



Република Србија  
МИНИСТАРСТВО ПРОСВЕТЕ,  
НАУКЕ И ТЕХНОЛОШКОГ РАЗВОЈА

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Београд  
Немањина 22-26



BRITISH COUNCIL

Београд  
Теразије 8/II

## MEMORANDUM OF UNDERSTANDING

**In the areas of improving quality of education in the Republic of Serbia,  
development of English language teaching and  
capacity building of teaching and non-teaching staff,  
international cooperation between schools  
and establishing relations at all levels of education  
during the period 2014-2016**

This Memorandum is signed in Belgrade, on 03.12.2014 between:

1. The Ministry of Education, Science and Technological Development of the Republic of Serbia ("Ministry"), 22-26, Nemanjina Street, Belgrade, represented by Dr Srđan Verbić, Minister

and

2. The British Council, 10 Spring Gardens, London, United Kingdom, acting through its offices in Belgrade, ("British Council") represented by Tony O'Brien, Director.

**The Signatories, having previously agreed the content of the Memorandum, conclude the following:**

### Article 1

#### **Cooperation in the area of education and development of English language teaching**

British Council will cooperate with the Ministry on development of high standards in education, and on developing skills for English language learning. This cooperation will include the following areas:

- 1.1 Improvement of quality and relevance of the education system through programs and projects.
- 1.2 Professional development of English language teachers.
- 1.3 Provision of internationally recognised British qualifications for English language teaching.
- 1.4 Networking and cooperation of schools at all levels.
- 1.5 Professional development of teaching and non-teaching staff in educational institutions (primary schools, secondary schools, universities, higher education institutions, career guidance offices, Institute for Advancing Education and Upbringing, etc.).

Ministry will:

- 1.1 Determine its representatives who will actively cooperate with British Council representatives on the implementation of activities from this Memorandum in order to support planning, coordination, monitoring and evaluation of professional development programmes, as well as in establishing contacts with educational institutions in the Republic of Serbia (primary schools, secondary schools - grammar schools and vocational schools at secondary level, as well as higher education institutions), and with the remaining educational institutions.

## **Article 2**

### **Recognition of international qualifications for English language and professional training for teaching staff through professional development programmes**

- 2.1 Ministry will officially recognise the following teacher qualifications for English language teaching in the first cycle of elementary education and upbringing for persons with adequate degrees who are not teachers of English language, in accordance with the rulebook that regulates the degree and type of education for teachers and professional associates in primary schools:
  - British Council Aptis Certificate (C level of Common European framework),
  - Certificate in Advanced English (C1 level of Common European framework),
  - Certificate of Proficiency of English (C2 level of Common European framework),
  - International Language testing System (IELTS) Academic Module, where achieved grades above 6.5 also correspond to regulations from Article 2, Rulebook on type of degree for teachers and professional associates in elementary school and are correspondent to mentioned levels of Common European framework (C1 and C2), and
  - Teaching Knowledge Test, a Cambridge English exam, designed for English language teachers whose mother tongue is not English, or teachers with CELTA or DELTA qualifications, to be considered as having completed part of training in English language teaching in the first cycle of elementary education and upbringing for the duration of 25 hours, in accordance with Article 2, point 3 of the rulebook that regulates the type of degree for teachers and professional associates in primary schools.

The above certificates can be entered into the workbook, in line with legislation.



**2.2** British Council will organise continuous professional development for English language teachers in primary schools and secondary schools, through corresponding programmes of annual conferences (IATEFL ELTA – International Association of Teachers of English as a Foreign Language – English Language Teachers' Association), the largest and the most significant event for English language teacher development in the Republic of Serbia.

British Council will also organize monthly seminars and workshops with established number of recognised hours of advanced training in accordance with the rulebook that regulates continuous professional development of teachers, pedagogues and professional assistants.

Professional development training will be organised through the following programmes:

- TeachingEnglish Special Educational Needs,
- TKT Essentials Modules 1,2,3 (Teaching Knowledge Test),
- CLIL Essentials (Content and Language Integrated Learning),
- Primary Essentials,
- Steps to Success,
- TeachingEnglish Communicative Assessment Course (CAC),
- Certificate in Primary English Language Teaching (CIPELT),
- Certificate in Secondary English Language Teaching (CISELT),
- IELTS Teacher Development Course,
- Trainer Development Course, and
- Learning Technologies Essentials.

Professional development programmes as well as the programmes of annual conferences are listed in the Annex 1 to this Memorandum, which represents a constituent part of this Memorandum.

Successful completion of each of the above-mentioned programmes bears the number of points of professional development in accordance with the rulebook that regulates continuous professional development of teachers, pedagogues and professional assistants.

**2.3** British Council will support the Ministry in line with the needs of the education sector and the Ministry's policies in other areas with the aim of advancement of education quality for all stakeholders (bilingual teaching, inclusive education, etc.) and European integration.

### **Article 3**

#### **Capacity building of educational institutions and international cooperation**

**3.1** British Council will, in agreement with the Ministry, provide support to representatives of educational institutions through participation of the representatives of the Republic of Serbia at international seminars in the area of education and organize trainings for government officers and public servants in cooperation with the Ministry, including English language and the skills significant to the process of EU accession (EU Skills programme).

## Article 4

### Obligations of the Signatories

- 4.1 The Signatories will actively provide support to all activities in Articles 1, 2 and 3 of this Memorandum, realisation of which is planned for the period 2014-2016.
- 4.2 The Signatories are ready to actively and timely participate in consultations regarding the planning and execution of the obtained obligations.

## Article 5

### Final regulations

- 5.1 This Memorandum shall take immediate effect upon signing.
- 5.2 This Memorandum may be varied by advance agreement in writing between the parties, which must be made in written form, with mutual consent.
- 5.3 This Memorandum has been made in 4 (four) original copies, 2 (two) of which are in Serbian language and 2 (two) identical copies in English. Each signatory keeps 1 (one) copy in Serbian and 1 (one) copy in the English language. Memoranda in English and Serbian are equally valid and have the power of the original.

For MINISTRY OF EDUCATION,  
SCIENCE AND TECHNOLOGICAL  
DEVELOPMENT



Dr Srdan Verbić, Minister

for BRITISH COUNCIL



Mr Tony O'Brien, Director

### **List of Specialized Programmes of the British Council for Professional Development of Teachers**

This Annex to the Memorandum of Understanding between the Ministry of Education, Science and Technological Development of the Republic of Serbia and the British Council contains a list with description of the specialized programmes for professional development of teachers, which are included into the list of programmes approved by the Minister of Education, Science and Technological Development.

1. TeachingEnglish Special Educational Needs
2. TKT Essentials Modules 1,2,3, (Teaching Knowledge Test)
3. CLIL Essentials (Content and Language Integrated Learning)
4. Primary Essentials
5. Steps to Success
6. Certificate in Primary English Language Teaching (CIPELT)
7. Certificate in Secondary English Language Teaching (CISELT)
8. IELTS Teacher Development Course
9. Trainer Development Course
10. Learning Technologies for the Classroom
11. International Conference on New Technologies in Education

# **1. Teaching English Special Education Needs**

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| <p>Objectives/<br/>Key competences that programme develops</p> | <p>The TeachingEnglish Special Educational Needs training programme is for teachers of English who are (i) teaching primary and lower secondary learners and (ii) teachers teaching through the medium of English.</p> <p>Each topic is designed to give teachers an overview of the different special educational needs areas. It includes strategies to use in the classroom and encourages teachers to reflect on their own classroom practice and to develop an inclusive learning approach. The activities are primarily aimed at supporting learners identified as having special educational needs.</p> <p>TeachingEnglish Special Educational Needs aims to:</p> <ul style="list-style-type: none"> <li>○ raise teachers' awareness of attitudes towards teaching learners with special educational needs</li> <li>○ help teachers identify and overcome their own biases and prejudices</li> <li>○ inform teachers about a range of special educational needs and how they affect teaching and learning</li> <li>○ give teachers a set of teaching strategies which promote inclusive learning and benefit all pupils</li> <li>○ guide teachers in developing an inclusive approach in their classroom or school</li> <li>○ support teachers in becoming a more confident teacher when dealing with learners with special educational needs</li> </ul> <p>Upon successful completion of this programme, participants will better understand and be able to:</p> <ul style="list-style-type: none"> <li>○ evaluate language challenges in the classroom</li> <li>○ use model language</li> <li>○ develop enquiry-based learning</li> <li>○ increase communication in English</li> <li>○ improve assessment methods and feedback</li> </ul> <p>The programme covers a set of priority areas for professional development important for education development and classroom management:</p> <p>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;<br/> 4 – Communication skills in online environment;<br/> 7 – Prevention of discrimination;<br/> 8 – Inclusion of children and students with developmental challenges and from socially marginalized groups; and<br/> 10 – Information and communication technologies.</p> |
| <p>Target group</p>  | <p>1. Pre-primary, primary and secondary school teachers of curricular subjects<br/> 2. Pedagogues, psychologists, educational advisors</p>  |
| <p>Activities within the programme</p>                         | <p>The programme covers activities, learning, practice and training on the following: an introduction to teaching learners with special educational needs, gifted and talented learners, multi-cultural influences and the impact on learning difficulties, Dyspraxia, inclusive assessment</p>  |

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|  | approaches, attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), language and speech difficulties, visual, hearing and physical impairments, Dyslexia, social, emotional and behavioural difficulties (SEBDs). |
| Name of the programme author & the name of the trainer | British Council<br>British Council accredited international trainers   |
| Programme length                                       | 33 - 41 hours  |
| Mode of delivery                                       | Online and Face to Face  |
| Web site with additional information                   | <a href="http://www.teachingenglish.org.uk/teacher-training/special-educational-needs">http://www.teachingenglish.org.uk/teacher-training/special-educational-needs</a>  |
| Number of recognized points                            | 24 points  |



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| <p>Objectives/<br/>Key competences that programme develops</p> | <p>This programme is designed to provide teachers with an introduction to the basic theory associated with a communicative approach to English language teaching.</p> <p>The programme structure and content is based on the syllabus of the Cambridge English Teaching Knowledge Test (TKT). The focus of the programme is on providing teachers with an introduction to methodology rather than practice for the TKT exam. The programme has been written to accommodate as wide an audience as possible.</p> <p>The following groups of English teachers are foreseen beneficiaries:</p> <ul style="list-style-type: none"> <li>○ teachers who are preparing to take the TKT test – either because they feel a UK accredited test improves their prospects of promotion or because it has been recognised and accredited in their country;</li> <li>○ experienced teachers who want to refresh/update their knowledge of the theory of communicative language teaching (CLT);</li> <li>○ experienced teachers who are not familiar with CLT and would like to gain an understanding of its principles and practice; and</li> <li>○ inexperienced teachers or teachers in pre-service training who wish to receive a basic grounding in CLT theory in preparation for teaching practice.</li> </ul> <p>According to Cambridge English, the test requires a minimum Council of Europe Framework (CEF) B1 level of English proficiency (IELTS 4.0). The participants' materials for the programme have been written with this minimum standard in mind.</p> <p>The programme covers a set of priority areas for professional development important for education development and classroom management:</p> <p>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;<br/> 2 – Learning to learn and development of motivation to learn<br/> 4 – Communication skills in online environment; and<br/> 10 – Information and communication technologies.</p> |
| <p>Target group</p>  | <p>Pre-primary, primary and secondary school English teachers (state and private schools)</p>   |
| <p>Activities within the programme</p>                         | <p>The programme covers activities, learning, practice and training on the following:</p> <ul style="list-style-type: none"> <li>○ Language and background to language learning and teaching (18 units)</li> <li>○ Lesson planning and use of resources for language teaching (9 units)</li> <li>○ Managing the teaching and learning process (7 units)</li> </ul> <p>Each unit is intended to last approximately 90 minutes, although this may vary considerably depending on the experience of the teachers taking the programme and their familiarity with communicative language teaching.</p>  |



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|  | Each unit is complete in itself and units may be delivered in any order. However, the units do follow a logical and progressive sequence, and there are occasional references within some units to earlier units. It is therefore recommended that the unit order is followed wherever possible. |
| Name of the programme author & the name of the trainer | British Council<br>British Council accredited international trainers   |
| Programme length                                       | 51 - 102 Hours   |
| Mode of delivery                                       | Online and Face to Face  |
| Web site with additional information                   | <a href="http://www.teachingenglish.org.uk/teacher-training/tkt-essentials">http://www.teachingenglish.org.uk/teacher-training/tkt-essentials</a>  |
| Number of recognized points                            | 30 Points  |

### 3. CLIL Essentials (Content and Language Integrated Learning)

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| Objectives/<br>Key competences that programme develops | <p>TeachingEnglish CLIL (Content and Language Integrated Learning) Essentials is for teachers who teach either English or other curricular subjects in English.</p> <p>The programme consists of twenty (20) 2.5-hour workshops including two assessment workshops. It is suitable for proficient and advanced English language teachers who wish to specialise in bilingual education. The programme is also for English language teachers who want to move into an expert role where they support other teachers in team teaching or teach other subjects themselves.</p> <p>The programme is very hands-on with participants being introduced to a variety of methodologies and practical strategies to use in the classroom.</p> <p>Some practical elements in the programme include:</p> <ul style="list-style-type: none"> <li>○ anticipating problems and selecting language to support understanding</li> <li>○ breaking down information into manageable chunks</li> <li>○ designing tasks to increase communication</li> <li>○ providing learner training strategies to help learners recognise and improve their own weaknesses</li> <li>○ clarifying whether assessment is based on content or linguistic abilities and providing relevant (personalised) feedback.</li> </ul> <p>The Programme covers a set of priority areas for professional development important for education development and classroom management:</p> <p>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;</p> <p>4 – Communication skills;</p> <p>7 – Discrimination prevention;</p> <p>10 – Information and communication technologies.</p> |
| Target group   | Pre-primary, primary and secondary school teachers of curricular subjects  |
| Activities within the programme                        | The programme covers activities, learning, practice and training on the following: CLIL aims and rationale, Language across the curriculum, Communication skills across the curriculum, Cognitive skills across the curriculum, Learning skills across the curriculum, Assessment unit: Principles of CLIL, Planning a lesson and a series of lessons, Language demands of subject content and accompanying tasks, Resources, including multi-media and visual organisers, Integrating technology, Material selection and adaptation, Activity types, Classroom language, Scaffolding content and language, Developing learning strategies, Consolidating learning and differentiation, Introduction to assessment, Types of assessment, Support strategies, Summary and Assessment.   |
| Name of the programme author & the name of the trainer | British Council<br>British Council accredited international trainers   |
| Programme length                                       | 50 Hours   |
| Mode of delivery                                       | Online and Face to Face  |
| Web site with additional information                   | <a href="http://www.teachingenglish.org.uk/teacher-training/clil-essentials">http://www.teachingenglish.org.uk/teacher-training/clil-essentials</a>  |
| Number of recognized points                            | 24 Points  |

#### 4. Primary Essentials

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| Objectives/<br>Key competences that programme develops | <p>This is a primary teacher development programme for teachers of English teaching young learners aged 7 to 11 years old. It provides an introduction to the essential principles and practice of primary English language teaching.</p> <p>The programme takes about 3 to 4 hours a week over 12 weeks and aims to help teachers:</p> <ul style="list-style-type: none"> <li>○ Identify some of the key areas associated with teaching English to children</li> <li>○ Identify key techniques for using songs and games to enhance children's learning</li> <li>○ Understand how different learning styles affect the way we learn and identify different techniques for exploiting different learning styles</li> <li>○ Define how lesson planning is linked to syllabus and curriculum and explain how the curriculum can define what and how you teach</li> <li>○ Identify a variety of classroom management factors which affect the learning conditions in the young learner classroom</li> </ul> <p>Participants are assessed at the end of each unit, and these assignments form a portfolio on which the participants are given a final assessment of distinction/pass/fail.</p> <p>The Programme covers a set of priority areas for professional development important for education development and classroom management:</p> <p>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;<br/> 2 – Learning to learn and development of motivation to learn;<br/> 4 – Communication skills; and<br/> 10 – Information and communication technologies.</p> |
| Target group   | Primary School Teachers   |
| Activities within the programme                        | <p>Activities that address the First steps in teaching children, Songs and games, Learning styles, Syllabus and lesson planning, Classroom management.</p> <p>The programme deals with the key issues associated with teaching English to children, defines who a young learner is, examines the differences between teaching children, teenagers and adults and provides information on the actions that teachers need to take to provide a more effective learning environment.</p>   |
| Name of the programme author & the name of the trainer | British Council<br>British Council accredited international trainers  |
| Programme length                                       | 36 - 48 Hours   |
| Mode of delivery                                       | Online and Face to Face   |
| Web site with additional information                   | <a href="http://www.teachingenglish.org.uk/teacher-training/primary-essentials">http://www.teachingenglish.org.uk/teacher-training/primary-essentials</a>   |
| Number of recognized points                            | 24 Points   |

## 5. Steps to Success

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| Objectives/<br>Key competences that programme develops | <p>This is a self-study online programme suitable for teachers working in the primary, secondary, tertiary or the private ELT sectors. Teachers can choose to take any module they like at any time and in any order, so that they can get ideas and training about the particular area of need in teaching. In addition, they can choose to have their portfolio assessed by one of the expert teacher-trainers and receive the full programme certificate.</p> <p>The Programme covers a set of priority areas for professional development important for education development and classroom management:</p> <p>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;<br/>                 2 – Learning to learn and development of motivation to learn;<br/>                 4 – Communication skills; and<br/>                 10 – Information and communication technologies.</p> |
| Target group   | Primary and secondary school English teachers<br>University teachers  |
| Activities within the programme                        | Classroom management, Planning, Presentation and practice, Effective communication, Written communication, Assessment, Teaching culture, Visual aids, Memorable learning, Professional development.   |
| Name of the programme author & the name of the trainer | British Council<br>British Council accredited international trainers  |
| Programme length                                       | 35 Hours  |
| Mode of delivery                                       | Online  |
| Web site with additional information                   | <a href="http://www.teachingenglish.org.uk/teacher-training/steps-success">http://www.teachingenglish.org.uk/teacher-training/steps-success</a>   |
| Number of recognized points                            | 20 Points   |



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| <p>Objectives/<br/>Key competences that programme develops</p> | <p>TeachingEnglish Certificate in Primary English Language Teaching (CiPELT) is an in-service programme aimed at primary teachers working in low-resourced contexts in large mixed-level classes. On in-service training programmes teachers often say that they know the theory but have never been taught how to apply the theory in practice.</p> <p>This programme is based on the practical application of methodology for the classroom and aims to combine theory with good practice. It is designed specifically for teachers who need to update their methodological skills and whose language level is a minimum of English A2.</p> <p>The programme comprises three modules:</p> <ul style="list-style-type: none"><li>○ CiPELT READY (primary years 1-2)</li><li>○ CiPELT STEADY (primary years 3-4)</li><li>○ CiPELT GO (primary years 5-6).</li></ul> <p>Each module contains ten (10) workshops of three (3) hours' length plus time for assignments. It has been designed with flexible delivery formats and participants can attend one module, two modules or all three. The three modules are integrated in terms of the content, with STEADY and GO focussing increasingly more on cognitive skills and literacy.</p> <p>CiPELT Ready is designed for teachers of grade 1 and 2 (primary years 1 and 2). However, the aim is to apply teaching methodology and resource development for very young beginner English language learners between the ages of 6 and 8. This module will be of interest to any teacher who wants to improve their teaching skills for classes of very young beginners.</p> <p>It covers the basics of how children learn, how to make and use resources for this age group, how to plan, manage and assess the progress of the classes. Early literacy is covered at a non-textual and letter recognition level. The focus is on developing listening and speaking skills in the children and nurturing motivation towards English language learning.</p> <p>CiPELT Steady is designed for teachers of Grade 3 and 4 (primary years 3 and 4). However, the aim is to apply teaching methodology and resource development for young learners of English who are not beginners but are between the ages of 7 and 9. This module will be of interest to any teacher who wants to improve their teaching skills for classes of young learners who are developing their English.</p> <p>It covers how children develop cognitively and with their language. It looks at how to plan, manage and assess the progress of classes. Early literacy and developing reading skills are covered at word level. The focus is on consolidating listening and speaking skills while beginning to develop literacy skills.</p> <p>CiPELT Go is designed for teachers of Grade 5 and 6 (primary years 5 and 6). However, the aim is to apply teaching methodology and resource</p> |
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|  | <p>development for young learners of English who are not beginners but are between the ages of 11 and 12. This module will be of interest to any teacher who wants to improve their teaching skills for classes of young learners who are developing their English.</p> <p>It covers how children develop cognitively and with their language. It looks at how to plan, manage and assess the progress of classes. Developing literacy and supporting writing skills are covered.</p> <p>The Programme covers a set of priority areas for professional development important for education development and classroom management:</p> <p>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;</p> <p>2 – Learning to learn and development of motivation to learn;</p> <p>4 – Communication skills;</p> <p>10 – Information and communication technologies.</p> |
| Target group   | Primary school teachers of English (state and private)   |
| Activities within the programme                        | <p>Through the programme teachers will:</p> <ul style="list-style-type: none"> <li>○ expand their knowledge of primary methodology and of how to use resources effectively</li> <li>○ focus on primary school themes and topics</li> <li>○ observe and try out methods and resources</li> <li>○ develop reflection and action planning skills</li> <li>○ relate programme ideas to their own context.</li> </ul>   |
| Name of the programme author & the name of the trainer | <p>British Council</p> <p>British Council accredited international trainers</p>  |
| Programme length                                       | 90 Hours   |
| Mode of delivery                                       | Online and Face to Face  |
| Web site with additional information                   | N/A  |
| Number of recognized points                            | 32 Points  |

**7. Certificate in Secondary English Language Teaching (CiSELT)**

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| <p>Objectives/<br/>Key competences that programme develops</p> | <p>The Certificate in Secondary English Language Teaching (CiSELT) is an in-service programme, written specifically for English language teachers working in secondary schools with learners aged 11-18. In some contexts, this means the programme is appropriate for teachers working at upper primary level. CiSELT is mapped to the British Council CPD Framework.</p> <p>The programme aims are to:</p> <ul style="list-style-type: none"> <li>○ develop teachers' methodological skills</li> <li>○ develop communicative, reflective and learning-centred teaching skills</li> <li>○ develop classroom based research skills</li> <li>○ professionalise teachers classroom practice.</li> </ul> <p>CiSELT is a two-level programme:</p> <ol style="list-style-type: none"> <li>1. CiSELT Proficient is focused on key methodological issues for teachers with approximately two years of experience, and</li> <li>2. CiSELT Advanced focuses on more specialised topics and the development of creative teaching and learning approaches.</li> </ol> <p>Each level will be separately certificated.</p> <p>Teachers starting the CiSELT Proficient programme will be at the developing stage three on the CPD Framework. Teachers starting the CiSELT Advanced programme will be at the proficient stage four on the CPD Framework.</p> <p>In most contexts it is expected that teachers will have completed CiSELT Proficient before doing CiSELT Advanced. However, it is possible to do CiSELT Advanced without having completed CiSELT Proficient. Anyone doing this is likely to be an experienced teacher or trainer and will need to demonstrate in the programme application process that they have the skills and competencies to begin at the CiSELT Advanced level.</p> <p>The programme covers a set of priority areas for professional development important for education development and classroom management:</p> <ol style="list-style-type: none"> <li>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;</li> <li>2 – Learning to learn and development of motivation to learn;</li> <li>4 – Communication skills;</li> <li>10 – Information and communication technologies.</li> </ol> |
| <p>Target group</p>  | <p>Secondary school teachers of English (state and private)</p>  |
| <p>Activities within the programme</p>                         | <p>The programme is made up of the following components:</p> <ul style="list-style-type: none"> <li>○ A minimum of 48 hours of training comprising 4 modules at each level</li> <li>○ Fully comprehensive Trainer's book with detailed training plans</li> <li>○ Participant's programme book with activities, assignments, glossary</li> </ul>  |

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|  | <p>and further reading/internet links</p> <ul style="list-style-type: none"> <li>○ A DVD containing short clips of classroom activities (can be provided as optional programme material)</li> <li>○ Programme handbook methodological framework and assessment procedures for trainers and participants</li> <li>○ Assignment and assessment templates.</li> </ul> <p>CiSELT Proficient consists of mainly mandatory modules: 'Getting Started', 'Language Awareness' and 'Teaching Skills' with 5 or 6 workshops contained in each module. The final module in CiSELT Proficient is 'Core Classroom Issues', which is optional and can be added to the programme to make it longer than a 16-workshop/48-hour programme. 'Core Classroom Issues' has 8 workshops of which 2 must be chosen.</p> <p>CiSELT Advanced is divided into 4 modules: 'Classroom Processes', 'Content Focussed Learning and Teaching', 'Creative Learning and Teaching' and 'Special Needs and Inclusive Learning'. All workshops in CiSELT Advanced are optional though it is necessary to choose at least 2 workshops from each module. As with CiSELT Proficient, it is possible to deliver more than a 16-workshop/48-hour programme. Each workshop consists of 3 hours of training but time for assignments are additional to this.</p> |
| Name of the programme author & the name of the trainer | British Council<br>British Council accredited international trainers  |
| Programme length                                       | 48 – 88 Hours   |
| Mode of delivery                                       | Online and Face to Face   |
| Web site with additional information                   | <a href="http://www.britishcouncil.rs/en/teach/english">http://www.britishcouncil.rs/en/teach/english</a>   |
| Number of recognized points                            | 24 Points   |



## 8. IELTS Teacher Development Course

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| Objectives/<br>Key competences that programme develops | <p>IELTS programme is for all teachers, with or without previous experience with IELTS preparation, who want to improve their IELTS teaching skills and deliver successful preparation for this internationally recognised exam.</p> <p>At the end of this programme that is 20 hours long, teachers will better understand the rationale behind IELTS and will be able to prepare, present and practice IELTS lessons better. They will also be able to equip, train, monitor, and assess students to maximize scores.</p> <p>This programme will:</p> <ul style="list-style-type: none"> <li>○ give an overview of all parts of IELTS (format, rationale, scoring)</li> <li>○ motivate and equip teachers to teach English for IELTS better</li> <li>○ present language and exam skills needed for each part (Listening, Reading, Writing and Speaking)</li> <li>○ present/practice key language/exam skills for each question-type</li> <li>○ present activities to improve sub-skills and integrated learning</li> <li>○ better understand the long-term transferable usefulness of IELTS</li> </ul> <p>The programme covers a set of priority areas for professional development important for education development and classroom management, particularly in:</p> <p>1- Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;<br/>2 - Learning to learn and development of motivation to learn.</p> |
| Target group   | Teachers of English (state and private sector)  |
| Activities within the programme                        | <p>The programme usually comprises six sessions totalling 20 hours of instruction.</p> <p>Each session will focus on one IELTS paper:</p> <p>Session 1: Listening (but including a general overview of IELTS)<br/>Session 2: Academic Reading<br/>Session 3: Academic Writing (reports)<br/>Session 4: Academic and General Training Writing (discursive essays)<br/>Session 5: Speaking<br/>Session 6: General Training Reading and Writing (transactional letters)</p> <p>Each session will comprise three parts:</p> <ol style="list-style-type: none"> <li>1. presentation and approach for each paper and question type</li> <li>2. step-by-step analysis of rationale and skills needed for each question type</li> <li>3. classroom activities, exam practice, peer teaching, homework.</li> </ol>   |
| Name of the programme author & the name of the trainer | British Council<br>Esther Grace Helajzen and other British Council accredited trainers  |
| Programme length                                       | 20 Hours  |
| Mode of delivery                                       | Face to Face  |
| Web site with additional information                   | <a href="http://www.britishcouncil.rs/en/IELTSCourse">http://www.britishcouncil.rs/en/IELTSCourse</a>   |
| Number of recognized points                            | 20 Points   |

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| <p>Objectives/<br/>Key competences that programme develops</p> | <p>The TeachingEnglish - Trainer Development Course (TDC) enables participants to develop teacher training skills. It comprises a programme of 6 workshops covering: teaching and training roles, learning styles, motivation, programme delivery issues and challenges, feedback and evaluation.</p> <p>A key feature of the programme is micro training, where participants prepare and deliver activities from British Council programmes and practise giving constructive feedback.</p> <p>On successful completion of the programme, participants will be able to:</p> <ul style="list-style-type: none"> <li>○ Identify skills which are transferable from teaching to training</li> <li>○ Identify and describe learning styles</li> <li>○ Relate learning styles to activity types and tasks</li> <li>○ Define motivation and relate to training contexts</li> <li>○ Relate teacher levels of experience to issues and challenges in delivering training</li> <li>○ Analyse teacher training problems and provide solutions</li> <li>○ Provide constructive feedback to trainees</li> <li>○ Evaluate training materials for trainees of different experience levels</li> <li>○ Create a checklist of evaluation criteria</li> <li>○ Express valid, measurable learning outcomes.</li> </ul> <p>The programme covers a set of priority areas for professional development important for education development and classroom management, particularly in:</p> <p>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;<br/>2 – Learning to learn and development of motivation to learn.</p> |
| <p>Target group</p>  | <p>Pri-primary, primary and secondary school English language teachers and university lecturers (state and private)</p>   |
| <p>Activities within the programme</p>                         | <p>The programme comprises of seven (7) workshops. Workshops 1–5 take approximately 3–4 hours to complete, depending on the level of experience of the participants. Workshop 6 and Workshop 7 require more time.</p> <p>The themes of the workshops are:</p> <ul style="list-style-type: none"> <li>○ teaching and training roles and transferrable skills</li> <li>○ learning styles</li> <li>○ motivation</li> <li>○ the impact of feedback</li> <li>○ factors of effective workshops</li> <li>○ materials evaluation</li> <li>○ issues and challenges in delivering training</li> <li>○ preparation and presentation of training activities.</li> <li>○ designing workshops</li> </ul> <p>An integral part of the programme is the micro training which takes place in workshop 6. This provides opportunities for participants to try</p>  |

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|  | out British Council programme activities within a supportive framework and to give and receive constructive feedback. We recommend a full day for this stage of the programme. Throughout the programme, participants engage in group discussion, analysis, presentations, questionnaires and games. Each workshop concludes with guided activities to promote reflective practice |
| Name of the programme author & the name of the trainer | British Council<br>British Council accredited trainers   |
| Programme length                                       | 28 - 36 Hours  |
| Mode of delivery                                       | Face to Face   |
| Web site with additional information                   | N/A  |
| Number of recognized points                            | 24 Points  |

## 10. Learning Technologies for the Classroom

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| <p>Objectives/<br/>Key competences that programme develops</p> | <p>The programme is for teachers who are relatively inexperienced in using technologies in the language classroom. It also takes into account different situations in which teachers find themselves: both where technology is only available outside the classroom, and where the classroom is well-resourced with IT. It is a teacher development programme that introduces teachers to the main aspects of using new technologies in the language classroom.</p> <p>The programme modules cover a range of web technologies, with topics including using the internet, cyber well-being for learners, using Office applications, using online video and audio, and using social networking and other web technologies for educational purposes.</p> <p>TeachingEnglish Learning Technologies for the Classroom consists of 14 modules for the face-to-face programme and 17 modules for the online programme.</p> <p>The modules cover:</p> <ul style="list-style-type: none"> <li>○ evaluating and integrating web resources</li> <li>○ online safety</li> <li>○ using Office applications</li> <li>○ using online video and audio</li> <li>○ using social networking and</li> <li>○ other Web 2.0 technologies for educational purposes.</li> </ul> <p>Face-to-face sessions include collaborative exercises, hands-on practice and discussions on how to use the ideas in your classroom setting.</p> <p>Online modules include readings, interactive exercises, collaborative exercises, forums, instructional videos and other activities.</p> <p>The programme is suitable for teachers at any level, including trainees who need to develop their understanding and skills in using learning technologies for teaching.</p> <p>The Programme covers a set of priority areas for professional development important for education development and classroom management:</p> <p>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;</p> <p>4 – Communication skills;</p> <p>10 – Information and communication technologies.</p> |
| <p>Target group</p>  | <p>Pre-primary, primary and secondary school teachers of curricular subjects</p>  |
| <p>Activities within the programme</p>                         | <p>The programme covers activities, learning, practice and training on the following: Introduction to learning technologies, Cyber well-being, Digital literacies, Low-resource contexts, MOOCs (Massive Open Online Courses), Personal Learning Networks (PLNs) for professional development, E-portfolios for teachers and students, Using Office software for whole-class teaching, Using Office software for pair and group work, Social networking for educational use, Mobile learning,</p>   |



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|  | Creating websites for teachers and students, Creating and using interactive books, Interactive whiteboards (IWBs), Using a Learning Management System, Tablets in the classroom, Video conferencing, Evaluating and selecting websites, – Integrating the web, Searching for resources on the web, Ideas for school links projects, Digital images, Game-based learning, and Teaching English online. |
| Name of the programme author & the name of the trainer | British Council<br>British Council accredited international trainers  |
| Programme length                                       | 75 Hours  |
| Mode of delivery                                       | Online and Face to Face   |
| Web site with additional information                   | <a href="http://www.teachingenglish.org.uk/teacher-training/learning-technologies-classroom">http://www.teachingenglish.org.uk/teacher-training/learning-technologies-classroom</a>   |
| Number of recognized points                            | 26 Points   |

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| Objectives/<br>Key competences that programme develops | <p>Conference objectives are to assist Serbian education stakeholders (teaching and non-teaching school staff, other education practitioners and policy-making) to modernise educational processes and acquire competences in the area of teaching and learning, communication and collaboration in online environment, which is a precondition for the successful use of new technologies – information and communication technologies (ICT) in education.</p> <p>Conference sub-themes include: strategic approaches and support to the use of ICT in schools; technology and equipment – availability and opportunities; digital content (teaching materials and studying through the Internet); development of competencies and professional development for teachers and school leaders for using ICT; ICT and inclusive education, and innovations in teaching using ICT.</p> <p>Lectures and panel discussions are designed in such way to support higher level of media, computer, information and digital literacy of students and presents results of surveys and practical examples/best practice examples.</p> <p>The international conference covers a set of priority areas for professional development important for education development and classroom management:</p> <ul style="list-style-type: none"> <li>1 – Strengthening competences of education staff, especially in the area of innovative methods of teaching and classroom management;</li> <li>4 – Communication skills in online environment;</li> <li>8 – Inclusion of children and students with developmental challenges and from socially marginalized groups; and</li> <li>10 – Information and communication technologies.</li> </ul> |
| Target group(s)  | <ul style="list-style-type: none"> <li>1. Primary and secondary school teachers attending the conference.</li> <li>2. Teachers presenting best practices from classrooms at all education levels.</li> <li>3. School principals, school librarians and other school staff.</li> </ul>   |
| Activities within the programme                        | <ul style="list-style-type: none"> <li>1. Four (4) UK lecturers from academia and leading education institutions</li> <li>2. Two (2) panel discussions</li> <li>3. Three (3) streams of best practices presentations in: using ICT in classroom, inclusive education and ICT, and ICT in higher education</li> <li>4. A fair of new technologies in education</li> </ul>  |
| Name of the programme author & the name of the trainer | Conference co-organizers include: Ministry of Education, Science and Technological Development, Ministry of Trade, Tourism and Telecommunications, British Council Serbia, Social Inclusion and Poverty Reduction Unit, Serbian Chamber of Commerce, and the commercial department of the UK Embassy (UKTI).  |
| Programme length                                       | Two (2) days of both conference and fair programme.   |
| Mode of delivery                                       | Face-to-face  |
| Web site with additional information                   | <a href="http://www.britishcouncil.rs/en/new-technologies">http://www.britishcouncil.rs/en/new-technologies</a>   |
| Number of recognized points                            | <ul style="list-style-type: none"> <li>1. Three (3) points per day for primary and secondary school teachers attending the conference, i.e. a total of six (6) points for both days;</li> <li>2. Five (5) points for a teacher presenting one best practice example;</li> </ul>   |

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|  | <ol style="list-style-type: none"><li>3. A total of eight (8) points if a teacher attends one conference day (earning 3 points) and presents (earning 5 points); or</li><li>4. A maximum of eleven (11) points, if a teacher attends both conference days (earning 6 points, i.e. 3 points per day) and presents one best practice example (earning 5 points).</li></ol> |
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