

<b>STAGE*</b>	<b>CURRICULUM</b>	<b>PEDAGOGY</b>	<b>ASSESSMENT</b>	<b>SPACE</b>	<b>DIGITAL</b>
<b>1 Beginning</b>	Syllabus fully pre-planned and inflexible; overstuffed	Teacher-centred; competitive	Entirely summative; largely quantitative	Students in rows, all facing the front	Slides for lectures, occasional videos
<b>2 Emerging</b>	Syllabus occasionally adjusted; still no student input;	Largely teacher-centred; some pair, small group tasks	Largely summative & quantitative	Students sit in rows, can, with effort, shift into pairs, or groups	Slides for lectures, some videos & online inputs
<b>3 Applying</b>	Syllabus has attainable coverage at measured pace; student input at outset; some flexibility	Direct instruction complemented by regular group tasks & projects	Summative, formative are balanced	Students sit in teams at square or round tables; chairs have wheels	Regular online inputs; projects include digital options
<b>4 Integrating</b>	Partly negotiated syllabus with lots of flexibility; student input throughout	Slow teaching; most tasks & projects co-operative	Mostly formative and qualitative; some peer & self-assessment	Interactive design space with varied seating and work surfaces (e.g. DLC)	Partly flipped; all tasks & projects fully integrated with digital tools
<b>5 Innovating</b>	Lightly specified, fully negotiated syllabus & maximal flexibility	Fully learner-centred, project driven, collaborative; teacher as facilitator	Entirely formative, qualitative self-assessment; multi-faceted, e.g. portfolio	Student teams out in world; process data, reflect in design space	Fully flipped; digital tools & online resources freely adapted

### **DEVELOPMENTAL STAGES FOR ONE INNOVATIVE TEACHER**

*Fund for Innovation*

*MIIS*

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\*The five stages of professional development created by the New Teacher Centre, University of California Santa Cruz