

# THE EXPERT TEACHER OF ENGLISH



ANDREW GOODWYN

# Content

## Acknowledgements

## Introduction

## Chapter 1: The effective, extended professional

- The challenge of 'status' as a profession
- Being a 'professional'
- The importance of a regulatory body?  
The role of a 'General Teaching Council'
- The role of the unions
- The tensions between autonomy and accountability and the use of 'standards'
- Conceptualising teaching: what is the point of teaching?
- Reflective practice
- Competence and standards
- Effective teaching?
- Standards and accountability
- From effective to expert

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## Chapter 2: Expertise and models of expert teaching: What do you call a 'very good' teacher?

- Defining expertise
- Models of expertise
- Is there a 'model' in England?
  - What is CSciTeach?
  - Who awards CSciTeach?
  - What are the benefits of CSciTeach?
  - What are the benefits of Chartered Teacher status?
    - The Standard
    - Professional values and personal commitments
    - Professional knowledge and understanding
    - Professional and personal attributes
    - Professional action
    - The challenge in finding a highly effective title for 'expert teachers'
      - Advanced skills teacher
      - Models of expert English teachers

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## **Chapter 3: What is English teaching?: Belonging to a subject community**

- How 'well made' are teachers? Initial training
- The 'quicksilver' subject of English
- English teaching as a community of practice?
- Models of English?

## **Chapter 4: Teaching English**

## **Chapter 5: Curriculum and assessment**

- Curriculum and curriculum design
- Assessment and monitoring

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## Chapter 6: English teachers and digital technologies

- A little context
- Teaching and technology in intellectual and physical spaces
- Policy and practice
- Example 1: An example of an ICT and English lesson
- Example 2: An example of an ICT and English lesson
- Example 3: An example of an ICT and English lesson
- Digi-teachers?
- Future policy and practice
- New technology, new media?
- Conclusions

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## Chapter 7: Working with others

- Advanced skills teachers and excellent teachers as extended professionals
  - Team working and collaboration
  - Working with other teachers on classroom organization and teaching methods/providing model lessons
    - Disseminating best practice based on educational research
    - Producing high-quality teaching materials
    - Advising on professional development
    - Participating in the performance management of other teachers
    - Helping teachers experiencing difficulties
      - Mentoring newly qualified teachers
      - Initial teacher training
- Mentoring and coaching
- Observation and demonstration
- Display?

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## Chapter 8: Continuing to develop

- The ongoing learning of teachers themselves
- Continuing professional development
- English teaching and CPD, 1989–2009
- Professional networks and expertise: the National Association for the Teaching of English
- Research and developing expertise
  - The National Teacher Research Panel

## Bibliography

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THANK YOU FOR READING!

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