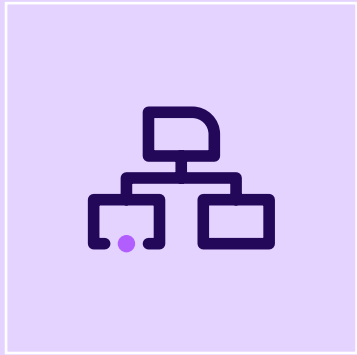


IATEFL 2025, Edinburgh

The path from centralised to self-directed Continuing Professional Development

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Abstract



A transition: from a large-scale, centralised model of Continuing Professional Development (CPD) to a small-scale, a more self-directed model.

A transition that **has still not finished....**

Moving from one model of a **Community of Practice** to another.

Our talk today

Setting the Scene: English Together Project

Moving towards a new model: Together Alumni group

Two perspectives on this transition

Reflections and learning points

Questions from the Audience

Before we start...

Have you ever been a member of a Community of Practice before?

Do you think CoP are an effective methodology to Continuing Professional Development?

English Together

The English Together project creates a community-based professional development system for English language teachers.

Through the project, teachers have access to a sustainable nationwide network of Professional Development Communities. These communities encourage peer collaboration and the application of new teaching techniques to increase students' active learning and engagement in their English language classes.

Vision

Enriched English learning experience of students in state schools across Turkey.

Aim

Systemic change for English language teaching is achieved through engaging, localised and relevant Continuing Professional Development opportunities for all English language teachers in Turkey.

UK engagement

 **30+**
International trainers

 **6**
UK institutions

Project Partners



What is a Professional Development Community?

Professional Development Communities (PDC) bring together teachers from the same demographic areas and enable them to discuss a variety of teaching-related topics based on their needs and interests.

The PDCs are established by **Professional Development Community facilitators** who have gained the required facilitation skills and knowledge regarding teaching pedagogy relevant to their local teaching contexts.



PDCs **create positive change** in classrooms with a direct impact on student learning outcomes by **empowering teachers** to work together to:



Create a better understanding of common challenges



Identify relevant classroom-based solutions



Share best practices



Apply new ideas in classrooms

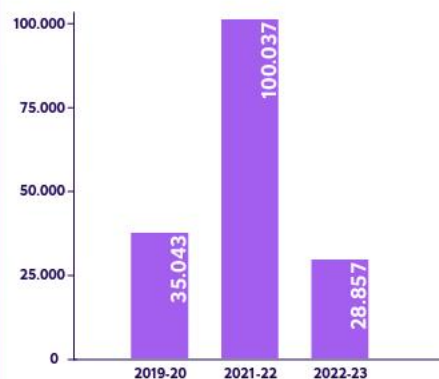


Reflect on teaching practices



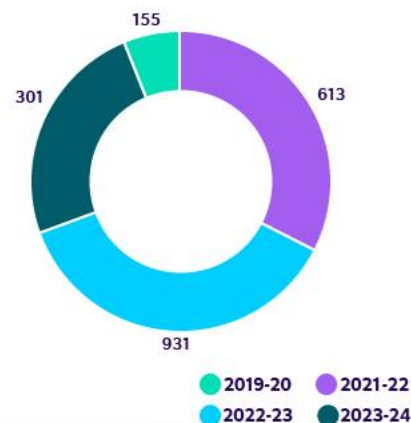
Certificates

We have awarded over 160,000 certificates to teachers for participating in the PDC meetings.

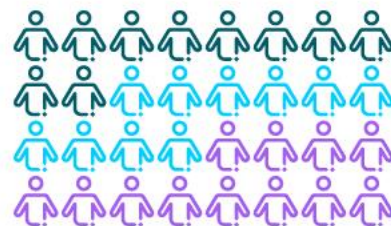


Trained PDC Facilitators

We trained 2,000 facilitators from all 81 provinces in Turkey.



Teachers participated in PDC meetings



PDC Meetings held



The change: 'The political' (TDSIG Pre-Conference Event)

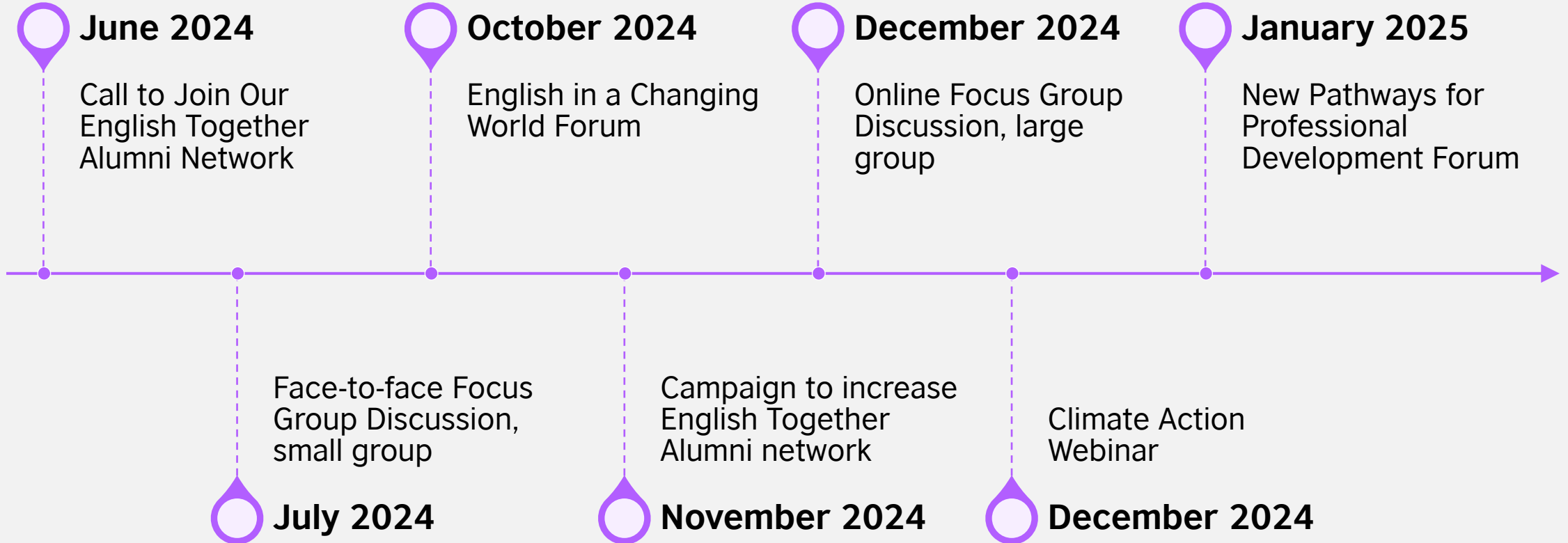


Our question

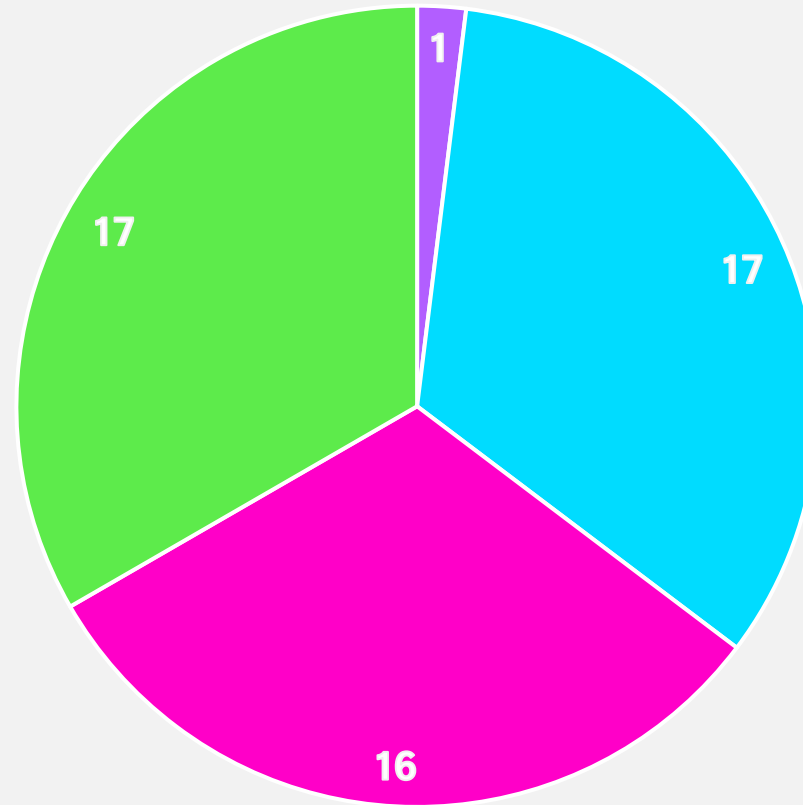


**How could we stay
connected with
teachers and continue
to support their CPD?**

Trying to reconnect without the 'centralised' coordination

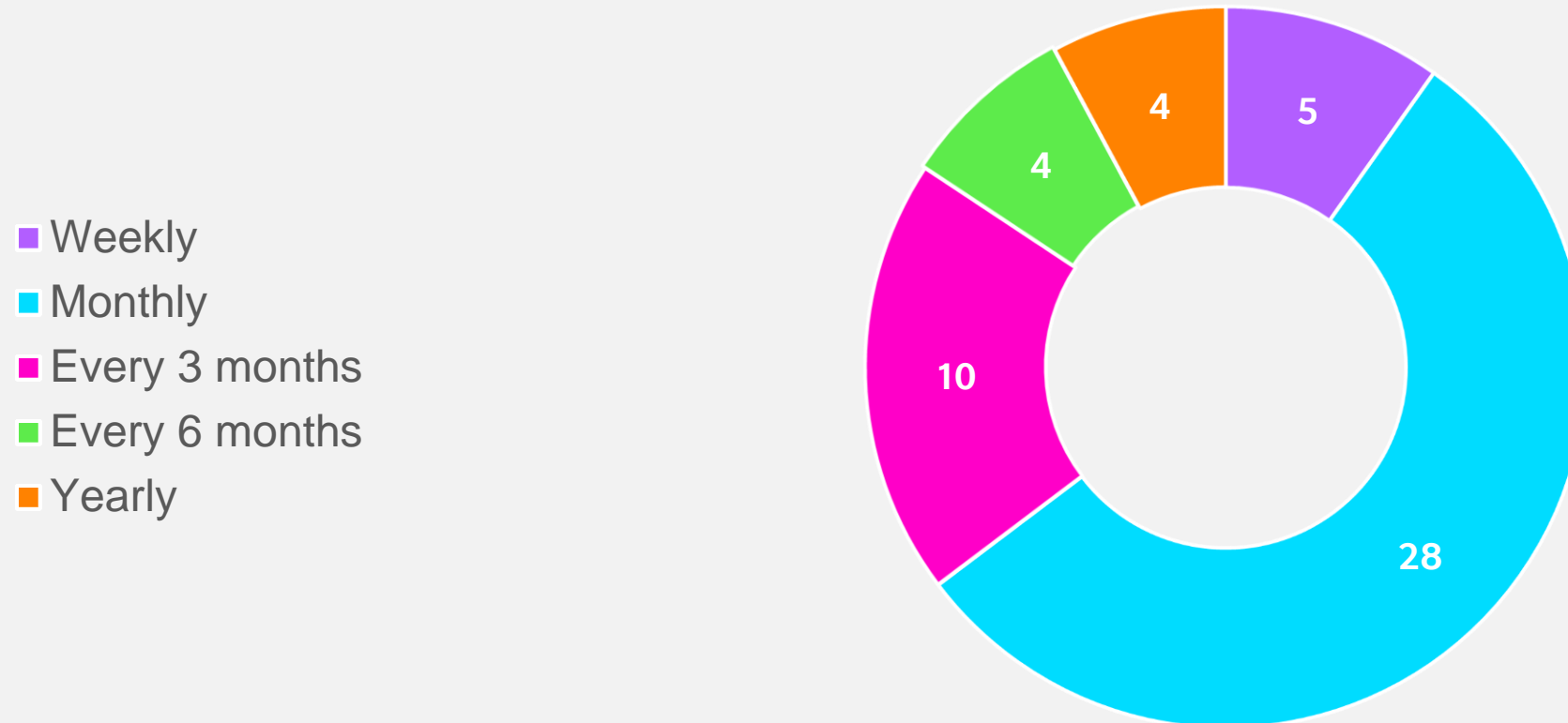


How long have you been connected with English Together?

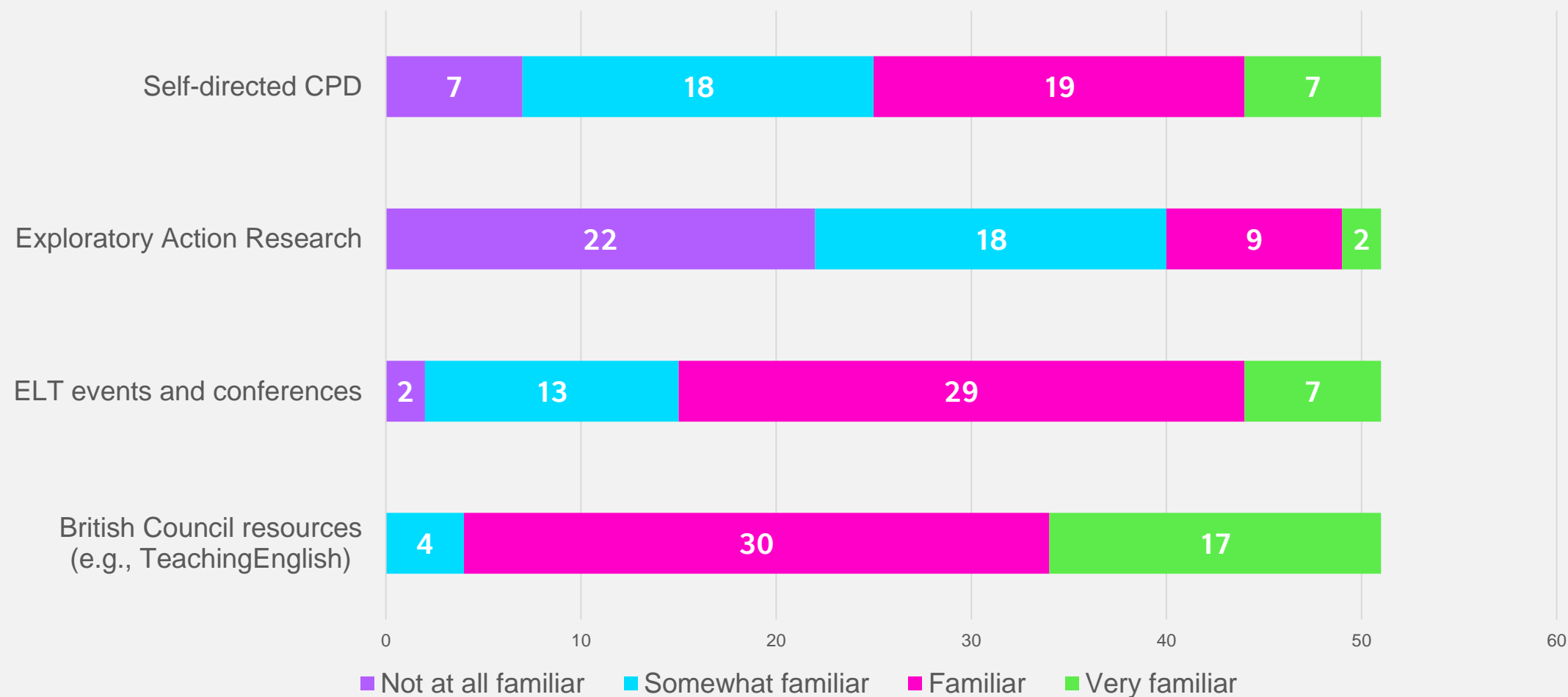


■ Less than 1 year ■ 1-3 years ■ 3-5 years ■ More than 5 years

How frequently do you engage in professional development activities?



How familiar are you with the following resources?



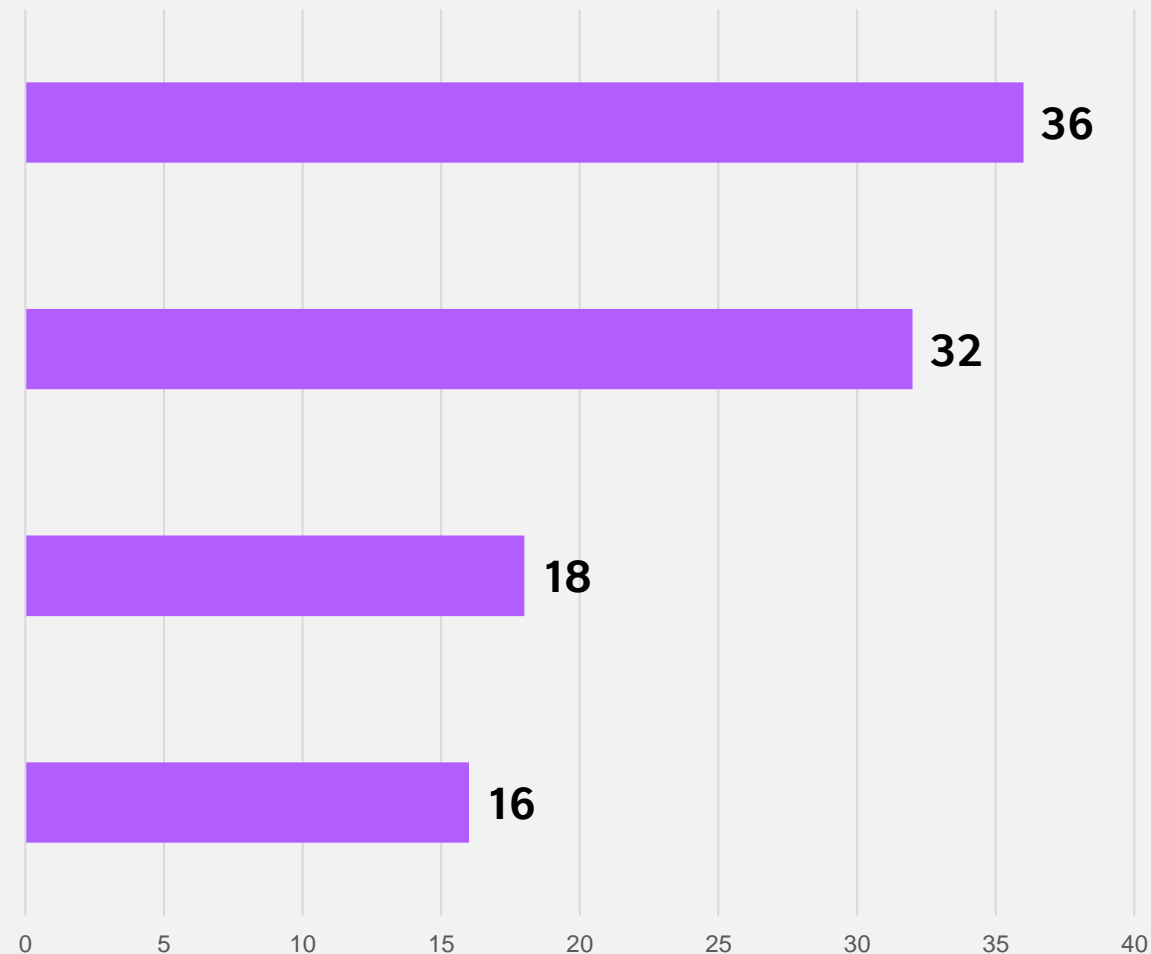
Primary reasons for joining the 'English Together Alumni Community'?

Enhancing my professional development

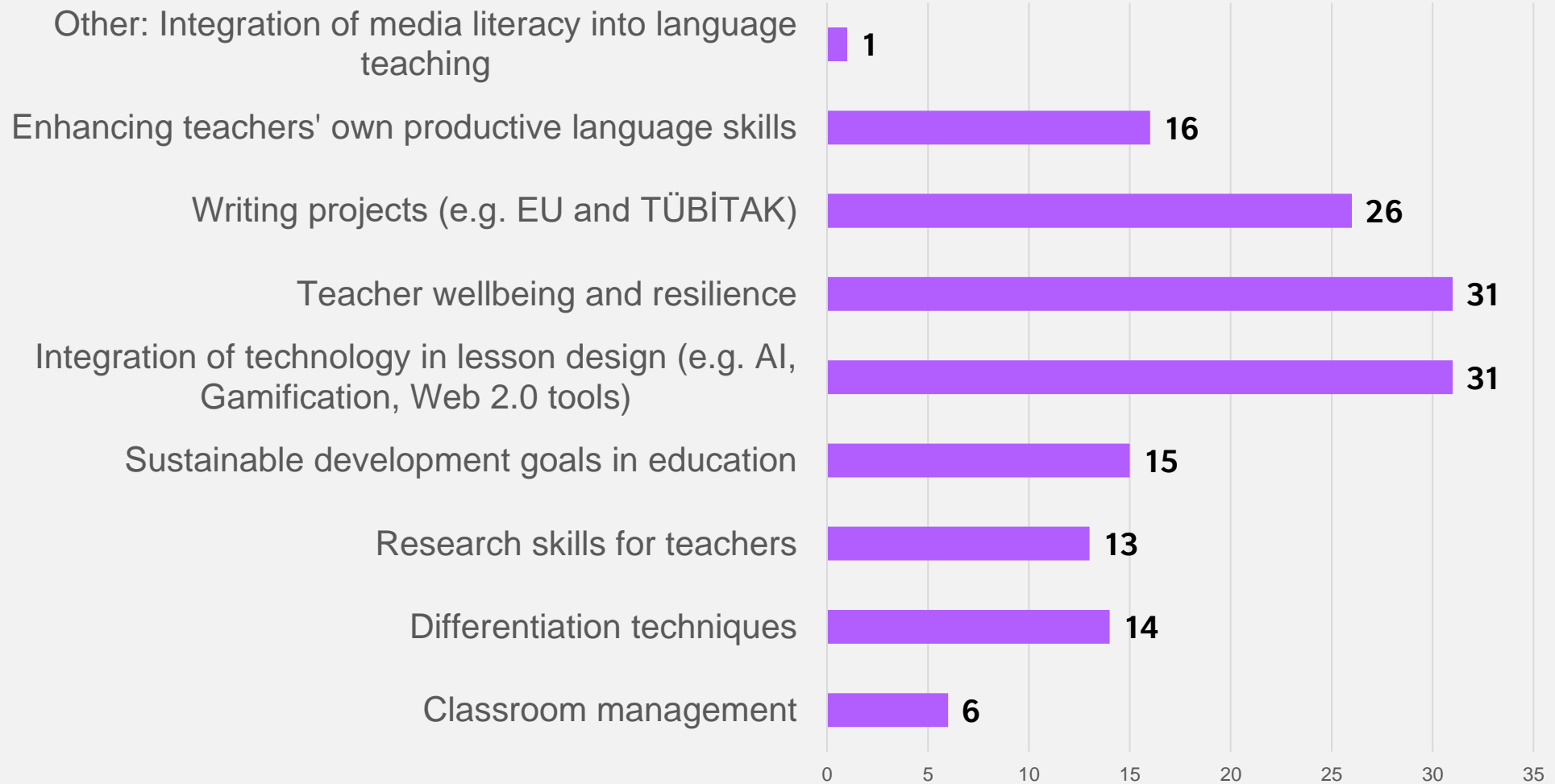
Exploring PD opportunities learning about CPD resources, available.

Staying professionally connected

Supporting fellow teachers



Which topics would you like future CPD events to focus on?



New Pathways for Professional Development Forum



Shift in mindset, exploring new ways of CPD

- Understand the needs of English Together alumni
- Explore self-directed and collaborative approaches to professional development
- Strengthen alumni engagement and foster a sense of community
- Identify the opportunities and challenges alumni face

New Pathways for Professional Development Forum

Outcomes

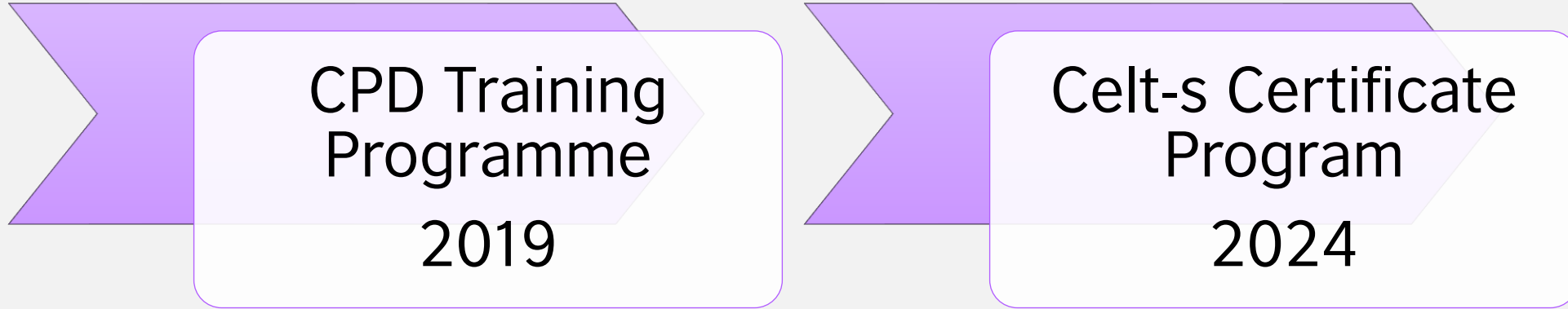
- A roadmap on how to support and reshape this Community of Practice.
- Identification of key areas where alumni need support.
- Clear directions for future CPD initiatives and how local and UK partners can support.



**Reflections on being a
member of Community of
Practice:
From the centralized “English
Together Project” to staying
connected as an alumna**

2019-2024

First Pathway: English Together Project



1. Why did I join this community?
2. What did we do in our PDC sessions?
3. What kind of support did I receive from the British Council and the ministry?
4. What did I do to achieve my Celt-s Certificate and how did it help me in my journey?

Benefits of being a Member of a “Community of Practice”

Professional network and support

Self-confidence
English and methodology

Resource and material awareness

Sharing common classrooms and finding solutions

On our new path :

WHY? Meet with other alumni

We come together, reconnect, and grow our professional network.

WHAT? Keep talking about English

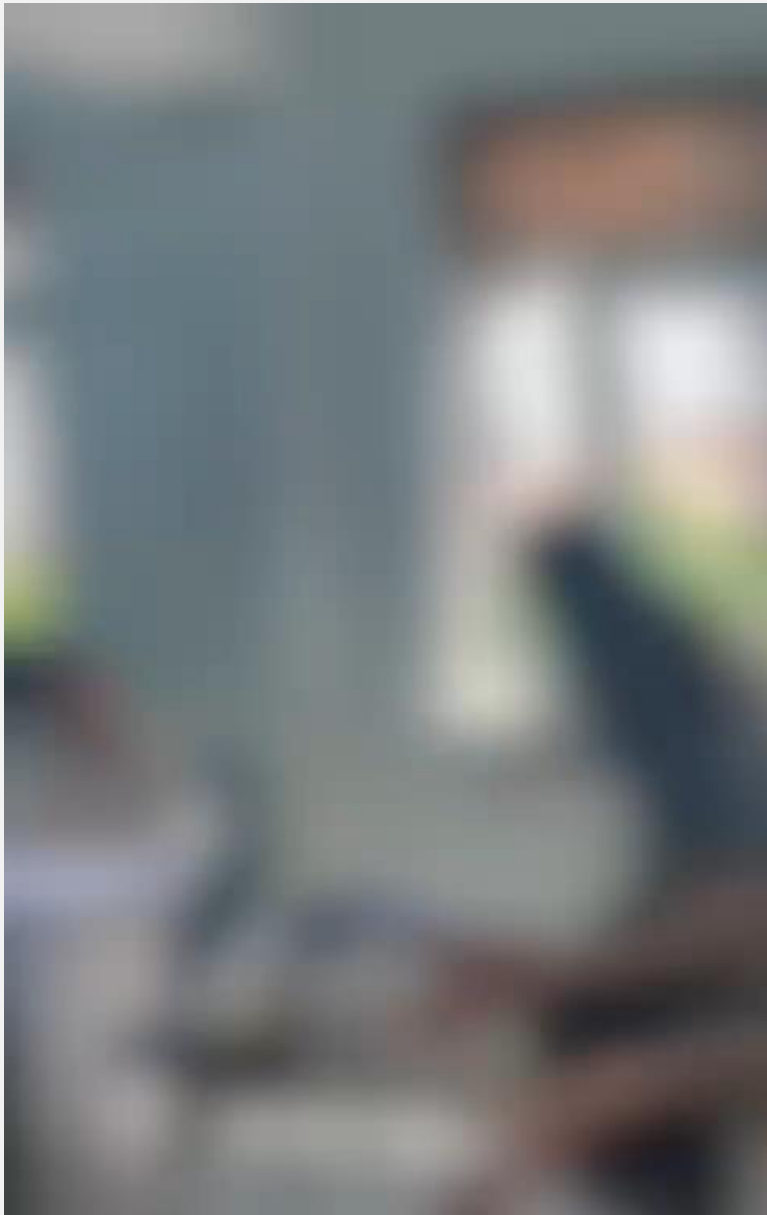
We continue to talk about language, learners, projects, teaching tips, andclassroom strategies so on.

HOW? Share what we know and success stories initiatives

Face to face, online through our WhatsApp group and meetings

WHEN? Challenges:

Frequency, structure, coordination, scale



English Together – Alumni Group



Reflections on Benefits and Challenges

Centralised Model

Benefits

- Ministry ownership ensures structure and incentives
- Frequency and timing are predefined, enabling teachers' participation
- Scalable impact across a large number of teachers
- Preferred by 48% of alumni

Challenges

- Limited autonomy over timing and content
- Sustainability concerns if only conducted a few times per year
- May not adapt well to individual teacher needs

Reflections on Benefits and Challenges

Individualised Model

Benefits

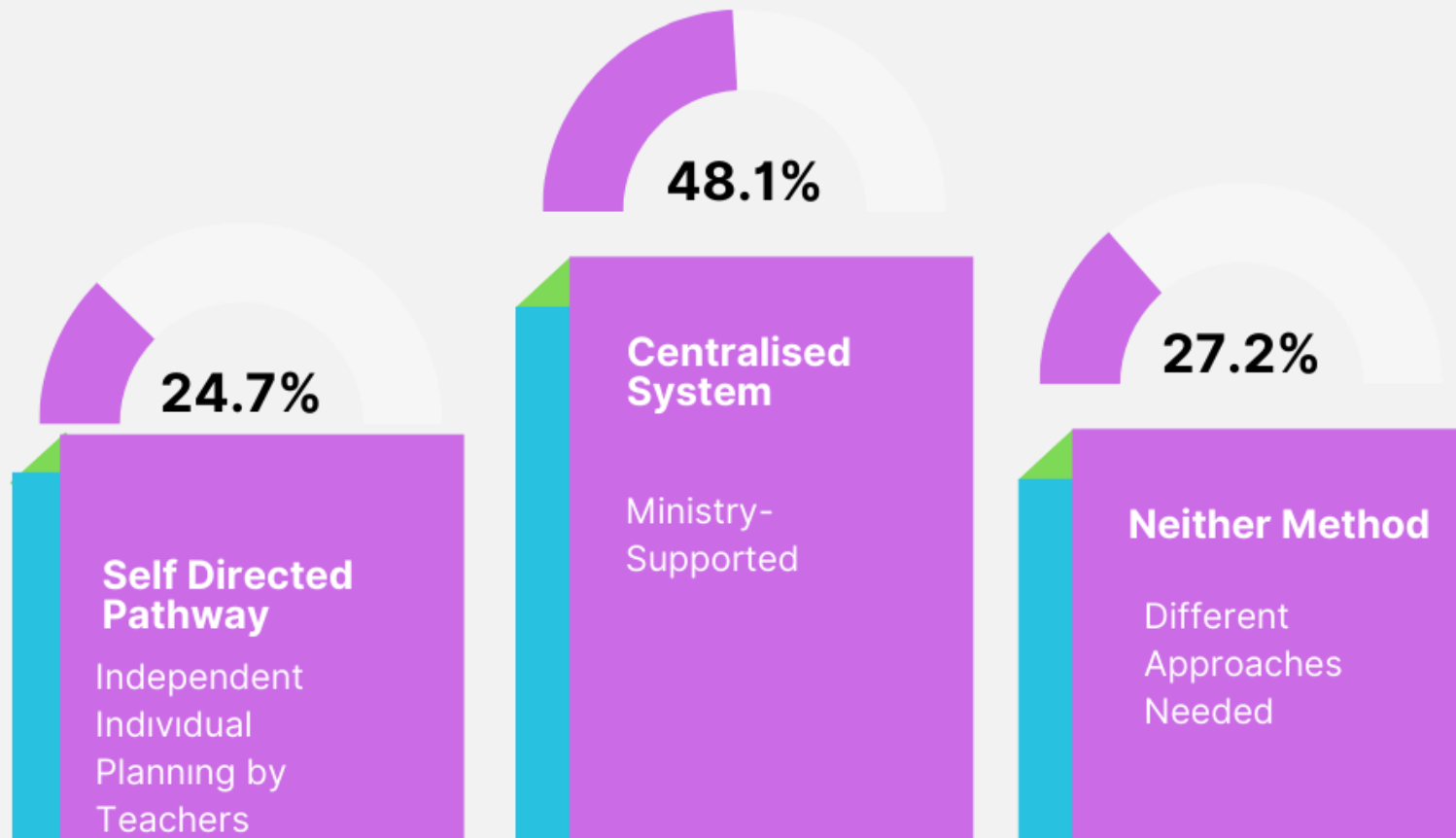
- Teacher-driven and flexible based on individual availability
- Greater autonomy in choosing content
- Can be more personalised and relevant to teachers' needs
- Creates space for initiatives and success stories

Challenges

- Often ad hoc and lacks a structured CPD model
- Initiatives depend on administrative support, which may not always be granted
- Harder to achieve impact at scale

Preferred Methods by Teachers for Professional Development

Preferred Methods by Percentage



Concluding remarks

- Transformation takes time and should not be rushed,
- Bring in new partners who can help with the transition from one model of CPD to another,
- Give teachers time to adapt from one model of CPD
- Both models have their pros and cons, and need to be carefully evaluated
- Teachers stay connected when they benefit from CPD and long-term engagement can help us reshape our support.

Our Extended Community of Practice



Thank you

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