

CPD for New PPLI Teachers (Blended Learning)

June 2021	August 2021	Self-Directed and onward
<p>Meeting New Colleagues: trainees and facilitator getting to know each other through an online interactive Padlet and a follow-up ice-breaker activity, to help foster social presence and establish a sense of being in a community.</p>	<p>Intercultural communication: this session will focus on developing the intercultural understanding and awareness of teachers for effective teaching and working in Irish schools.</p>	<p>Digital technologies: using a combination of a self-assessment toolkit, pre-recorded ICT tutorials and clinic sessions, teachers explore and extend their capacity of integrating ICT in their teaching and communication.</p>
<p>Introduction to PPLI and Languages Connect Strategy: an introduction to the PPLI team and the languages strategy and how to implement the goals into the teaching and learning of the new languages.</p>	<p>Modes of communication: this session will focus on the teaching and learning of reception, production, interactive and mediation skills in line with the new Leaving Cert specification.</p>	<p>Using the culture box: a key feature of the new LC specifications, the culture box approach will help teachers to develop the teaching of intercultural and pluricultural competence in their students.</p>
<p>The Irish School Context and classroom management: this session will introduce teachers to the context of operating functionally in Irish schools and how to deploy effective strategies for managing the classroom.</p>	<p>Assessment and Feedback: focusing on assessment of, for and as learning, this session will equip teachers with the skills they need to ensure that effective reflection happens in their classrooms.</p>	<p>Introducing and mentoring a new language in schools: teachers will share their experiences in developing a new language subject in schools and the scope of working as a full-time language teacher in Irish schools.</p>
<p>An introduction to the specification and the Common European Framework of Reference for Languages: this session will familiarise teachers with the CEFR framework and the constituent parts of the specification with interactive pre- and post-tasks, to get teachers engaged with the learning outcomes and starts off the planning.</p>	<p>Task-based language learning and the action-orientated approach: this session focuses on a key feature of effective language learning, specifically on how to make learning and teaching active through the design, administration and reflection of a series of communicative tasks.</p>	<p>Long-term planning and unit of learning: teachers will work individually and with peers to develop a long-term plan for different schools and language programmes as well as create plans for different units of learning in line with the learning outcomes outlined in the specification.</p>
<p>Active Learning Methodologies: this session will familiarise new teachers with the focus and methods of active learning on the outcome, and more importantly the process, of students' language learning.</p>	<p>Special Education Needs: this session will focus on different types of special educational needs and its implication for engaging students with such needs in particular and for teaching in general.</p>	<p>Using rubrics in teaching and assessment: teachers will explore the use of rubrics for the purpose of teaching and in various modes of assessment (e.g., formative, peer, self).</p>
<p>An introduction to Universal Design for Learning: this session focuses on designing learning sequences and tasks that are accessible to a range of learners commonly found in the classroom of the new languages.</p>	<p>An introduction to Portfolios: a key feature of the new specifications, this session will give teachers a general introduction to how portfolios can be used to reflect and assess learning over time.</p>	<p>Teaching portfolio: build up from the previous sessions, teachers explore the design and application of portfolio through the creation of their own teaching portfolio.</p>