff that are confident, consistent and clear in their delivery of course content and assessment information. Challenging content and assessments that have clear expectations and outcomes.
	Learning Environments & effective and appropriate use of learning environments, tools and materials both physical and virtual.
	Other ideas: Students need to feel confident in staff members' knowledge, and abilities.
	Students need to develop confidence in their own abilities and knowledge, so they can develop and take risks.
Evaluation of the resource	
1. Usefulness or relevance to your particular research question)	The evaluation can be based on the following claim:
2. Conclusions or observations reached by you (perspective, bias, authenticity)	How can principles for good teaching be communicated to staff and students, in order to develop and promote approaches that meet the needs of our future curriculum now?

CRITERIA	IDEAS
	Good teaching is based on a number of key factors that can ensure students' learning. Sometimes we forget that our students have NEEDS (key element), that as teachers we can fulfill or just simply we can start working on these academic NEEDS once we have identified them.

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	PAULA ZWOZDIK-MYERS - Reflective practice for professional development - Becoming a reflective English teacher - Berkshire, England
Background and credibility of the author (Brief information about the academic background of the author)	Paula is an experienced teacher, teacher educator, course director, researcher, external examiner and writer of educational materials. Over the past five years she has been an active member of the National Advisory Group for Initial Teacher Training [ITT], convened by the National College for Teaching and Leadership (NCTL), formerly the Teacher Training and Development Agency [TA] for England, and Chair of the London South East 1 regional network for ITT providers. This forum provides the platform for all providers of ITT, offering diverse routes into the teaching profession to work with government agencies in shaping the direction of future educational policy and practice.
Summary 1. Main ideas/functional components of the document) 2. Necessary illustrative details 3. Conclusions or observations reached by the author	Reflective practice for professional development is in the foreground of attempts to raise educational standards and maximize the learning potential of all students, with an increasing emphasis placed on professional accountability through evidence-based outcomes. The broad consensus arising from recent national and international large scale surveys is that teacher quality is the 'single most important school variable influencing student achievement' (OECD

CRITERIA	IDEAS
	2005: 2), and that effective teaching is built ‘on a concept of teaching as praxis in which theory, practice and the ability to reflect critically on one’s own and others’ practice illuminate each other’ (ETUCE 2008:26). Teachers need to become very active agents in analyzing both their own practice ‘in the light of professional standards and their own students’ progress in the light of standards for student learning’ (OECD 2005: 11). Complex phenomena lie at the heart of reflective practice. This chapter presents a new framework to capture dimensions of reflective practice in which teachers can provide evidence to inform their own teaching. Reflective practice is defined as: a disposition to enquiry incorporating the process through which ... teachers structure or restructure actions, beliefs, knowledge and theories that inform teaching for the purpose of professional development. Extended professionals, he states, need to: • reflect critically and systematically on their practice; • have a commitment to question their practice as the basis for teacher development; • have the commitment and skills to study their own teaching and develop the art of self-study; • appreciate the benefit of having their teaching observed by others and discussing their teaching with others in an open and honest manner; and • have a concern to question and to test theory in practice. Other ideas: • Complex phenomena reside at the heart of reflective practice for professional development, which need to be unpacked so that essential ingredients can be recognized and fully understood. • When viewed as a disposition to enquiry, reflective practice incorporates the key attributes used to characterize extended professionals.

CRITERIA	IDEAS
	• When conceptualized as a process, reflective practice can be captured within nine discrete yet inter-related dimensions within which teachers can demonstrate capacity and commitment as they assume the role of teacher as researcher to study their own teaching and provide evidence of or for improved practice. • Qualitative distinctions in reflective practice can be discerned through the different types of discourse and questions teachers engage in and raise about aspects of their own and others' teaching. • Learning to teach is a gradual process, and with experience reflective practice can become internalized as professionals adopt the stance of a critical being (Barnett 1997) – one who thinks critically as a way of life and is willing to act upon personal insights and new understandings to continuously enhance their pedagogic expertise.

Evaluation of the resource

1. Usefulness or relevance to your particular research question)

2. Conclusions or observations reached by you (perspective, bias, authenticity)

It can work for the research question.

We can start with a reflection of what we want and need to change in our teaching to start improving the way we do it.

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	Hamdan N, McKnight P, McKnight K, Arfstrom K, (2013), A Review of Flipped Learning, Flipped Learning Network: http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview_FlippedLearning.pdf
Background and credibility of the author (Brief information about the academic background of the author)	NooraHamdan , Master's Student, George Mason University Patrick E. McKnight , Associate Professor of Psychology, George Mason University

CRITERIA	IDEAS
Summary 1. Main ideas/functional components of the document) 2. Necessary illustrative details 3. Conclusions or observations reached by the author	Katherine McKnight, Principal Director of Research, Center for Educator Effectiveness, Pearson Kari M. Arfstrom, Executive Director, Flipped Learning Network Flipped learning definition: The authors' state: "In the Flipped Learning model, teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies". Authors describe The Four Pillars of Flipped Learning: • Flexible Environments • Learning Culture • Intentional Content • Professional Educators Key feature of the Flipped Learning model is the opportunity to maximize learning opportunities in the classroom by deliberately shifting direct instruction to outside of the group learning space. The emphasis on maximizing one-on-one interactions turns the focus to student-centered instruction that more actively involves students in the learning process these approaches are commonly use to involve: Active Learning, Peer Instruction, Priming, Pre- Training, Diverse Learners. Authors report case studies in schools and they pointed.
Evaluation of the resource 1. Usefulness or relevance to your particular research question) 2. Conclusions or observations reached by you (perspective, bias, authenticity)	is article help us to understand The Flipped Learning model and it means to be taught not as a panacea for solving all educational issues, rather, it might be one way to enable learning. Although This paper needs to do more qualitative and quantitative research to identify how the potential of the model can be maximized, the existing research clearly demonstrates that the Flipped Learning model can be one way to create a successful classroom environment : learner-centered.

CRITERIA	IDEAS
General information about the article (Include name, title of the work, where it was published, etc.)	<i>Blended Learning in Higher Education: Institutional Adoption and Implementation</i> Charles R. Graham Brigham Young University, USA Porter, W. W., Graham, C. R., Spring, K. A., & Welch, K. R. (2014). Blended learning in higher education: Institutional adoption and implementation. <i>Computers & Education</i> , 75, 185–195. doi:10.1016/j.compedu.2014.02.011
Background and credibility of the author (Brief information about the academic background of the author)	Charles R. Graham Department Chair - Instructional Psychology and Technology at Brigham Young University
Summary 1. Main ideas/functional components of the document) 2. Necessary illustrative details 3. Conclusions or observations reached by the author	In this article the authors conducted a prior study in which they proposed a framework for institutional Blended learning adoption in Higher education. They identifying three stages: (1) awareness/exploration, (2) adoption/early implementation, and (3) mature implementation/growth. The framework also identified key strategy, structure, and support issues universities may address at each stage. This study also compares U.S. institutional strategy, structure, and support approaches to BL adoption and identifies patterns and distinctions.
Evaluation of the resource 1. Usefulness or relevance to your particular research question) 2. Conclusions or observations reached by you (perspective, bias, authenticity)	It is very important to our research question because we are going to develop a module on professional development reflection for teachers. The BL framework combined its analysis of infrastructure, professional development, technical support, and pedagogical support.

Appendix E. ILUIS Teachers' Insights

What I care
about most
is my students'
learning process.

I'm a great
teacher because
I'm creative 😊.

I encourage
my students
to become
better human
beings everyday.

I am a great
teacher because
I am disciplined,
I try to do my
best in every single
class, I am a good
listener, and I care
about my students
learning processes.

I'm a good teacher
because my students
leave the classroom feeling
achieved.

I'm a great teacher because I try to teach my student in the best way they can learn.

Because I want to teach my students well and try to do my best.

I'm a great teacher because I care about my students' needs.

because I love my students
♡♡

Soy un buen profesor porque propongo actividades significativas que involucran los intereses de mis estudiantes y promuevo su creatividad.

"Soy una buena profesora porque reflexiono sobre que hacen docentes siempre estoy haciéndome!"

I'm a great teacher because I make my best in every single class. No matter what!



I am a great teacher because I love what I want and I want to make my child better persons

I reflect and make changes in my teaching practices by...
doing self-evaluation and also
I ask my students what I
need to improve.

- Understanding my students' needs
- Offering them the best strategies to cope with difficulties
- Treating them with respect and tolerance
- Building good interpersonal relationships.

Asking my students what they expect from me, giving them options from a pool of pedagogical possibilities and approaches.

I constantly reflect on my working performance, all the time. I try to make corrections to the things that didn't work out very well, analyzing the factors and the probable improvements I might implement next time. Everything can be done in a better way and my students must enjoy my classes every single time they attend!

I usually reflect by applying new activities and improving the ones I have done and need some changes to get better results.

I reflect and make changes in my teaching practices by learning and improving some techniques that I have applied.

Through learning and experience

I reflect and make changes in my teaching practices by..

making changes in the methodology I used. And then I evaluate to make sure it worked out.

- Analyzing the results of my students.
- Editing the lesson plans according to my students' needs.
- Reading about new technologies and strategies.



- I give feedback to my own activities so I can use them according to the level and context.

- I base my teaching practice on my SS' interests

Evaluating after each class my own practice and the results of HS.

By analyzing when an activity went wrong so it needs to be modified or changed.

By asking my SS what they think and how they feel about a specific activity.

By sharing opinions and ideas with my colleagues.

yes,
by planning and carrying
on the activities according
to the levels, ages, likes
and dislikes and I
make changes when
necessary.

I reflect and make changes in
my teaching practice by ~~most~~
checking students' participation
and the way they got involved
in it
by checking students' reactions
if it was enjoyable, feel confident
or make them

I reflect and make changes in
my teaching practices by:
Taking into account the SS'
needs and their strategies to
learn.

I try to do or teach in context
from the book in a different way.
for example, by doing interactive
activities instead of filling gaps
or unscrambling sentences. I try
to adapt the exercises for them
to practice orally and avoid repeating
or writing all the time.

I do it by both observing
carefully and assessing the
effects the activities we carry
out in our lessons have on
my students. Sometimes change
will be necessary and sometimes
new brand ideas will have
to come up.

by checking every day how my ^{class} activities
have worked.

by asking my sts how they felt during the
class.

by asking and sharing opinions with my
colleagues.

by making changes in my everyday practice.

Appendix F. Analysis of the information collected

TEXT SEGMENTS	SOURCE	CATEGORY
(1A) Teachers highlighted some of their needs. They claimed that the Institute should: • look for trainers who were more specialized in the topics of the <i>Plan de Actualización Docente</i>, • take ILUIS teachers into account in the decisions made in the meetings of the <i>Comité Académico</i>, • know and fulfil ILUIS • teachers' needs, • improve ILUIS working environment and provide friendlier spaces in which teachers feel free to express their opinions.	First Meeting Minute	A. Teachers expressing their needs
(1B) the team brainstormed topics related to professional development and agreed on reading articles and doing literature reviews to share the most relevant information in the next meeting.	First Meeting Minute	B. Decisions taken as a team
(2B) the team agreed on the topics for the next meeting: • Analysis of the results of the “<i>Encuesta de Satisfacción del Beneficiario</i>” and the suggestions students gave in this survey. • Teachers' strengths and aspects to improve (taken from the class observations). • Strategies to begin with the ILUIS learning community.	Second Meeting Minute	
(3B) After discussing about some of the aspects ILUIS teachers needed to improve, the team decided to select Inspiring Teachers as the first topic of the module of the CPDP since they considered everyone needed to recall the characteristics of a great teacher to help them	Third Meeting Minute	

TEXT SEGMENTS	SOURCE	CATEGORY
reflect on what they are expected to do in a 21 st century classroom.		
(4B) In addition to this, the team came up with the idea of making a box to have other teachers put their ideas inside it. The team considered that instead of having their partners answer surveys or emails, this box was the starting point of the ILUIS learning community since it was a friendlier instrument to motivate other teachers to reflect on the topics of the CPDP and share their insights.	Third Meeting Minute	
(6B) ...and they decided to introduce the box to the ILUIS teachers on September 19 th , in an academic event organized by the Institute.	Third Meeting Minute	
(6B) After reading teachers' sentences, the teachers talked about what they were going to do next and proposed the topics they wanted to discuss in the rest of meetings... The topic Inspiring Teachers would help the team and their colleagues to reflect more on the characteristics of a great teacher. The second topic was chosen by teachers because they wanted the <i>Comité Académico</i> to know their needs. Finally, teachers considered that it was important to talk about reflection since it was the key to begin making changes in their teaching practice.	Fourth Meeting Minute	
(7B) ...the team made other decisions: to write texts about each of the topics to share their insights with all the members of the ILUIS; and to continue using the box PYXOS to have more teachers participate in this research.	Fourth Meeting Minute	
(8B) The team planned the methodology they wanted to follow in the rest of this pedagogical intervention.	Fourth Meeting Minute	

TEXT SEGMENTS	SOURCE	CATEGORY
1. To get in pairs and choose one of the topics. 2. To share the topic with their colleagues and ask them to participate writing their ideas on pieces of paper. 3. To open the box PYXOS, read their colleagues' ideas, and write the first draft of the text. The team agreed on reading about the selected topic in different sources to include references in their texts. 4. To share with the team! Each couple should read the first draft of the text and all of the participants are expected to give their contributions to enrich each text.		
(1C) It was remarkable that one of the teachers read some articles about inspiring teachers since she/he considered that we needed to remember what make us great teachers.	Second Meeting Minute	C. Teacher's initiative
(1D) ...the team analyzed the results from the " <i>Encuesta de Satisfacción del Beneficiario</i> " and the suggestions students gave in this survey.	Third Meeting Minute	D. Working as a team
(2D) In the following days, the team decorated the box, named the box PYXOS - which means "box-wood" or "box-tree"-,	Third Meeting Minute	
(3D) On Saturday September 19 th , the box was placed by the ILUIS Auditorium with the phrase " <i>I'm a great teacher because...</i> " The members of the team introduced PYXOS to the teaching staff, encouraged their partners to meditate on those features that make them great teachers, and asked them to share their ideas – only if they wanted to do that- by writing them on the pieces of paper placed next to the box.	Third Meeting Minute	
(4D) Facilitator and Teacher E shared the text they wrote with their partners and the whole team	Fifth Meeting Minute	

TEXT SEGMENTS	SOURCE	CATEGORY
helped to enrich the text to answer the question: What makes a teacher an inspiring and great educator? (Text: Inspiring Teachers)		
(5D) In this meeting, Teacher C and D shared the text they wrote with their partners and the whole team helped to enrich the text. (Text: Teachers' Needs at ILUIS)	Sixth Meeting Minute	
(6D) Teachers A (Leader) and B shared ILUIS teachers' insights on the following statement: <i>"I reflect and make changes in my teaching practices by..."</i>	Seventh Meeting Minute	
(7D) Afterwards, Teachers A (Leader) and B shared the text they wrote with their partners and the whole team helped to enrich the text. (Text: Reflecting as a way to change and improve)	Seventh Meeting Minute	
(8D) It is important to highlight the fact that the team worked hard and collaboratively to finish the activities scheduled for these meetings: to finish the Meeting Minutes and make a power point presentation about the pedagogical intervention for the meeting with the <i>Comité Académico</i> .	Eighth and Ninth Meeting Minutes	
(9D) The team gave the presentation they had prepared in advance. Each of the members participated in the presentation, pointed out the aspects that helped them to achieve the objectives of the module, and showed the results of the pedagogical intervention.	Tenth Meeting Minute	
(1E) In this meeting, the team analyzed the results from the <i>"Encuesta de Satisfacción del Beneficiario"</i> and the suggestions students gave in this survey. In addition to this, the Coordinator shared ILUIS teachers' strengths and aspects to improve that the different Coordinators have	Third Meeting Minute	E. Analysis of data and conclusions developed by the team

TEXT SEGMENTS	SOURCE	CATEGORY
found when observing classes (<i>“Formato de Observación de Clase FEX-IL.04”</i>). From the revision of these instruments, the team pointed out positive aspects and things to improve.		
(2E) In this meeting, the team opened the box and read teachers’ insights. It was concluded that the idea of the box was successful since it was a friendly way to have teachers participate actively in this first activity. I Luis teachers pointed out that they were great teachers because they loved what they do, took into account their learners’ needs, promoted significant learning activities, tried to do their best in every class, and reflected on what they did in each class and implemented the necessary improvements.	Fourth Meeting Minute	
(3E) The following are the conclusions drawn by the team in these meetings: 1. In spite of the difficulties the team had at the beginning of the pedagogical intervention, the objectives of this module were achieved thanks to the following aspects: • All of the participants were willing to participate actively in each of the activities proposed during the intervention. • The participants became much closer to each other. Not only did they work in the module but also they could talk about themselves, make jokes, share food, and clarify doubts about divergent duties they had at ILUIS. • Participants motivated each other constantly and there was permanent communication. Teachers created a group in whatsapp and facebook to greet each other, remember the dates of the	Eighth and Ninth Meeting Minutes	

TEXT SEGMENTS	SOURCE	CATEGORY
meetings and the deadlines of the activities each couple had to do, report if they were going to be late, or just to make some jokes. • Teachers received positive feedback from the leader and facilitator during the whole intervention. • The meetings were face to face. Teachers appreciated these encounters since they felt closer to each other, more comfortable, and more empowered to give their opinions. They expressed that they felt overwhelmed with all of the e-mails they received daily and that they did not feel comfortable expressing their ideas and giving suggestions in the formal meetings of the Administrative staff. They preferred meetings like the ones they had in this intervention in which everyone listened to each other, no one was criticized, the participants were kind, they did not feel they were going to be fired or judged for their insights, and the leader and facilitator were not “bosses” but friendly and supportive partners. 2. From the information collected from ILUIS teachers, the team could conclude that: • The Institute has got a wonderful teaching staff. There are aspects to be improved in the classes, but teachers always try to do their best to be great educators. They claimed they found themselves inspiring because: they fulfilled their students’ needs regarding their academic and personal demands in the academic context; they did care about their learners; they loved their profession; they did their		

TEXT SEGMENTS	SOURCE	CATEGORY
best to help students become better human beings; they were creative. ● ILUIS teachers' needs fall within the two main categories of intrinsic and extrinsic motivation, being the latter the one they mainly claim to need. These categories are listed as follow, from the highest to the lowest regarding the need to be rehearsed. First of all, the need to be motivated by the employer, followed by the need to get better salaries. Then, to incentivize their professional growth, get a fair planning time, and lastly, the two that fall within the category of intrinsic motivation: commitment, and reflection on their teaching practice. ● ILUIS teachers reflect on their practices and their changes are based on their students' needs and on the results they get from their students' learning processes. Also they think that the act of reflecting on their performance, not only give them the chance to improve professionally but also give them the responsibility to be part of other teachers' professional development. Although teachers claimed they did some kind of reflection, the entire teaching staff needs to reinforce this important aspect of its profession. The Institute can develop different individual and collaborative teacher development activities, including peer observation, self-evaluation, program evaluation, and action research in order to promote the role of reflection, self-inquiry, and self-evaluation.		

TEXT SEGMENTS	SOURCE	CATEGORY
Teacher B: La experiencia fue muy positiva. Me sentí muy bien. Teacher E: Fue una muy buena experiencia de desarrollo profesional y personal Teacher D: Realmente animado de poder hacer parte de un proyecto que afectaría directamente al desarrollo profesional de mis colegas.”	Question 1	A. Positive feelings towards the Module of the CPDP
Teacher B: Fue una bonita experiencia. GRACIAS a todos por tanto. Teacher A: Agradecimiento por haber dedicado tiempo al proyecto y por compartir sus ideas. Teacher E: Agradecer al personal administrativo y el grupo de investigación al cual pertenecí... para el desarrollo de esta investigación. Teacher D: Gracias compañeros, fue una experiencia gratificante, espero poder volver a trabajar en un proyecto así con personas como ustedes.	Question 8	
Teacher A: Me sentí motivada a trabajar en equipo y a valorar los aportes de los demás para lograr mi propio crecimiento y hacer parte del de los demás.	Question 1	B. Team work and the base to create a learning community
Teacher B: Sí. Me ayudó a ampliar mi visión de trabajo en equipo. Teacher A: Claro que sí, ahora reconozco la importancia de compartir mis experiencias y de escuchar a los demás. Teacher D: Sí. Nos permitió evaluar nuestra labor y corregir algunas falencias que teníamos no sólo individualmente sino también como equipo docente, en cuanto a la forma en la que percibimos y tratamos a nuestros estudiantes y nuestra concepción del ILUIS.	Question 2	
Teacher B: La colaboración y trabajo en grupo como tal.	Question 3	

TEXT SEGMENTS	SOURCE	CATEGORY
Teacher A: El trabajo en equipo, el respeto, la tolerancia y la pasión por lograr metas Teacher E: Trabajo en equipo. Teacher D: Trabajo en equipo y enriquecedoras discusiones que nos permitieron mejorar nuestra investigación. Teacher C: La disposición para ayudar y la confianza en el trabajo de los colegas.		
Teacher B: Una visión positiva del trabajo en equipo, para ser aplicada en el día a día laboral de los docentes ILUIS. Teacher C: Las bases para crear una comunidad.	Question 6	
Teacher D: Fue una experiencia muy enriquecedora, retomar los libros y la investigación y trabajar en conjunto con un grupo tan sólido facilitó las cosas y nos permitió descubrir algunos factores importantes a mejorar en la institución.	Question 1	C. Research
Teacher C: Completamente. El empezar de nuevo a escribir e investigar me permitió abrir más mis campos de acción.	Question 2	
Teacher A: Una nueva forma de coleccionar información de los docentes (más amable) y una visión diferente de la importancia de compartir conocimiento. Teacher E: Considero que los diferentes tipos y trabajos de investigación aporta mucho a nuestra unidad académica.	Question 6	
Teacher B: Los horarios. Teacher A: El tiempo, los diferentes horarios manejados por cada integrante del equipo. Teacher E: Tiempo, diferentes horarios, asertividad en la comunicación (algunas veces). Teacher D: Falta de tiempo, diferencias en los horarios, incumplimiento en entregas por parte de algunos, el hecho de que la investigación	Question 4	D. Limitations and challenges

TEXT SEGMENTS	SOURCE	CATEGORY
realizada no fue bien tomada por los miembros de la institución inicialmente. Teacher C: El tiempo principalmente.		
Teacher B: La unión como grupo, los intereses en común y sobre todo el deseo de sacar este proyecto adelante. Teacher A: La responsabilidad y las ganas de querer mostrar resultados. Teacher E: La madurez y responsabilidad ante las metas propuestas. Teacher D: La unidad, la amistad, el compromiso por la institución y nuestra labor docente, entre otros. Teacher C: La decisión de mostrar que se puede crear una comunidad en el ILUIS.	Question 5	E. Aspects that allowed the team to overcome difficulties
Teacher D: Los aportes han de ser útiles si se trabaja en los "findings". Espero así sea.		F. Suggestions to continue the
Teacher B: Que se tome este proceso con actitud positiva y buena disposición. Teacher A: Se podría llevar a cabo una encuesta para saber que más desean los docentes. Teacher E: Debe haber un grupo (o en su defecto varios) que estén dispuestos a enriquecer su desarrollo profesional como docentes. Teacher D: Creo que el trabajo que llevamos a cabo fue MUY bueno y hubo hallazgos interesantes como las necesidades de los docentes, entre otros, pero para que esta investigación florezca se debe tomar acción, y dar espacio a la auto crítica institucional y al trabajo en equipo en espacios abiertos, menos formales. Teacher C: Crear espacios físicos donde los docentes puedan intercambiar ideas en formas menos formales.	Question 7	Professional Development Programme for ILUIS teachers