Willy Cardoso Interview Summary
SM outlines project and explains interest.
[04:22] First got involved with the (Ceibal en Inglés) project in October 2015. Moved to Philippines and became quality manager – involves a lot of teacher training and development. Philippines the second biggest provider of teachers for project, after British Council Remote Teaching Centre in Buenos Aires. Half his time spent on teacher training, including initial teacher training. First contact with remote teacher – they deliver face-to-face demo lesson. If pass, they start intensive training with him or colleague, 4-6 weeks 2-3 hours a day (around 60 hours). Simulate video conferencing, learn how to use equipment, methodology, teaching strategies.

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14   WC:   they spend this initial phase just getting
15         receiving training from us. they dont teach real
16         classes. they just like we simulate the video
17         conferencing. and they practice and they learn how
18         to use the equipment. and then they obviously
19         need to learn the methodology and teaching
20         strategies as well. so we spend on average around
21         sixty hours lets say doing that with the new ones.
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[07:55] (Structure of this course?) Induction to programme and role of British Council, including role of the quality manager (the only BC people the teachers interact with). Watch a couple of recorded lessons to give an idea of what they look like. Introduction to syllabus and lesson plans and activities. Teachers assigned 5-10 minute lesson to present using the video conferencing equipment. Takes about a month to master the use of the equipment. [Cisco video conferencing equipment](#) - looks like flat screen TV with remote control camera, plus laptop to drag and drop. Lessons mostly based on PowerPoint and video supported materials. Screen would contain a frame of the classroom, a frame with the PPt and a small frame with the teacher. Drag and drop into screen with PPt: videos from YouTube, interactive activities from other websites, etc.

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25   WC:   right. so initially we have an induction to the
26         programme to ceibal en ingles to the role of the
27         british council in this project. and then down to
28         the role of the quality managers. because were the
29         only british council people that teaches here
30         interact with. so that when that is understood we
31         watch a couple of lessons we have recorded. so we
32         will watch them with the teachers the new teachers.
33         so they have an idea of what they look like. and
34         then we at the same time sort of we give them an
35         introduction to the syllabus and the lesson plans.
36         so i would suppose basically we start from the
37         larger scope structures. and then project syllabus
38         lesson plan activities. and then we start
39         practicing the activities. so after theyve seen
40         a lesson plan in a lesson being taught on video
41         they we assign them five to ten minutes of a lesson
42         to present using the video conferencing equipment.
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43          so because they also it takes them about a month
44          to become fluent in the use of the video
45          conferencing equipment. because i dont know how
46          familiar you are with the equipment that is used.
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[11:14] (*Used screen capture to introduce this process?*) Do it live. WC comes in after initial equipment training to work on using it to facilitate teaching and learning. Students can see themselves on the screen, so know if they are being zoomed in on. Some classroom teachers in Uruguay hold the microphone as they move around, some put it in front of the class, sometimes a student takes over. Work on teacher's 'video presence'.

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67          learning and teaching. so mainly my training in
68          terms of the equipment is like okay. when are you
69          going to zoom in? and zoom out? and that kind of
70          thing. if you were correcting a student are you
71          going to zoom in or zoom out? or are you going to
72          have a? because the students can also see
73          themselves on the screen. so they know if they are
74          being zoomed in. so that sort of thing. the
75          microphone because some classroom teachers in
76          uruguay they hold the microphone. they walk around.
77          some they just put them in front of class.
78          sometimes a student takes over and just does that
79          as well. so thats sort of a (xxxx) mainly
80          of because ive used it in schools in uruguay so i
81          know more or less what happens on the other side
82          and how it looks like. so i want to give the
83          teachers here this kind of awareness of how much
84          presence they can develop by teaching remotely.
85          so weve been working a model on this whatever
86          you call it video presence or something like that.
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[13:08] Tend to master the technical aspect in about a month or two – haven't figured presence out completely. General principles the same as in face-to-face: body language and voice. Much of this is about observing other teachers teach – they have microteaching sessions about three times a week.

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104   WC:   well the general principles are the same as in face
105         to face teaching. so basically we start looking
106         at body language and voice. so within body language
107         we would then look at mainly facial expressions
108         and hand gestures. because they its like this
109         is skype. they only see this bit of the teacher.
110         and not the teachers dont walk around or
111         approach the students obviously. so we look
112         mainly at hand gestures to facilitate instructions
113         to convey meaning for managing behaviour and things
114         like that. so thats facial expression and eye
115         contact. its a lot of most of it i suppose is
116         observing classrooms and other teachers teach.
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[15:05] *(Microteaching recorded – then reviewed and discussed?)* Minimally; usually teacher teaching the other teachers or going through a lesson (very standardised – teaching the same lesson plans with the same materials), then feedback from peers and trainers. Not recorded. Peer observation is recorded and that's when they stop and go back and discuss. More in the developmental sessions they have – on-going CPD. In training, the 'remoteness' is simulated.

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117        and here we have also micro teaching sessions.
118        the ones who have been teaching for two or
119        three years. the main difference is in well
120        being able to see better what theyve got
121        through the screen and what is happening there
122        and respond to that accordingly.
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[17:20] *(What do trainee teachers find difficult in this process compared to face-to-face?)* Answer very contextualised – in the Philippines they are quick at reproducing what they are taught, not so quick at adjusting to what they have when they are teaching. Will follow the lesson plan but struggle in making adjustments, responding on the fly to students/classroom situations. Doesn't know if this is different from face-to-face, as hasn't seen them teach face-to-face. New teachers spend a lot of time looking at the materials, not the students. (SM: true of all new teachers, perhaps?)

[19:47] Main difference between new teachers and those who have taught for 2-3 years is basically seeing the students – they often neglect the students sitting in the back, for example. Deal with that through trainer observation and feedback. Issue of concern. Also encourage teachers to look at themselves – do they appear that they are there, or are they looking at their notes all the time. Soft skills – difficult to develop.

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122        and respond to that accordingly. but initially its
123        basically seeing the students. very often they
124        neglect the student who are sitting in the back
125        of the room for example. and they pitch their
126        lessons to the ones who are most participative.
127        and who usually are sitting in front of the
128        classroom. so that sort of thing. so seeing all
129        that is quite challenging. the way we develop that
130        is basically we observe the lessons and we
131        basically make notes saying you havent addressed
132        half of the class for about 20 minutes. in more
133        developmental terms but the message basically is
134        that. or how many students did you have in the in
135        this group? and how many did you actually see or
136        talk to? because sometimes they dont even pan the
137        camera to include everyone because the class is
138        too large and then some students are not in the
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139        frame. and we are very picky about that. i mean
140        very concerned about that at the same time. so
141        these are the things like being able to see them
142        well. and first of all its like is everyone in
143        there? you know? and then look at yourself. are
144        you there? do you appear to be you know there? or
145        are you looking down at your notes all the time?
146        that sort of.
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[22:53] *(Any other examples of what you consider good teaching behaviour in this teaching context?)* Teaching presence something that trainers see more – teachers tend to bring up classroom management issues. Even if classroom teacher there, they don't always collaborate very well with the remote teacher, so remote teacher has to manage the class – a massive challenge. Have to really reinforce the importance of learning students' names quickly – teaching each group only once a week, 25 students and 25 groups, so hundreds of students. Also: how to make activities more engaging, age appropriate – YouTube videos often very simple, students 10, 11, 12 years old. Presence of the teacher. Work on communication between classroom teacher and remote teacher – supposed to be communicating every week, but don't. Very challenging. Need cultural awareness training – communicating with teachers from Uruguay.

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166        set up the recording. but now we its becoming a
167        little bit harder to record the lessons because of
168        you need consent of the parents to use the
169        recording in any way that is. even now we want to
170        train the teachers and we want new recordings. but
171        we are struggling to get the recordings. you need
172        the classroom teacher to get the parents to sign
173        a consent form for the children to be recorded.
174        and thats very complicated.
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[27:26] *(Give advice on establishing a good working relationship?)* Provide good examples of teamwork, make suggestions on projects, ways of involving classroom teachers.

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147        yes. we take a look at some good examples of
148        teamwork. we make suggestions on projects they can
149        develop with the students and the classroom
150        teachers. theyre supposed to involve the classroom
151        teachers to an extent. for example by modelling a
152        dialog that they want the students to perform. or
153        by asking the classroom teacher to nominate a
154        student to respond or to group them. things like
155        that. so they need to involve the classroom
156        teachers. some classroom teachers ask them not to.
157        but then its you know its not what we are aiming
158        at. so yes there is.
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[28:36] Becoming harder to record lessons – need parental consent. Struggling to get new recordings for training purposes. Discuss organisational/political difficulties. Still works well, even if relationship not great – remote teacher compensates.

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[32:31] *(More about role of recorded teaching in CPD process?)* Haven't done it much in last three months – haven't got necessary Cisco video conferencing equipment. Teachers have review every 4 months – high and low performance matched and peer observation set up. 4-5 teachers plus trainer observe via video, try to see standards in practice. Written standards, based on BC global standards, framed as 'can do' statements, with extra statements particularly relevant to the project. (SM: these extra standards particularly interesting.) Mainly added using the online platform, evidence of collaboration with classroom teacher, kind of material used.

[35:57] *(Video recording helps with being more evidence based in this reflection?)* Do both simple recall and video-based analysis; being able to see it makes it very clear. But not enough recordings, so end up talking more than seeing in practice. Discusses example of discussion around peer observation (related to establishing prescribed routines with students). Evaluates teachers twice a year – trying to base most of the training on these standards and help the teachers see what these standards look like in practice.

[41:42] *(Teachers positive about this way of working?)* Think so; has worked with around 45 teachers, very enthusiastic, very good at establishing rapport and motivating students through materials they develop. Struggle in first 2-3 months because of very heavy workload in new format, but very positive and put a lot energy in. But low retention rate – 50% per year.

[45:20] *(Very different methodology to face-to-face?)* A different way, different also to Skype, MOOC, etc.: large-scale, countrywide, primary. Teaching methodology – lesson plans not as innovative as the means. Huge area for development – resources not available. Has considered writing about it, but hasn't had time, or idea about angle, or access. Not aware of other projects in this area. Just seen a presentation from BC re teacher training but unsure of details (will send details later).
Closing remarks

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184        its yes. its a very interesting question. i mean
185        i would say it is a different way obviously.
186        because youre not there. and its also different to
187        other forms of online teaching like skype teaching
188        or moocs or things like that. because within the
189        programme the teachers are teaching these students
190        for nine months. and its the same class. and they
191        have its and its team teaching basically. so it is
192        very different. and unique in how its kind of
193        difficult to like there isnt much established
194        knowledge on that. because there isnt it hasnt
195        been done. so. i mean (xxxx) large scale
196        its country wide it is public education it is
197        primary education. so all things consider its
198        the first. so that is common knowledge. but i
199        think the methodology the teaching methodology
200        issue if you look at the lesson plans. they are
201        not as innovative as the means. you know what i
202        mean? and its something that its quite like.
203        because still the teachers involved both classroom
204        and in (xxxx) they have in their majority a more
205        traditional mind when it comes to teaching. so it
206        is just following a standard ppp lesson plan so
207        to speak. the grammar is you know itemized.
208        and its all like very similar to many face to face
209        programmes and course books. and personally
210        speaking i think that theres a huge area for
211        development there. there   are not resources in
212        place for that.
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