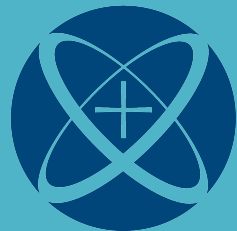


Autonomy in times of COVID: accompanying teachers

Adelina Ruiz-Guerrero, MA in ELT



ITESO, Universidad
Jesuita de Guadalajara

Departamento de Lenguas

- ❖ How do you best support **1800 students** in developing autonomy to cope with the transition to fully virtual environments due to the COVID-19 contingency?
- ❖ By supporting the 41 teachers working with them.

The coordination team focused on **accompanying** teachers in their process of learning new skills and developing their own autonomy to respond to the demands of the transition to virtual environments.

In doing so, we modeled to teachers how they could in turn accompany their learners.

Autonomy in times of COVID



ITESO, Universidad
Jesuita de Guadalajara

Departamento de Lenguas

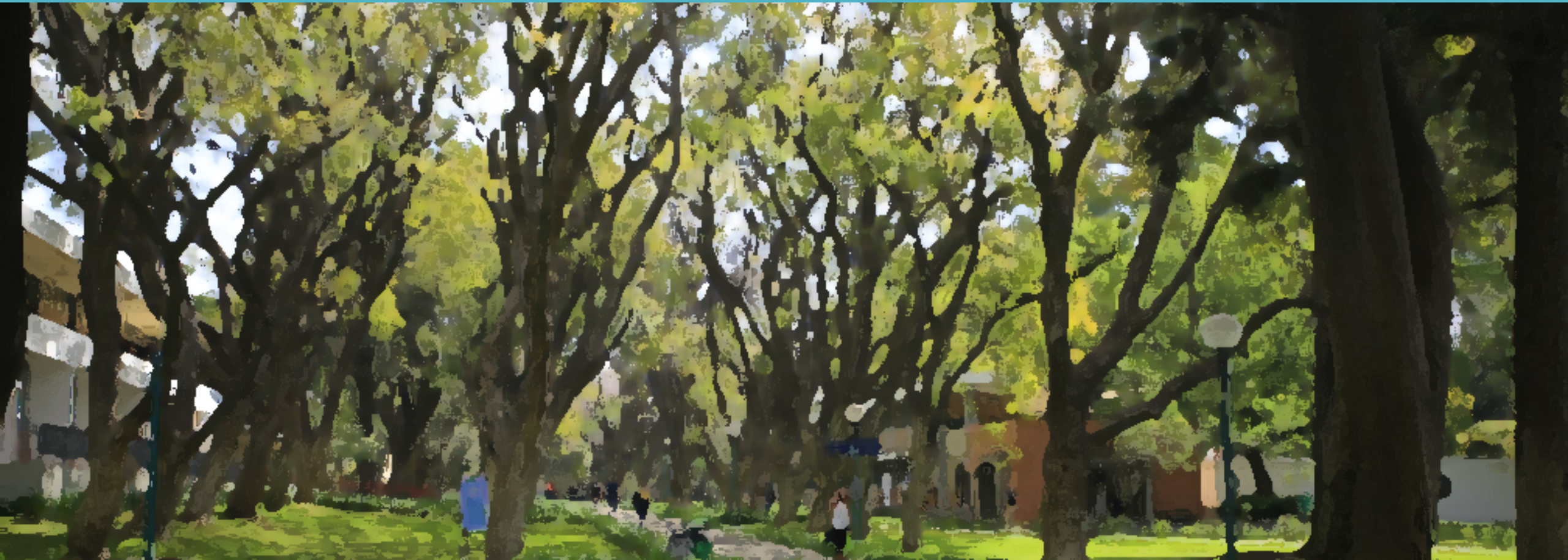


For teachers to be authentic instruments in the development of autonomy in learners they “need to recognize and assert their own autonomy.”

Breen and Mann,
1997

“Language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous.”

Little, 1995



“Changing teachers is the first step towards changing learners.”

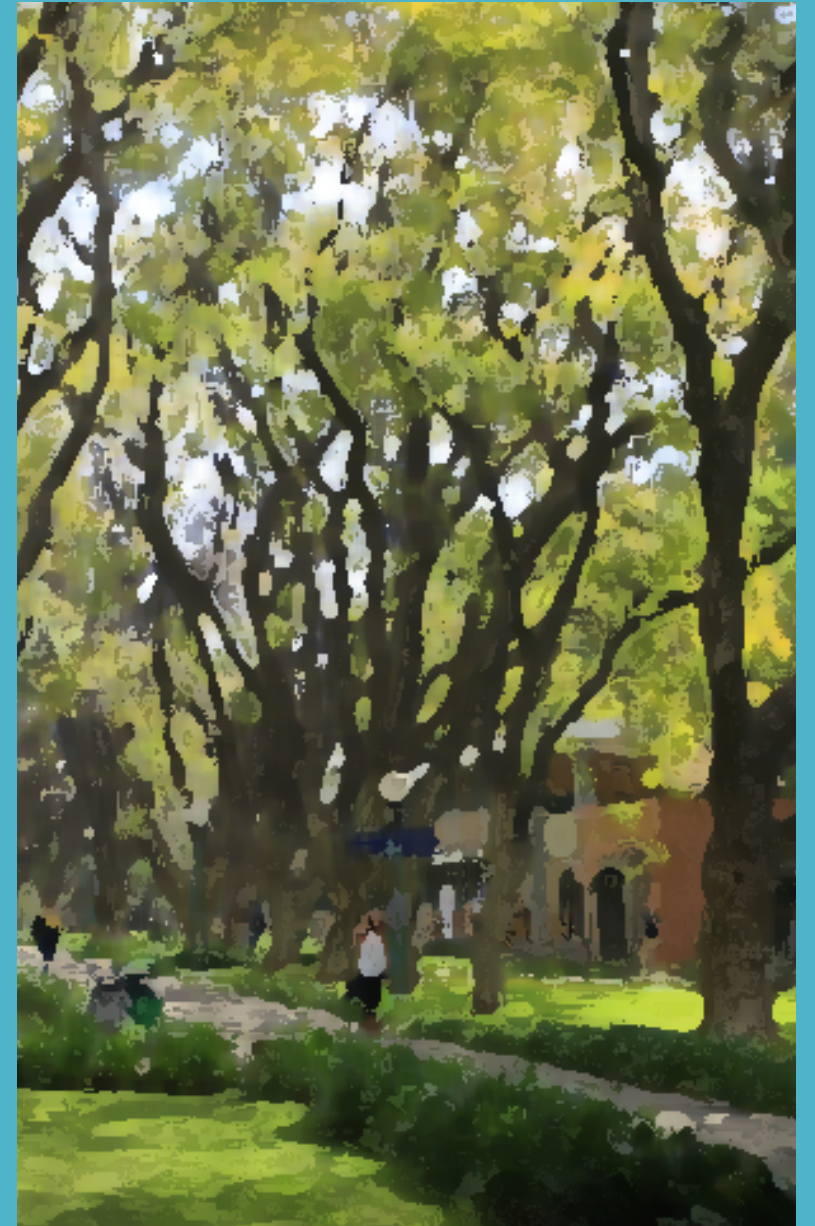
Educating teachers for autonomy would be more effective if “teachers experience pedagogical strategies for autonomy as students, reflect on these strategies as teachers, and experiment with them in field experience.

Benson 2011



Effective accompanying requires:

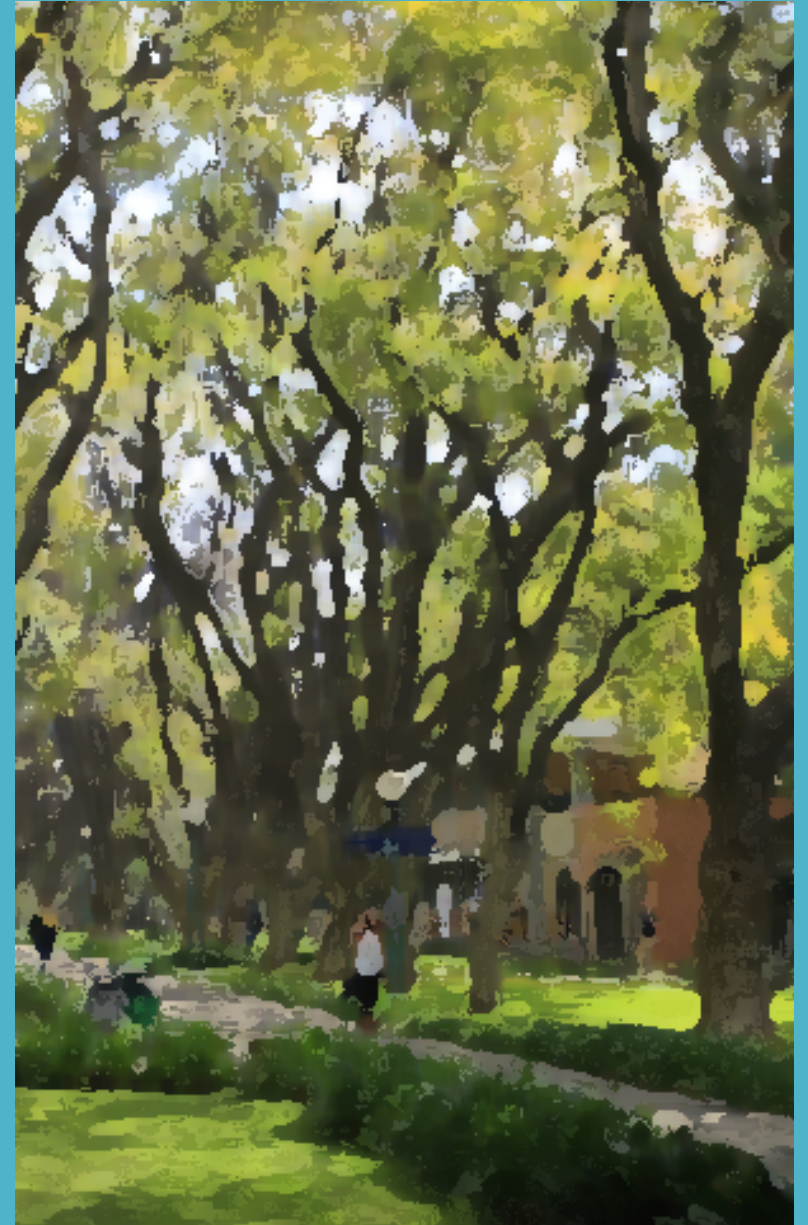
- ❖ Trust
- ❖ Engagement / Good listening
- ❖ Empathy
- ❖ Understanding of other's situation
- ❖ Non-judging (unconditional acceptance)
- ❖ Being on an equal footing
- ❖ A human connection (interpersonal communication)
- ❖ Belief (hope) in the other's growth



Brown and Clinton, 2020

Effective accompanying
leads to feeling:

- ❖ Validated
- ❖ Respected
- ❖ Believed in
- ❖ Taken into account
- ❖ Listened to
- ❖ Motivated



Brown and Clinton, 2020

Self-awareness

Know self to support others, recognise strengths, weaknesses and errors

Requires reflection - time and space (each to their own)

Constant, ongoing process

Empathy

Connect, listen, engage, understand, accept, support

Belief in the other

Promotor of change

Provide/make teachers aware of opportunities for personal and professional growth, and innovation

Help them along their road

Aiming high (*magis*)

High expectations of yourself and others

Look for the positive, expect the best, believe in the other

Model a positive attitude, be your best

Adapted from Lowney, C. (2003), *Heroic Leadership: Best Practices From a 450-year-old Company That Changed the World*. Chicago: Loyola Press

We accompany teachers to support their development
(Cura personalis)



ITESO, Universidad
Jesuita de Guadalajara

Departamento de Lenguas

In practice:

- ❖ Being approachable not just available.
- ❖ Encouraging of open dialogue.
- ❖ Touching base regularly (as a group and individually).
- ❖ Being supportive and encouraging.
- ❖ Promoting and facilitating collaboration.
- ❖ Asking for and accepting opinions and contributions.
- ❖ Recognising achievements.
- ❖ Openly admitting what we do not know and asking for help.
- ❖ Trusting.



Coordination meeting – touching base



00:12:47

01:08:15



S.O.S. I NEED HELP WITH CANVAS!!

FRIDAY, MAY 7, 2020

Come to any of these 4 sessions and ask away!
We will be ready to support you!

- From 10 to 11 am with Pame Sigala & Shayne
- From 11 to 12 pm with Sara Ramirez & Monica Garibay
- From 2 to 3 pm with Guille Arias
- From 6 to 7 pm with Lily C & Ari Levi

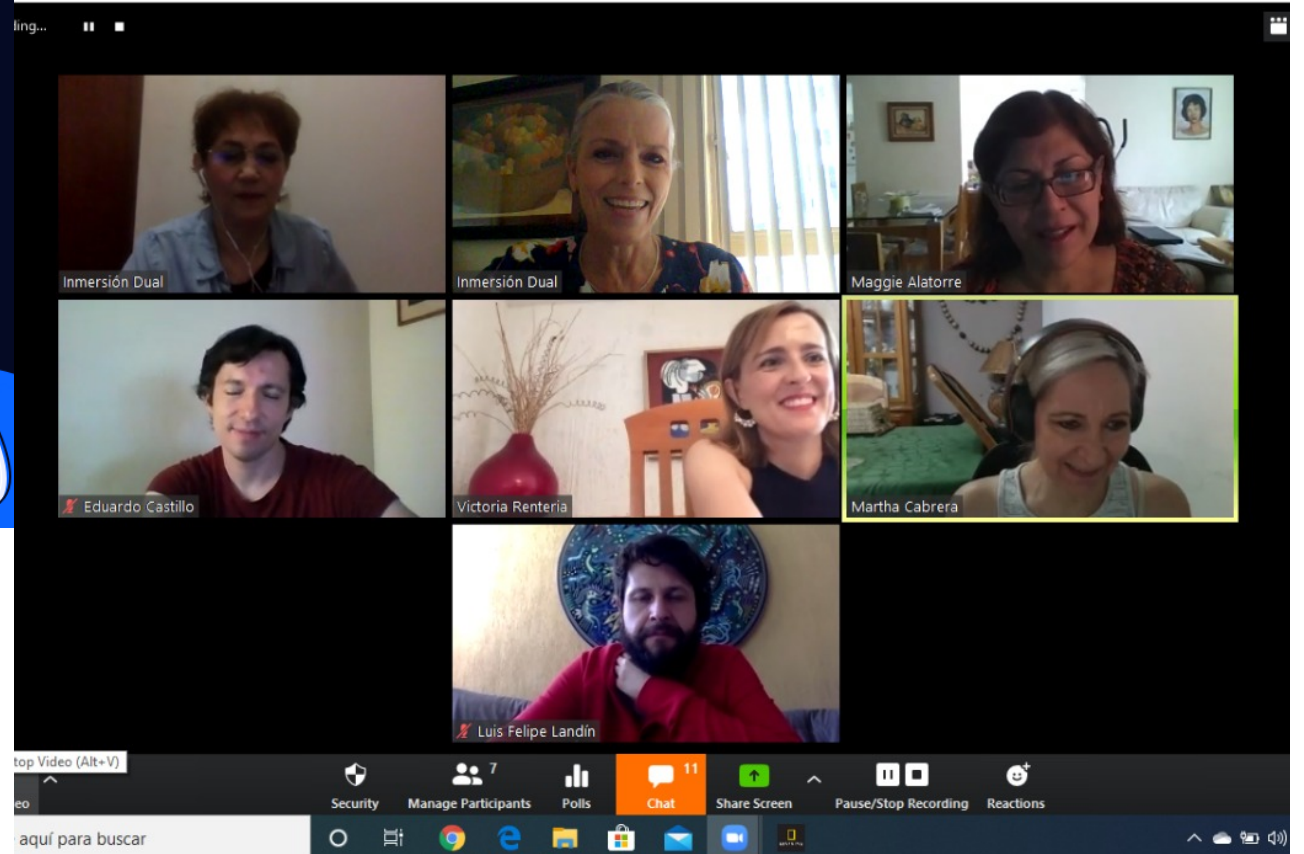
ZOOM ID session:

815 7639 3219

PASSWORD: 885998



Training sessions organized by
coordination, led by teachers



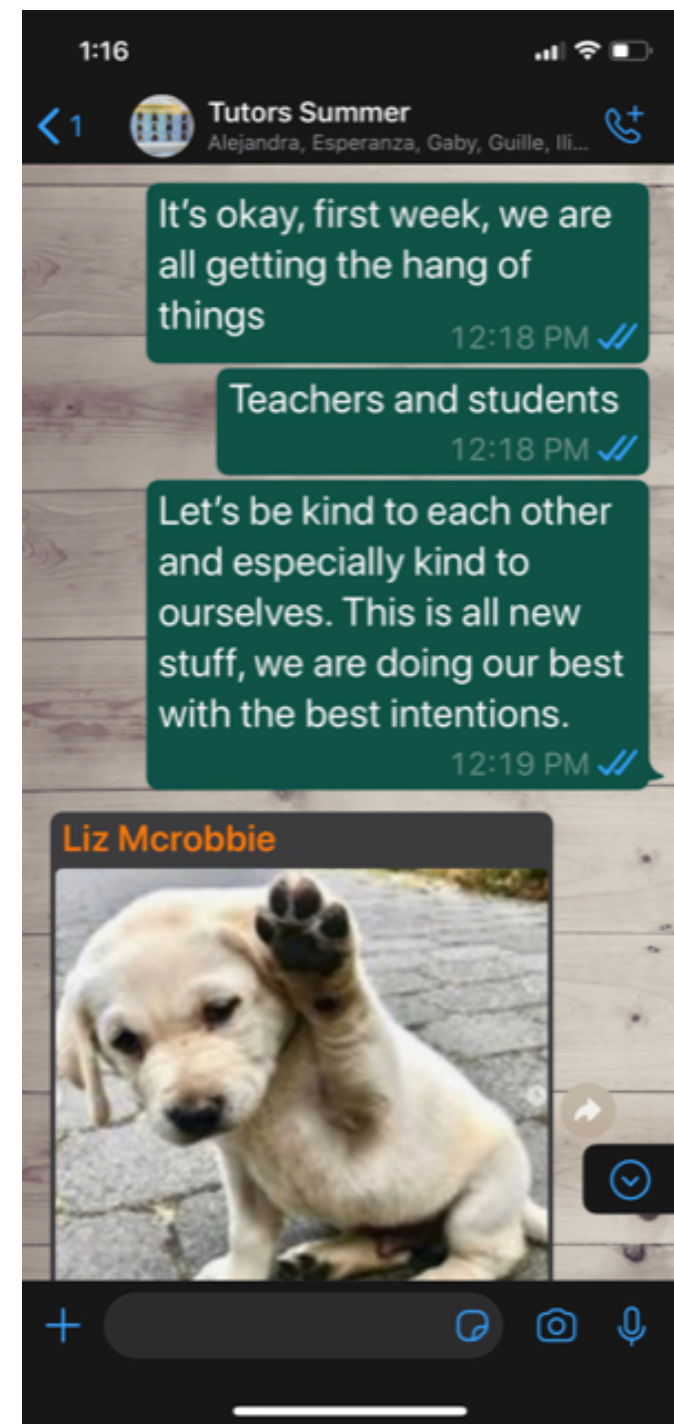
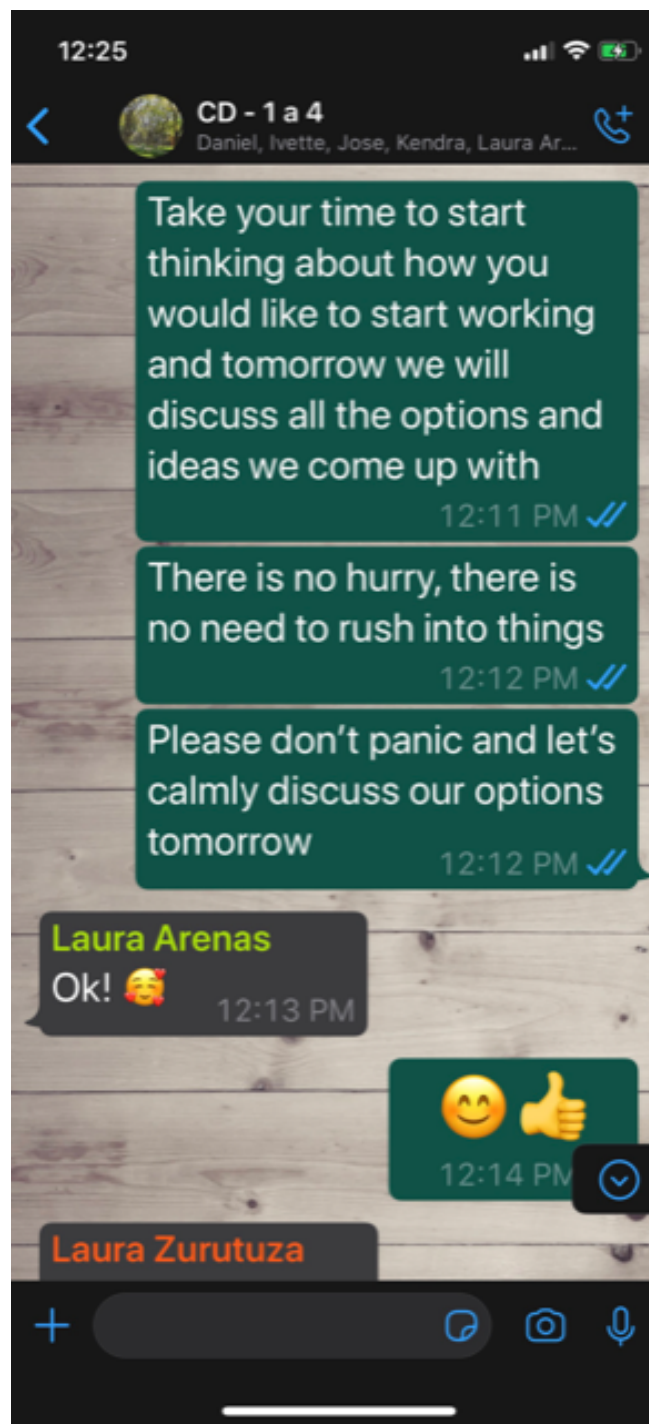
Training sessions suggested by teachers, led by teachers

The image shows a Zoom meeting interface with seven participants in a grid view. The interface includes a top bar with a timer at 00:08:34, a 'Vista del hablante' button, and a 'Salir de pantalla completa' button. The participants are:

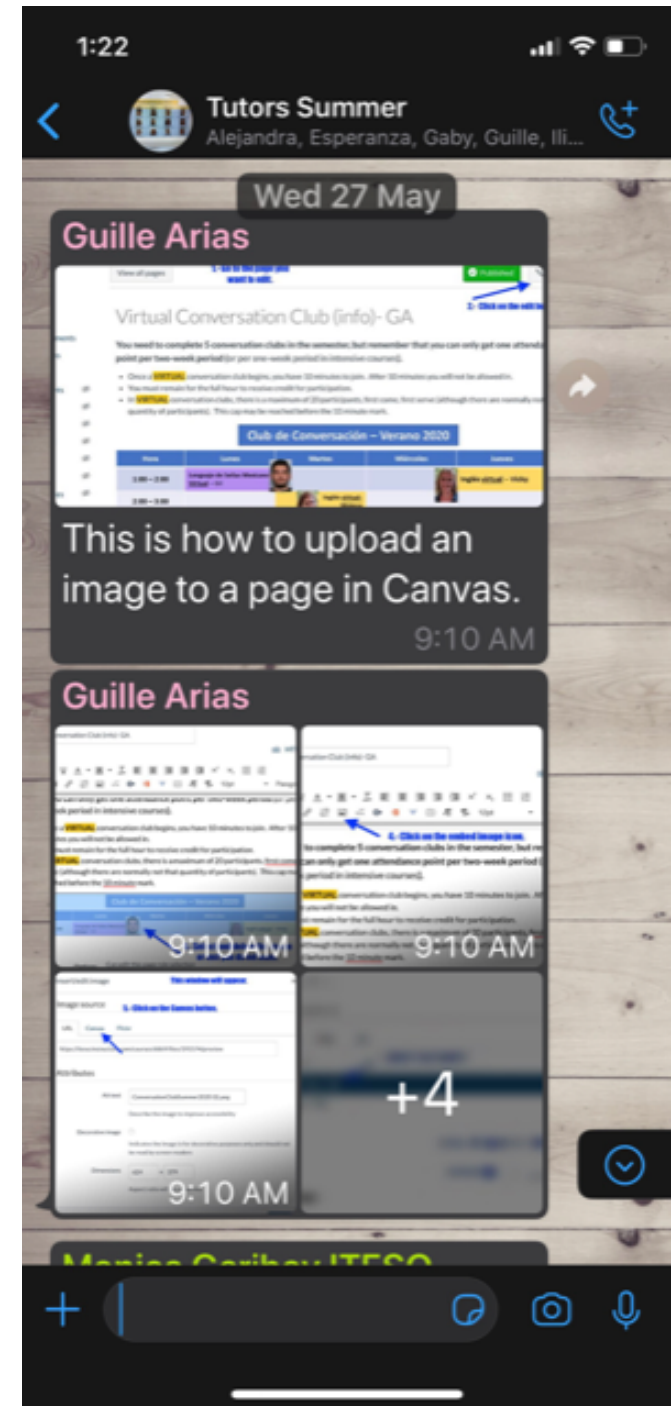
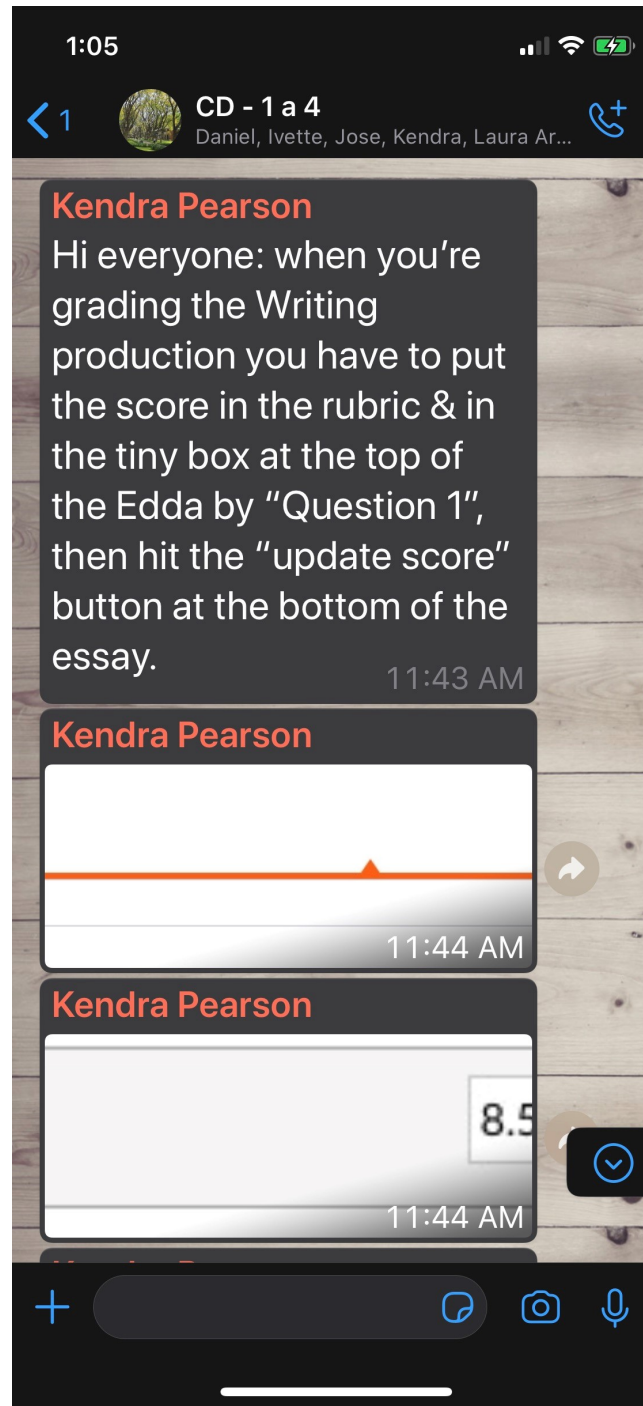
- Hub Lenguas ITESO (top left)
- Pamela Sigala (top middle)
- Vicky (top right)
- Michele Brennan (middle left)
- Leticia Ceseña (middle middle)
- MARIA JOSE GONZALEZ (middle right)
- Laura Arenas (bottom middle)

The bottom control bar contains the following options: 'Re-Iniciar Audio', 'Detener video', 'Participantes' (7), 'Chatear' (1), 'Compartir pantalla', 'Reacciones', and a red 'Salir' button.

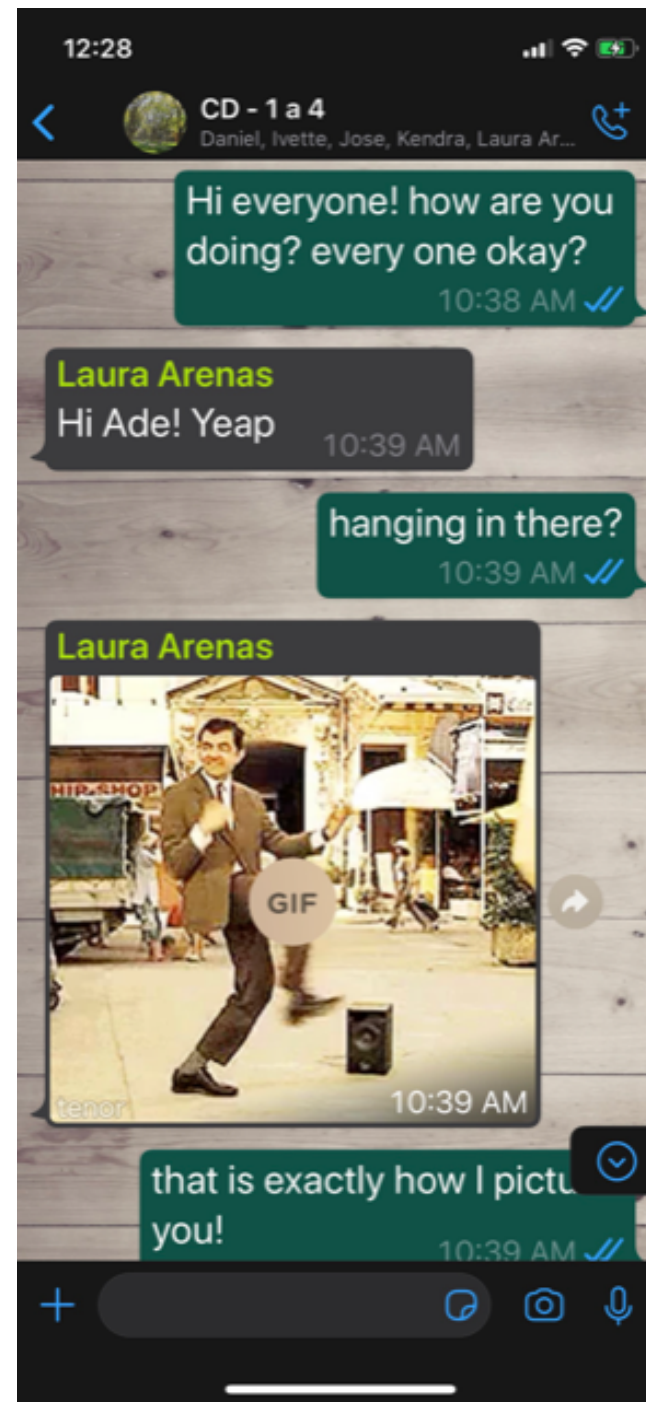
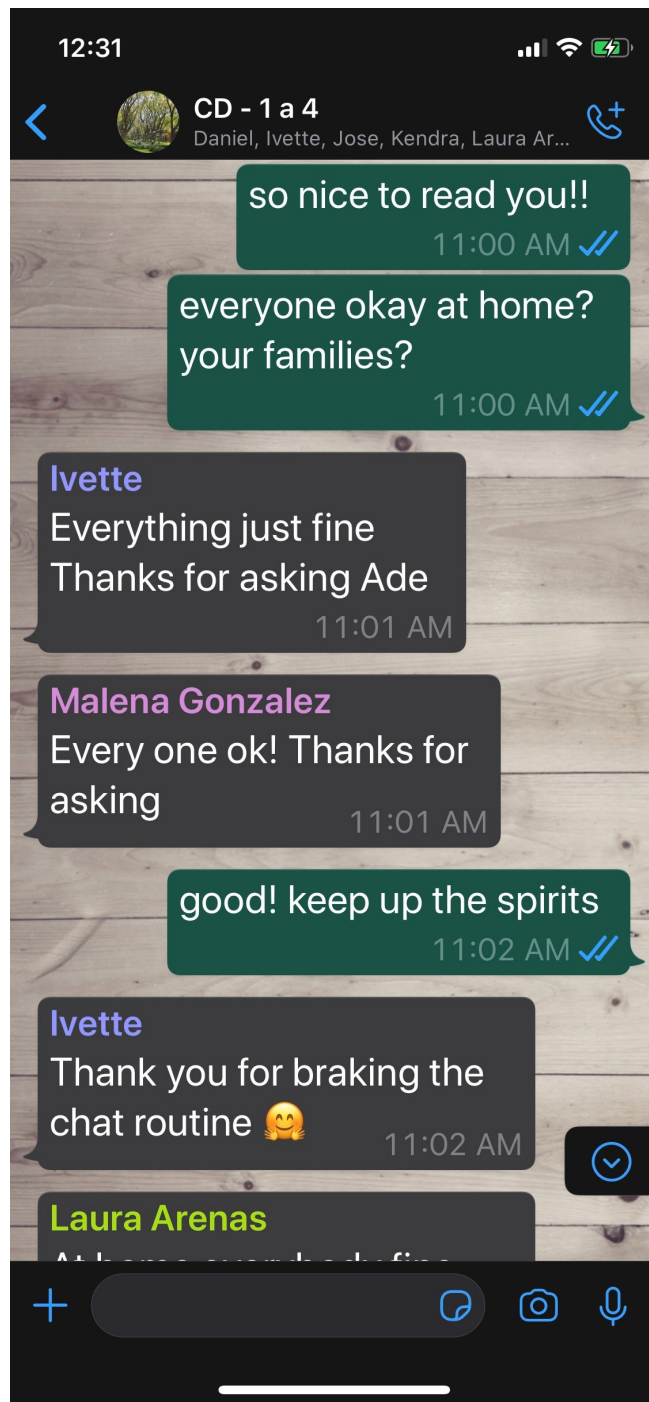
Messages from coordination on what'sapp group chats



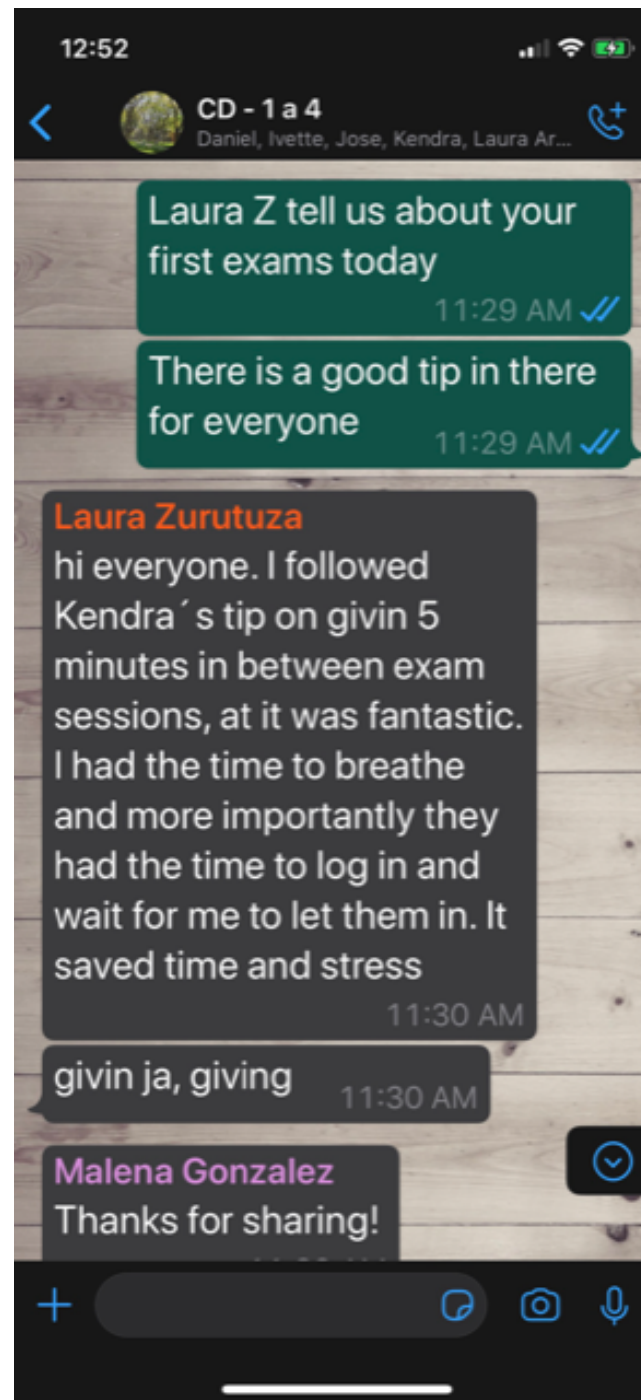
Fellow teachers sharing tutorials they created in group chats



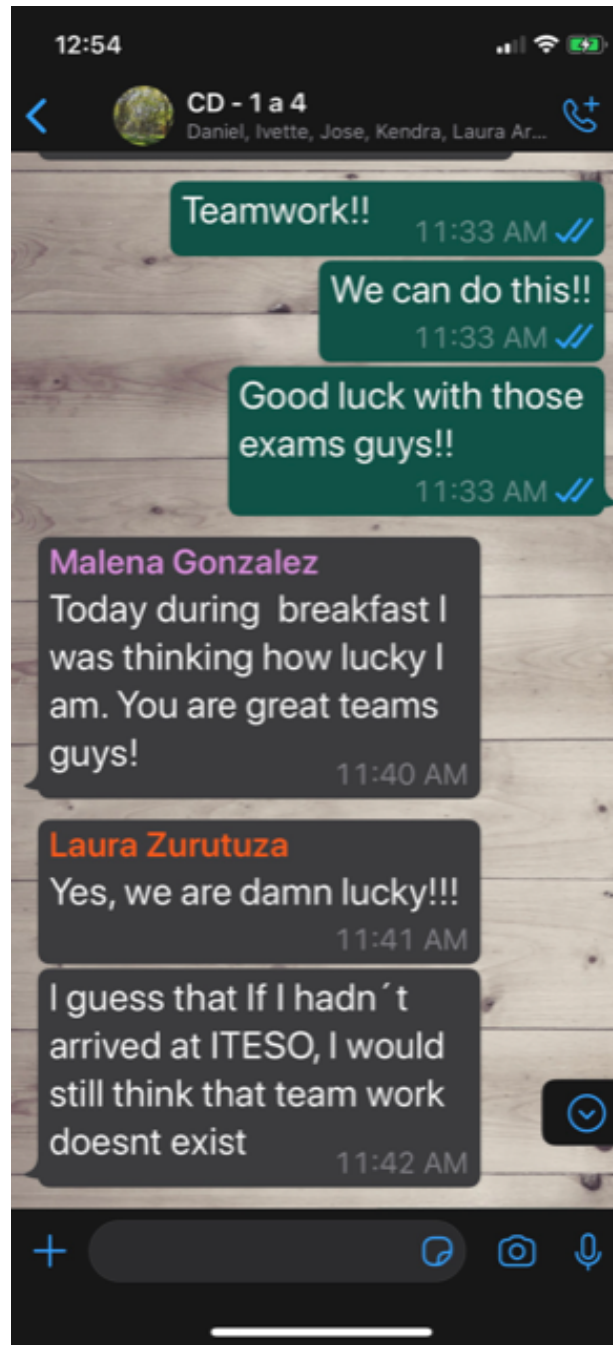
Touching base



Encouraging collaboration,
recognising achievement



Encouraging a sense of belonging





Adelina Ruiz-Guerrero, MA in ELT
adelina@iteso.mx



ITESO, Universidad
Jesuita de Guadalajara

Departamento de Lenguas