TRINITY
COLLEGE LONDON



Research in Brief:
Measuring the impact of Trinity's Certificate for Practising Teachers

What is the CertPT?

Trinity College London's CertPT is an in-service teaching qualification which aims to develop English language teachers' practical knowledge and skills to help meet their learners' emerging, and changing needs. Recognising that successful learning is dependent on a teacher's ability to manage a range of contextual factors, Trinity created the CertPT to help teachers explore what those contextual factors are, enabling better management of them, and in turn, increase opportunities for learning.

The CertPT can be used to develop pedagogic practice in a specific context and as a pathway qualification between initial and diploma-level teaching qualifications.

Assessment overview

Using their specific teaching contexts and their learners as lenses through which to view materials, teachers evaluate, adapt, and create learning materials to help meet contextual learning needs. In this way, the CertPT requires teachers to draw on and build their professional knowledge, helping them make the most effective use of resources for their learners.

1. Evaluate

Evaluate a published classroom resource

2. Adapt

Adapt a classroom resource and write a rationale for the adaptation



4. Use & Reflect

Use the classroom resource from Task 2 or Task 3 and reflect on its use

3. Create

Create a classroom resource and write a rationale for the resource design

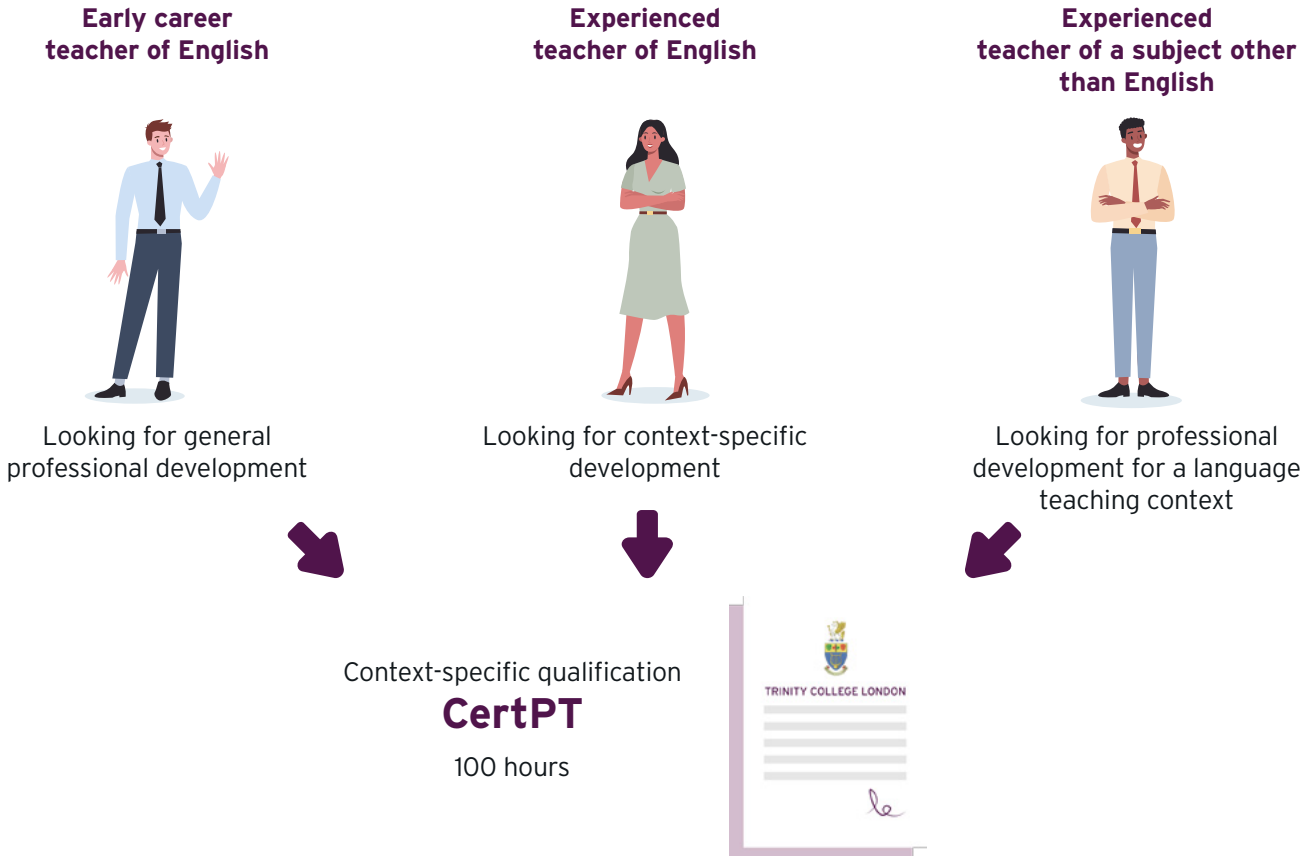
Find out more about the CertPT at: **trinitycollege.com/CertPT**

Who is the CertPT for?

CertPT courses focus on specific teaching contexts, enabling teachers to enhance pedagogic practice in their chosen professional environment. It does this by building on the knowledge and skills gained from an initial teaching qualification as well as a teacher's classroom experience. As with all Trinity qualifications, there is a strong emphasis on context, personalisation, practical application and critical reflection.

The CertPT is taken by primary, secondary and tertiary-level teachers around the world, with courses focusing on a range of learning contexts, including:

- English for Academic Purposes (EAP)
- Content and Language Integrated Learning (CLIL)
- Teaching Young Learners (YL)
- English as a Medium of Instruction (EMI)



Key features

- Flexible course delivery: Face-to-face, online or blended courses, depending on course provider.
- 100 hours' total qualification time: 30 hours' guided learning (minimum) plus 70 hours' self-study.
- Bilingual options: Training and assessment options solely in English, or in English and Spanish or English and Mandarin Chinese.

See a full listing of course options at:
trinitycollege.com/qualifications/teaching-english/CertPT/find-a-course

Certificate for Practising Teachers research study

Between September 2022 and September 2023, we undertook longitudinal research to explore the impact of the CertPT on teachers' professional practice. Our study used a combination of recent research findings, CertPT assessment submissions and semi-structured interviews, using qualitative text analysis to review the participant data.

August 2022
Review of recent research

September 2022
1st interviews with teachers at the start of their CertPT course

February 2023
2nd interviews with teachers at the end of their CertPT course

Spring 2023
Interviews with CertPT teacher educators

Summer 2023
3rd interviews with teachers 5-6 months after their CertPT course

Autumn–Winter 2023
Analysis of data and reporting

What did Trinity want to learn?

We were interested in learning the extent to which the CertPT was meeting its aims of helping teachers improve their professional practice, and also in identifying alignment between development courses that focus on practical skills and the CertPT assessment itself. Therefore, our study asked these two questions:

1. What is the impact of the CertPT on teachers' professional practice?
2. Does the CertPT's focus on materials use and development align with CPD courses that aim to develop teachers' practical knowledge and skills?

What Trinity learned about the impact of the CertPT

Developing learners' communicative skills is a core responsibility of language teaching, and this study showed that the CertPT is highly effective in helping teachers achieve this learning aim by creating positive, learner-focused opportunities for learning and communication:

- There is clear, positive impact of the qualification assessment on teachers' selection, adaptation and creation of materials that promote learning and in increasing teachers' professional confidence.
- The ability to adapt materials to meet learners' needs was one of the main skills developed by the CertPT teachers.

What Trinity learned about CertPT and CPD course alignment

- The assessment outcomes of the CertPT align very well with CPD courses that target the development of teachers' pedagogic skills.

Findings show that the CertPT is an incredibly useful qualification for teachers who want to develop their practical, in-class teaching skills. Findings also show that using materials evaluation and development is a highly effective approach for teachers' professional development.

What teachers and teacher educators say about the CertPT

Teachers' comments:

"The course showed me how to [evaluate resources]. At first it made me do it... And of course I started doing it further. It provided good results, so yes, I did it again. It also helped my self-reflection." (Teacher 1)

"It was really useful to learn from the other people in the course, as well the course leader, about strategies for adaptation and how to adapt materials in different contexts." (Teacher 2)

"The assessments forced me to consider the individual learners within the class, and the makeup of a typical class. That was something that I really enjoyed, but also led to learning that I wasn't expecting to learn about, like the different contexts of the people in the class and where they come from." (Teacher 3)

Teacher educators' comments:

"I think [the CertPT assessment tasks] help [candidates] to understand how to relate to learners' needs. The focus on the learner, the focus on assessing their needs and evaluating the materials that they've developed, this all helps." (Teacher educator 1)

"I think that with the CertPT and with the awareness of the assessment criteria, it encourages [teachers] to think about appropriacy of materials more critically, and not only concentrate on for example, if it looks good fun. It also makes them think about whether it's manageable in the class, and whether it corresponds with styles of learning." (Teacher educator 2)

"I think [criticality] is really important. But I think wider than that also, the idea of reflecting on their professional practice as well, and how that sits within their context. And making sure that what they're doing actually serves the specific context." (Teacher educator 3)



Trinity Mission Statement

Trinity College London believes that effective communicative and performance skills are life enhancing, know no bounds and should be within reach of us all.

We exist to promote and foster the best possible communicative and performance skills through assessment, content and training which is innovative, personal and authentic.

Find out more at Trinity College London: **trinitycollege.com**