SỞ GIÁO DỤC ĐÀO TẠO NAM ĐỊNH

TRƯỜNG THPT B NGHĨA HƯNG

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**CHUYÊN ĐỀ TỰ CHỦ CỦA GIÁO VIÊN VÀ PHÁT TRIỂN CHUYÊN MÔN**

**NĂM HỌC 2024-2025**

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*Nghĩa Hưng, ngày 14 tháng 8 năm 2024*

**Teacher Professional Identity and Professional Learning: A Self-Narrative**

**Abstract**

The issue of how Vietnamese EFL teachers participate in professional learning and what motivates their learning is still under-researched. In this presentation, I will tell my own story as a high school teacher about the challenges I experienced in my work and how I overcomed those challenges. Through the three interrelated components of this self-narrative: story, motivation, and telling, I would like to share my own story about how my professional identity as a high school EFL teacher working in a rural school influences my professional learning. While this is the story of my lived experience, I believe teachers who are working under similar circumstances, can gain some interesting information from my own story for themselves. Also, teacher educators and educational adminstrators can be better informed of how to support and scaffold teacher development.

**Presentation**

**Teacher Professional Identity and Continuous Learning: My Journey in Education**

**Introduction (2 minutes)**

* **Introduce Yourself**: Briefly mention your background as an educator from a rural village in Nam Dinh, Vietnam.
* **Purpose of Presentation**: Explain that you will be sharing your personal and professional journey, emphasizing the importance of teacher autonomy and continuous professional development.

**Part 1: Early Challenges and Initial Teaching Experiences (5 minutes)**

* **Background**: Describe starting your teaching career in 2008 at Nghia Hung B Upper Secondary School, highlighting the rural setting and limited educational resources.
* **Challenges**: Discuss the difficulties faced, such as limited teaching resources and lack of diverse teaching methods.
* **Teacher Autonomy**: Explain how these challenges led you to explore and implement alternative teaching strategies, focusing on student-centered learning. Mention the positive impact these changes had on student engagement and achievement.

**Part 2: Pursuing Excellence – Achieving the C1 Certification (5 minutes)**

* **Professional Milestone**: Discuss the 2014 requirement by the Nam Dinh Department of Education to achieve the C1 English proficiency certification.
* **Self-Directed Learning**: Share your experience of balancing teaching responsibilities, family life, and studying for the certification.
* **Outcome**: Reflect on how this experience reinforced your belief in teacher autonomy and the need for ongoing professional development.

**Part 3: Contributing to Professional Development (5 minutes)**

* **Sharing Knowledge**: Talk about your experience in conducting a workshop on "Teaching and Learning English Reading Skills for Secondary Students" in 2014-2015.
* **Collaboration and Recognition**: Mention the importance of collaborating with colleagues and the recognition you received from the Nam Dinh Department of Education and Training in 2016.
* **Impact**: Emphasize how this experience deepened your understanding of the importance of professional collaboration in education.

**Part 4: Advanced Education and Lifelong Learning (5 minutes)**

* **Graduate Studies**: Discuss your experience earning a Master’s degree in Teaching English as a Foreign Language in 2017 from a collaborative program between VNU-ULIS and Southern New Hampshire University.
* **New Teaching Methods**: Highlight the advanced teaching methods you learned and how you adapted them to the local context to better meet your students' needs.
* **Ongoing Learning**: Express your continued desire to improve your teaching practices and your interest in pursuing advanced research in Literacy Studies.

**Part 5: Importance of Teacher Autonomy in Educational Reform (5 minutes)**

* **Autonomy in Teaching**: Discuss how your journey has led you to understand the critical role of teacher autonomy in educational reform.
* **Systemic Challenges**: Mention the constraints often imposed by rigid curricula and standardized testing.
* **Empowerment**: Advocate for empowering teachers to make informed decisions in their classrooms, leading to more effective and personalized education for students.

**Innovative Solutions for Enhancing English Language Teaching**

**1. Flexible Curriculum Models**

**Introduction**

* Flexible curriculum models provide teachers with the autonomy to adapt lessons based on student needs and interests.
* These models contrast with rigid national curricula, fostering creativity and innovation in teaching.

**Case Study: Finland**

* **School:** Helsingin Suomalainen Yhteiskoulu (Helsinki Finnish Co-educational School)
* **Approach:** An English teacher designed a course on "Global Citizenship" rather than following a fixed curriculum.
* **Implementation:**
	+ Integrated various resources (news articles, multimedia, literature).
	+ Focused on language skills and global citizenship.
* **Impact:** Enhanced student engagement and relevance, developed critical thinking skills, and increased global awareness.

**2. Project-Based Learning (PBL)**

**Introduction**

* Project-Based Learning (PBL) emphasizes real-world problem-solving and collaboration.
* Teachers facilitate rather than deliver content, guiding students through their learning journey.

**Case Study: Netherlands**

* **School:** Amsterdam International Community School
* **Project:** "Creating a Sustainable City"
* **Implementation:**
	+ Students worked in groups to research and design sustainable city models.
	+ Used English for presentations, report writing, and communication with international experts.
* **Impact:** Developed critical thinking, collaboration, and communication skills. Teachers provided guidance and language support.

**3. Blended Learning Approaches**

**Introduction**

* Blended learning combines traditional face-to-face teaching with online learning.
* It allows teachers to use digital tools to personalize learning experiences.

**Case Study: Singapore**

* **School:** Anglo-Chinese School (Independent)
* **Approach:** Used an online learning platform for pre-class instruction.
* **Implementation:**
	+ Students watched videos, completed online exercises, and participated in discussions before class.
	+ In-class time focused on interactive activities and group discussions.
* **Impact:** Personalized learning pace, reduced pressure to cover all content in limited time, and enhanced student engagement.

**4. Collaborative Professional Development**

**Introduction**

* Collaborative professional development encourages teachers to work together to develop and refine lessons.
* It fosters continuous improvement and collective responsibility.

**Case Study: Japan**

* **School:** Tokyo Gakugei University Senior High School
* **Approach:** Lesson Study program
* **Implementation:**
	+ Teachers collaboratively designed a writing lesson.
	+ Observed each other's classes, analyzed, and refined the lesson together.
* **Impact:** Shared experiences, improved teaching methods, and enhanced overall lesson quality.

**5. Assessment for Learning (AfL)**

**Introduction**

* Assessment for Learning (AfL) uses ongoing assessments to inform teaching rather than relying solely on standardized tests.
* It allows teachers to tailor instruction to diverse student needs.

**Case Study: United Kingdom**

* **School:** Holland Park School
* **Approach:** Peer Assessment method during writing lessons
* **Implementation:**
	+ Students exchanged essays for evaluation based on predefined criteria.
	+ Teacher consolidated feedback to guide student improvement.
* **Impact:** Encouraged student autonomy, provided targeted feedback, and allowed for adjustments in teaching strategies.

**Conclusion**

* These innovative approaches highlight the importance of flexibility, collaboration, and personalization in improving English language teaching.
* Adopting such methods can lead to more effective and engaging learning experiences for students.

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**Conclusion (3 minutes)**

* **Summary**: Recap the key points: early challenges, pursuing excellence, contributing to professional development, and the importance of teacher autonomy.
* **Final Thoughts**: Reiterate your commitment to continuous learning and your belief in the power of teacher autonomy to drive positive change in education.
* **Q&A Transition**: Invite the audience to ask questions, emphasizing that you are open to discussing any aspects of your journey or broader educational topics.

**Q&A Session (5-10 minutes)**

* **Engage the Audience**: Encourage questions about specific challenges, strategies for continuous learning, or thoughts on teacher autonomy.
* **Provide Thoughtful Responses**: Address questions thoughtfully, drawing on your experiences and insights.