9   WAYS OF WORKING WITH TEACHERS

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1. INTRODUCTION

As teachers, we learn our trade in many different ways: from the lived-in memories of our own time as students in classrooms; from the strictures of teacher training courses and the swell of professional conferences; from our induction into a new job; from course-books and teaching magazines; from watching and talking with colleagues; from our language students; from our own howlers, bungles and botches; and also from our delights and successes. And we go on learning all our lives, both in and outside the classroom. One year we may learn a lot about classroom research and start running experiments in our own classrooms. Another year we may learn how to better broker equal access and equal voice for all in our classes. It all plays a part. So, how can teacher trainers, teacher educators, mentors or *teachers of teachers* consider playing a useful role in this eager variety, within and without formal training programmes?

2. FIRST, WHO ARE THE TEACHERS?

The teachers that we teacher trainers work with may be pre-service, or newly-employed novices who are just finding their feet. They may already be launched or experienced, be well into their professional lives or be getting to the end of their professional life cycles. They may have trained to teach one age range or subject, and then suddenly have to teach another, or they may be able to keep the same subject but have to start teaching it through English. They may be changing role, institution or responsibilities. They may have had careers in banking or sales or the army and be switching careers mid-stream. They may be young or old, they may teach the young or old, may have different first languages, be multi-lingual or even language-impoverished, barely understanding how their own language works and restricted in their range of its use. And just like teacher trainers, they may be enthusiastic and energetic, independent, jaded or even in the wrong job! For an interesting inquiry into the possible characteristics of foreign language teachers see Borg (2006).

3. WHERE AND WHEN ARE THE TEACHERS?

If we teachers of teachers are still, wisely in my view, teaching language classes ourselves, then the teachers we work with in a training or development capacity may be our peers, colleagues across the staff room, people we meet very regularly, share classes and courses with, team- and turn-teach with. Or we may be their line manager or boss, their Director of Studies or Professional Development Co-ordinator. We may all be working within a public

or a private institution. The teachers may be our apprentices, mentees to us mentors or language assistants dropping into our working classrooms just for (part of) a term. They may be academic students studying for a year or more to get a teaching diploma or a first or second degree, in the college or university where we work as lecturers. Perhaps, instead, they think of us as FIFO's, (fly-in-fly-out) visiting experts, in which case we may meet them for just a few hours in their local education centre. We might meet them there for a while before they go on as "multipliers" to teach to other teachers what we have tried to teach them, cascade-training style. We might meet them even more briefly in a workshop at a conference. Or we may be their distance tutor on a blended learning programme. We might give a 45-minute webinar to participants from all over the world, people we never actually meet face-to-face at all, but whose cheery comments we can read in the chat box in one corner of our computer screen.

4. WHAT ARE WE ALL CALLED?

Depending on these settings, the times and the places in which we all meet, the contact possibilities we have, we may be called many different things. The job titles "Lecturer", "Mentor" and "FIFO" were mentioned above. But teachers of teachers are sometimes also known, publicly, by other titles such as Head or Senior Teacher, Advisor, Coach, Sponsor, Supervisor, Tutor or even Second Order Practitioner (White & Jarvis, 2013). We may work alone, in teams or departments or as co-operating teachers in local schools liaising with academic supervisors in institutes of higher education. The teachers in training may have labels attached to them, too, such as Student Teacher, TA (Teaching Assistant), NQT (Newly Qualified Teacher), Preset (Pre-Service Teacher), Inset (In-Service Teacher) or, rather, be styled as undergraduate or postgraduate students, interns or apprentices. They too may be on their own or in groups.

What is in a name? The titles we are all known by may have associations that we can live with or may hark back to historical associations that we would rather leave behind. If you are a school based mentor, would you rather be called a "co-operating teacher", "co-trainer", "co-tutor", a "second order practitioner" or something else?

5. WHAT IS THE CONTENT OF LEARNING TO TEACH?

Even more diverse than the situations in which teachers in training and teachers of teachers meet, and the names we are all called, are views on what types of content are involved in teacher learning. In other words, what do people need to know, and know how to do, in order to do the job well?

Some of the elements I see as necessary, no matter whether we teach physics, gymnastics, pottery or languages are: physical and emotional stamina, good managerial skills, the capacity to engage participants and relate to them one-to-one and in groups, an ability to find out what participants know already, understanding of whatever content we are dealing with, whether the content is comprised of knowledge, awareness, skills, attitudes or beliefs (Freeman, 1989), and of the principles underlying them, including why we are teaching what and when. We need an ability to transform this understanding into clear, succinct

messages and practice via effective tasks, materials and technologies and the ability to check that learning is happening for all involved in the encounter.

Every teacher needs to know how to question, wait, listen well, create good quality interventions (Head & Taylor, 1997), explain, demonstrate, negotiate learning that is meaningful and relevant for participants, monitor group work and synthesise everyone's offerings. There is also the matter of gradually assuming the various identities of a teacher, of being able to talk about teaching, becoming more professional, both in the eyes of the boss and in your own eyes, working well in teams, being a supportive colleague, understanding the culture of the organization, local area, country and political context within which we work, learning how to do classroom research, reflect on our work and develop professionally throughout a career in teaching.

All this so far is on top of knowing the content specific to teaching English to speakers of other languages. Teachers need to work on the English language, whether we are so-called *native* or *non-native* speakers of English. We need to know *about* the language. An interest in and understanding of the vocabulary, grammar, pronunciation, pragmatics, genres and social practices of the target language are essential, as is inquiry into how languages and teaching might be learnt. We all know there is much, much more to add. For more information see Woodward (2004), Graves (2009), Woodward (2010) and Harmer (2012).

This content can be expressed and tested in many different ways: in language tests of teachers, in checklists for teacher observation, in academic course curricula and examinations, in national lists of standards, competences and indicators, against language student test results and feedback and by the use of multiple methods of information-gathering by teachers ourselves using their own criteria. For an example profiling grid for Language Teaching Professionals see North (2012).

6. HOW CAN WE WORK WITH TEACHERS? A QUESTION OF APPROACH

Once we have worked out who the teachers are that we have the privilege to work with, the type of relationship we have with them, where we will meet them, for how long, in what intensity, the sorts of things we will all want to share, the resources available for this and the assessment framework we are within, the question will arise as to *how* we are to work together. One way of looking at this is to consider our approach, method and tactics.

By *approach* I mean the beliefs and theories we all hold, consciously or unconsciously, about people, language, learning, teaching and training and the discussions we might have about overall aims, strategies and policies. We might ask ourselves for instance: *What makes a language? How do people learn a second language? Is language teaching an art, a craft or a science? How does someone learn to teach well? What is considered a good teacher in different cultures and contexts? How can a teacher develop expertise?* (Tsui, 2009). *How can I work tactfully with teachers in a way that accords them dignity, support, challenge and allows for what they can become in the future? Are other themes even more important? Is teaching about transmission, accumulation, collaboration, construction, deduction or induction? Is it experiential or experimental?*

We might also debate whether teacher education is about *equipping* a person with specific knowledge, skills and patterns of behaviour for their job now or about *enabling* someone to cope with divergence and ongoing change in the future (Prabhu, 1987). We might argue that we need to pass on traditional values in our work or that we should, instead, radically overhaul outdated and destructive values. And should teachers be trained in colleges, or in real schools or somewhere else? While we are about it, should theory come before, after or with practice, or not at all? And what is "theory" anyway? Our thoughts about and our overt answers to these sorts of questions will depend on our generation, our culture, our personal experience, the culture of the institution we work for or they may be imposed on us by our school inspectorate.

7. HOW CAN WE WORK WITH TEACHERS? A QUESTION OF METHOD

Whatever we think and believe about the issues above will have an influence on our course design and course planning. For example, if we feel a good teacher is one who can perform certain skills, then we will – if we have awareness of our own cognition, the choice and the control – include these skills in our syllabus components. If we think a dash of real practice first lends realism to any later theory, then we might build in a two-week, "deep-end" phase of observing and practice teaching before the theoretical course work starts. If we feel our role is to give a correct model for teachers in training to follow, then we will instinctively choose ways of working that allow for demonstrations and for evaluation of teachers as to how closely they have managed to approximate our model. In this case, we might also choose materials such as compulsory lesson-plan templates, with all the headings already decided, for trainees to fill in and hand in before each observed lesson. If, instead, we feel that a beginner teacher needs to forge a new professional identity, to participate rather than imitate (Freeman, 2009), then we will search for school-based mentors and team teachers that interns can discuss such issues with while collaborating on group projects. And our materials might include video clips from self-observation, lesson transcripts, reflective logs or interactive dialogue journals. If we have inherited a course made by someone else, we may well have to live with objectives, syllabus, contents, sequence, materials and roles that do not fit our own approach. While this may be frustrating, at least it will bring home to us exactly how our own approach is different from that of those who constructed the course we have inherited.

8. HOW CAN WE WORK WITH TEACHERS? A QUESTION OF PROCESS

When it comes to the different ways that trainers and trainees can structure the time, space and people in an encounter so as to elicit, meet, share, experience, interpret and record predetermined and spontaneous content of different kinds, we often come across terms such as strategies, steps, instructional procedures, techniques, tasks and tactics. For the myriad ways we have of structuring encounters, I will use the term *process options*. Some well-known examples of process options are: lectures, brainstorms, discussions, matching exercises, jigsaw reading, role-plays, project work and writing letters to your future self/your tutor and/or your peers. Less well-known ones are perhaps: starter-question circles, jargon

generators, open process, headache and aspirin, loop input, the group profile game (Woodward, 2004), forum theatre (White & Jarvis, 2013), peer coaching and critical friends groups (Bambino, 2002). Any process option can be used with differing content. Process options are thus content-free frameworks. A process option cannot be lined up in a simple one to one correlation with a particular belief about teacher education, for the same option can be used in different ways and for different purposes. For example, a traditional lecture can be used simply to carry content knowledge (e.g. about the history of the International Phonetic Alphabet), to demonstrate that lectures can cause a flagging in concentration levels, to show that lectures can be absolutely gripping, or because the trainees have asked for one, or because it is the trainer's normal style. It is nevertheless interesting and good practice to endeavour to uncover the links between approach, method and process options to check if there is congruence and consistency between them.

Our choice of process options is key, for it is, or can be, the physical expression of our approach, the proof of our pudding. The teachers we work with do not often have a copy of our session plans nor a printout of our approach, should we even have examined this mental and attitudinal phenomenon and expressed it overtly. They do not have these items any more than language learners usually have a copy of the plan of the lesson they live through. All that both types of learner usually have to go on is the experience of the structured time we spend with them, the magic carpet ride they find themselves on. From this, they will draw their own conclusions about what we think and believe is important.

9. HOW CAN WE WORK WITH TEACHERS?
A QUESTION OF COURSE MODEL AND METAPHOR

How can we discover language teacher educator cognition? Perhaps in similar ways to discovering language teacher cognition, for example, by using self-report questionnaires, verbal commentaries and reflective writing (Borg, 2009). There are also other swift, simple ways we can uncover and articulate the links between our conscious or unconscious attitudes to teacher education, our approach, methods and process options. For example, we can take some sentence stems such as the ones below:

Learning is…

Teaching is …

Teacher Training/Education/Mentoring is …

The classroom is…

The language learner is…

The teacher trainee/mentee is…

The teacher is …

The trainer is…

This course is…

We can then complete the sentences in imaginative ways using similes or metaphors. Different teachers of teachers may finish one sentence starter in different ways, thus:

> The trainer is ... master to the apprentice/catalyst in the chemistry lab/model to the follower/critical friend to the conversation partner/collaborator in an inquiry.

Or taking more than one sentence starter, someone may write:

> The trainer is a like a gardener. The trainees are new plants. This course is their greenhouse, a warm, protective environment for them as they explore and grow and get their roots down. Gradually, the new plants will be hardened off until they can survive in the school, the outside garden with other bigger bushes and trees.

If a teacher of teachers genuinely felt this, and then realized that the way they filled in observation sheets was harsh and uncompromisingly critical, they might then want to change their way of doing them.

Alternatively, someone else might say:

> Our teacher development group is like a research seminar. We all run practical experiments, in our labs, in our own classrooms, trying out different procedures in order to answer our own puzzles and questions. We think about what happened, and then report the results back to our fellow scientists. This sounds like our language students are being experimented upon. It does not sound very nice, but I guess in a way it is true!

Once we have thought through a metaphor or two, or have analyzed our maxims, this uncovering will help us to unify our work, our approach, method and tactics and to spot any inconsistencies and incongruence between them (Woodward, 1991). For an alternative way of getting from tactics to beliefs see Woodward (1999). For supervisory models see Gebhard (1984).

10. BUILDING A REPERTOIRE OF PROCESS OPTIONS WITH WHICH TO CARRY OUT OUR CORE TASKS

So, to recap, there are many different settings, different sorts of teachers, many things for teachers to learn, through many different course models and types of metaphor and via many possible process options! It would seem there is an infinite complexity here. For the sake of manageability for the author, and to lessen the burden on the reader, I have not burrowed into the bibliographic pre-history. Suffice to say that when a group of teachers of teachers gather in one room, we will often relate doing some wildly differing tasks with wildly different people. Some of us may have to formulate school-wide policy on training and development, others provide pastoral care for mentees, yet others wash up the dishes after Saturday workshops or do all their training over the phone and by email. The same group of trainers will, however, probably also be able to come up with a list of tasks that they *all* have to do on a regular basis even if they do them in very different contexts. We could call these *core tasks*. These could include the following: helping teachers to plan

lessons; observing the lessons and giving feedback on the work; planning workshops and training courses; sharing information; helping teachers to learn from a variety of sources, to process the new and map it onto the old; supporting teachers in training as they learn and develop and dealing with upsets and explosions.

Whether we are carrying out these core tasks by giving workshops, by stimulating discussion among teachers doing classroom research, by setting up micro-teaching slots, by asking teachers to interview language learners or by conversing with our colleagues after a peer-observed lesson, the *way* we deal with the content, the *way* we do our core tasks, the process options we use, is key. The ways we work can make a real difference to motivation, interest and congruence between approach, method and classroom decision-making, between intention, messages meant and messages understood and shared by all parties in the teacher-learning relationship.

When a beginner teacher starts off in their first teaching job, they are usually happy to be able to know how to call the register just one way or to know just one way of setting homework and one of attracting students' attention. But once an elementary set of routines is established, the teacher's next step is often to get a larger repertoire of options sorted out. This saves the teacher from getting bored, adds variety for the students and, in my view, is simply more effective, since techniques can be varied to suit people and circumstances.

Similarly, as teacher-teachers, knowing just one way of encouraging colleagues to co-present, one way of taking notes while observing a trainee at work, and one of structuring the time with a teacher when giving feedback on an observed lesson, will get us started in our work. But it is only going to keep us and our colleagues and trainees satisfied for a short time. We will soon be casting around for different ways of doing the core tasks of our job. We will want a bigger repertoire of process options. It is not just when we are relatively inexperienced at our job of teaching teachers that we need to gain a bigger selection of process options. For, if we have been in the same job for a long time, we can get into a bit of a process rut. We know what works for us. It saves time when liaising with colleagues if we all do much the same thing each time. After a while though, we can find we are working with an ever-shrinking stock of techniques.

Giving our own participants a wide variety of learning opportunities may encourage teachers to do the same in their own classrooms. Perhaps too we may come across an unusually silent, or strangely deferential, or massively distracting group and need fresh ways of working with them (Bernaus, 2012). This will force us to keep renewing our store of process options.

11. RECENT CHANGES AND THE NEED TO EXPAND OUR PROCESS REPERTOIRE

Even if we have a respectably large stock of techniques, if we read or discover more, we may realize that, for example, our ways may be a bit old-fashioned now that technology has moved on so far, so wide and so fast, and the teachers we work with expect different things visually, socially and practically. They may be able to alert us, for example, to the use of newer technology to enhance data-collection and communication frequency in supervision (Bailey, 2009). We may become aware of other recent changes or tweaks in per-

spective on second language teacher education. Some of these changes may have been internally initiated such as the growth of interest in reflective practice, critical pedagogy, teacher identity and the view of teacher learning as a form of socialization into the professional thinking and practices of a community of practice. Others may be a result of external pressures such as the global need for English as a language of international trade, as a lingua franca (Burns & Richards, 2009). We need to think through the alterations in approach, method and tactics that these external and internal changes force. What forms of engagement can we use, for example, to help to form teacher identity, to induct teachers into professional communities and to encourage awareness of critical pedagogy?

12. HOW CAN WE LEARN NEW PROCESS OPTIONS AND FRESHEN UP THE OLD?

Having made the case for continual renewal and expansion of our process repertoire, we need to consider how we go about learning new ways. We can probably remember what it was like to be a starter teacher. We had our student groups and our lessons always in our mind's eye. Every magazine we read had to be cut up, pictures pasted, funny TV commercials recorded, every menu and bus ticket collected, every short newspaper article snipped out!

As teacher mentors and trainers, if we get interested in training processes, we tend to see *them* everywhere *we* go too! Conferences with poster presentation walls or with Pecha Kucha sessions get us thinking about how we could adapt these ideas for our training groups. Unusual YouTube videos, TED Talks, choir practices, lino-cut classes ... they all give us ideas. And then of course, there are books and journals and Internet sites to help us, too.

Just as many of us teachers learn ideas best from watching other teachers, so possibly the most useful way to learn new process options is to observe other teacher trainers/educators and mentors at work. If we have half of our concentration on the content of the session we are a guest in, and the rest on the mechanics of how things are done, we can learn a lot, process-wise. Taking in a simple process-option observation sheet may help (see Figure 1). The one below has the main headings vertically down the left. Each heading has one idea partly filled in as an example.

After taking our new "process option eyes" with us to colleagues' sessions, to conferences and workshops, we will soon pick up plenty of process tips.

Process-Option Observation Sheet

1. What the trainer said or did
She said: "This reminds me of a time when I was teaching a group of …….." and went on to tell a story related to the session.

2. Nickname for this new process option
Personal Anecdote or *Talking Story*

3. Observer's Comments
She kept it short. The anecdote was bang on the point the participant had just raised. She then

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invited others to 'talk story' on the same theme and they did, then exploring each other's stories for similarities and differences. The trainer raised a few new terms here and there to refer to things too. For example, she taught them *Wait-time.*

4. References

The trainer suggested after the observed session that I check out Sylvia Ashton-Warner's books if I was interested in teacher story-telling.

Figure 1. Trainer process-option observation sheet

13. WHAT IF EXPERIENCED TEACHERS WANT TO WORK WITHOUT TRAINERS?

In the introduction, I described the way we teachers learn our trade, gradually, in our own way and in our own time. If you are a teacher educator in a setting with well-trained, very experienced teachers, you may not want to interfere too much. And they may be keen to establish their autonomy and/or work with each other. So, you may all simply want to encourage each other to keep an eye on your own Continuing Professional Development (CPD) whether as teachers or as teachers of teachers. You can do this by introducing the chart below (see Figure 2). It shows some examples of different ways of developing professionally. As well as reading through the ideas on the left, you can contemplate the things that you already do and things you would like to do, in the columns on the right.

1. Associations, Meetings, Committees		
CPD Activity	**Do I do this?**	**My thoughts /actions**
Attend meetings of a local, national or international professional association		
Have structured subject discussions with colleagues		
Participate in staff development meetings or quality circles		

2. Conferences, Seminars, Fairs, Courses		
CPD Activity	**Do I do this?**	**My thoughts /actions**
Produce and deliver a professional presentation or lecture where this is not part of normal work duties		
Attend a seminar, webinar, workshop or conference		

Organize formal professional events		
Attend a course or do self-study leading or not leading to examination or assessment		

3. Publications, Materials, Articles, Papers		
CPD Activity	**Do I do this?**	**My thoughts /actions**
Write or evaluate in-or ex-house articles, text books, web resources, learning materials etc		
Review and pilot materials for a publisher		
Write a discussion paper or report for your department		

4. Consultancy, Advising		
CPD Activity	**Do I do this?**	**My thoughts /actions**
Do consultancy work for the first time		

5. Job Enrichment		
CPD Activity	**Do I do this?**	**My thoughts /actions**
Work shadow (follow, watch and learn to gain expertise)		
Try a job enrichment scheme (with expanded responsibilities/ tasks/ roles etc)		
Visit another school or institution to find out about a successful innovation there		
Share jobs		

6. Observation, Mentoring		
CPD Activity	**Do I do this?**	**My thoughts /actions**
Be observed or tutored by peers, be a mentee		
Observe or peer tutor, be a mentor		
Turn teach, team teach or team work		
Be observed by a line manager		
Observe yourself		

7. Professional Inquiry Projects		
CPD Activity	**Do I do this?**	**My thoughts /actions**
Try classroom research, self-directed, collaborative exploratory learning and teaching		
Write a job log, blog or journal		
Collect and analyze documents from the classroom; lesson plans, learner texts, video/audio sequences, reports on students, student / participant journals		
Write and discuss case studies or critical incidents using available frameworks		

Figure 2. List of CPD activities (adapted from Woodward, 2004: 204–206)

14. WORKING WITH THE CPD CHART

Let us suppose a teacher or teacher educator chooses something from the list on the left of the chart above, perhaps the idea of writing a blog or journal. One way of doing this would be to take time to consider towards the end of a week's teaching or training, what events in the week have stuck in your mind. The events could be ones that amused, puzzled, pleased or irritated you. You could jot down a few notes on these, taking care to record who the

events involved, where and when they took place, what happened (zooming in on the close detail) and what the wider context was (zooming out). It is a good idea to keep these notes together in a folder or notebook. After a few weeks, you can look back on what you have got, re-reading to see if you can find any patterns emerging, and then consider why the events happened and why they stuck in your mind. (David Tripp's classic book *Critical Incidents in Teaching* reprinted in 2012 is extremely interesting on how to go about all this.)

Many of us now have access to online conferences and forum discussions, webinars and useful teacher websites. This means that, if an institution or a teacher or trainer cannot spare the money, time or energy to go to conferences, or to courses or away-days, they can still learn extremely interesting things without stirring from their computers. Combining this learning with a "study buddy" or in-house, professional development discussion with colleagues can be a very productive way of working (Aoki, 2002).

15. WHAT CRITERIA CAN WE USE TO DECIDE ON WAYS OF WORKING WITH TEACHERS?

Having gained a good repertoire of process possibilities, including the one above of using the CPD chart to encourage all of us to keep learning, we will naturally want to consider which of our store of options we might use in which situation. In other words, we will start considering criteria for the judicious use of the options we are gathering and trying out. Some of the criteria we might consider are presented below (see Figure 3).

1. What process option suits the particular content?
2. What suits the level of experience, cultural or educational background, age, gender, etc. of the teachers I work with? What suits the stage they might feel they are at in their professional life cycle?
3. What suits my personal style, my beliefs and assumptions?
4. What process option would broaden my style?
5. What would broaden the teachers' styles?
6. How much physical space do we have?
7. How many times will I meet the teachers and for how long each time?
8. What resources do we have available?
9. What is the learning philosophy inherent in this process and do the co-operating teachers, teachers and I all agree with it?
10. Does this option fit the overall course model or metaphor we have co-constructed?
11. Does this option work well in terms of teams of school-based, co-operating teachers and academic supervisors?
12. Is there a good fit between the teachers'/trainers' final assessment/examination and the options we are using?
13. What stage of the day/term/course is this option good for?
14. Is there a constructive fit with the teachers' local and national setting?

15. You will want to add other criteria of your own.

Figure 3. Criteria for selection of process option

16. HOW CAN WE WEIGH UP OUR WAYS OF WORKING WITH TEACHERS?

We have seen that the number and combination of approaches, methods, tactics, people, courses and material parameters involved in any teacher learning event is enormous. As teachers of teachers, we thus need to gain a rich store of process options as a rational response to the feast of variables we deal with in our working lives. We know that we cannot isolate a particular process option or way of working with teachers and be certain that it is the most effective way to work. Social science research, including in education, struggles with a multitude of variables. (However, see Gibbs (2013) for mention of research into the traditional lecture and its lack of efficacy). The difficulty of social science research need not lead us to be unprincipled, superficial dabblers, however. We can hold ourselves accountable for our choices in the same way we hold accountable the teachers we work with and that they hold themselves. So, we need to set ourselves puzzles and gather information on our process choices. We need to do teacher training classroom research in the same way that teachers do language classroom research (Burns & Richards, 2009).We may want to begin to assess the failures or successes of different options, to hold things still for interpretation, to describe side-effects and adaptations, to explore responses to a problem, to test hypotheses, to understand why certain effects are produced and to motivate ourselves.

We can gather information before, during, just after and way after a teacher and trainer learning event. We might gather information on awareness of process by trainer and trainee, or the relative time and energy costs of different processes, the short-term and long-term retention of learning implied by different processes or look at patterns of recurrence (how many times a particular option is used).

Whatever we are interested in finding out about, we need to gather information in different ways. We can *observe* directly using video and sound recording (for example, of the talk in a post-observation feedback meeting). We can elicit *directly* with questionnaires and discussions reported orally or in writing, and elicit *indirectly* (calculating from records how many teachers attend, skip and drop out of our sessions and courses, and attempt to establish if our process choice is involved in this). We can ask teachers to offer their perceptions on how much and what they are learning and why they think this is. We can ask them to give us their criteria for what makes a good session. We can turn to our colleagues and ask them to offer *their* criteria, then to observe us and give feedback on our work in the light of their criteria. We can turn to external reference points such as examination results, first term reports from employers, and see if that tells us anything. And as mentioned above, when working with the CPD chart, we can keep our own critical incident diaries on the theme of process.

Once we have information of the kind we are interested in, gathered in whichever ways seem most appropriate, we can analyze it by counting, coding and searching for patterns. Our next steps might involve going back into the language classroom again and teaching, reading, discussion, collaborative action, experimentation of all kinds, for example, at-

tempting to improve the speech event of our post-observation conferences (Bailey, 2006). We might assemble process portfolios to discuss with colleagues or write up our training classroom research for others to read, in which case we would need to consider who might like to see what we write, in what format and for what purposes. In this way, we will be learning our trade as teachers of teachers in many different ways, just as we did, and hopefully continue to do, as language teachers. Just as we hope our teacher participants will do. We will also be playing a useful role within and without formal teacher training/educating and mentoring programmes. And I guess that is where I came in.

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