

## Continuing Professional Development (CPD) Framework for Teachers of English

	Stage		
	1 Starting	2 Newly-qualified	3 Developing
Brief profile	<p>Trainee teacher of English involved in initial training. Also unqualified teachers of English</p>	<p>Qualified teacher of English in the first or second year of practice, putting training into practice</p>	<p>Teacher beyond the newly-qualified stage, who needs to consolidate essential skills and build further understanding of teaching and learning</p>
Qualification	<p>Studying for an initial qualification</p>	<p>Possessing an initial qualification recognised by the state system</p>	<p>Possessing an initial qualification recognised by the state system</p>
Language Level	<p>Anywhere in the range A1–C2</p>	<p>B1+ Teachers at this level may have significant language development needs</p>	<p>B1+ Teachers at this level may still have significant language development needs</p>

	Stage		
	4 Proficient	5 Advanced	6 Specialist
Brief profile	Experienced qualified teacher with evidence of further training and all-round competence in their areas (primary, secondary, vocational, etc.), and active in keeping professionally up-to-date	Highly experienced English language teaching practitioner. Some may also be preparing for or beginning to take on specialist roles in ELT in their educational contexts	Sector expert (primary, secondary, adults, ESP, testing etc.) who advises on policy and practice; experienced teacher trainer; head of department or director of studies; course book writer; HE lecturer
Qualification	Possessing an initial qualification recognised by the state system, and possibly a further diploma	Possessing an initial qualification recognised by the state system, and possibly a further diploma and/or a higher degree (masters, PhD)	Possessing an initial qualification recognised by the state system, and possibly a further diploma and/or a higher degree (masters, PhD)
Language Level	B2+	B2+	C1+

## Professional behaviours – Stage 1 Starting – Learning the principles

By the end of this stage, teachers of English should be able to demonstrate the following skills and competences in these areas:

Planning lessons and courses	Understanding learners	Managing the lesson
Understand the principles of designing effective lesson plans	Understand the principles of evaluating learner needs	Keep learners focused and involved in the lesson
Understand teaching approaches used in planning lessons in the teaching context they are preparing for	Understand the principles of learning theory and second language acquisition	Manage a lesson according to timings, with clear stages and clear instructions
Have a knowledge of a range of materials and resources for the classroom	Take into account factors that influence learner behaviour, such as social and family factors, abilities, special needs and learning styles	Provide relevant opportunities for learner participation and feedback on participation
Have an understanding of how to evaluate a lesson plan.	Understand how to cater for individual needs in the planning and conduct of a lesson	Understand standards of good learner behaviour in the classroom
Understand the principles of course design		Learn from reflections on problems and successes encountered in managing the lesson

<b>Evaluating and assessing learning</b>	<b>Knowing the subject of English</b>	<b>Managing own professional development</b>
Are familiar with and understand the specific application of different forms of assessment	Manage a lesson accurately and fluently in English as the language of the classroom	Understand steps to progression in their career as a teacher
Use an assessment scale and grade learners' work in the four skills and pronunciation, grammar and vocabulary	Consult a range of reference materials to ensure correct knowledge of rules and language in use in teaching English	Understand the principles of reflective practice and keep a reflective journal
Write simple test exercises	Explain rules and aspects of English in use accurately in English	Collaborate with colleagues
Analyse errors and provide feedback on errors to learners	Apply own knowledge of learning English to the needs of the learners	Know how to keep up-to-date in ELT
	Have criteria for using L1 and L2 appropriately in the lesson, and techniques for dealing with the situation when learners don't understand in English	Understand how to observe and learn from other teachers

## Professional behaviours – Stage 2 Newly-qualified – Putting principles into practice

By the end of this stage, teachers of English should be able to demonstrate the following skills and competences in these areas:

Planning lessons and courses	Understanding learners	Managing the lesson
Plan lessons to meet the needs of learners and to achieve course objectives according to the syllabus	Find out what learners perceive as their needs and seek to meet their needs within the given syllabus	Efficiently manage the organisation of the learners so that they can carry out the lesson tasks, with clear instructions and timings
Analyse aspects of the target language, knowledge and skills to be presented in the lesson, and anticipate the problems that learners may face	Advise students on developing their learning strategies	Ensure the learners clearly understand the objectives and how the lesson steps will achieve these
Uses a variety of materials, activities, resources and equipment, as appropriate to the objectives of the lesson	Ensure learners use resources that assist individual learning, such as dictionaries, vocabulary note books, web sites and self-access facilities	Are sensitive to the responses of the learners, adapt the lesson in response to these, and give useful feedback on achievement
Order lesson stages logically and allocate appropriate time for activities including monitoring and feedback	Actively seek the advice of more experienced colleagues in understanding learners	Identify any problems in learner behaviour and be able to deal with them appropriately
Incorporate learning from reflection on previous lessons to improve plans		Improve classroom management skills through reflection, discussion, and the observation of other teachers

Evaluating and assessing learning	Knowing the subject of English	Managing own professional development
Analyse individual learner's progress and give developmental feedback to learners	Demonstrate a basic understanding of the main language areas that they teach	Identify goals and plan development to achieve those goals
Monitor learners' errors and problems and respond with appropriate tasks and advice to encourage progress	Use reference materials and help from colleagues to develop understanding	Are able to reflect on their own development and act on this reflection
Administer, mark and give feedback on tests and assessment in a timely and appropriate fashion and maintain accurate assessment records	Demonstrate a commitment to developing accuracy and appropriacy of concepts/skills/language	Get support from others, especially those more experienced, and undertake further training
Reflect on the success of lessons and ways to improve them and seek feedback and support from more experienced staff	Select language and terminology appropriate to the level of the learners and the type of course or lesson	Keep up to date with the latest methodologies
	Relate content area to real-life situations and applications	Improve teaching skills through discussion, observation of other teachers and developmental observation and feedback on own lessons

## Professional behaviours – Stage 3 Developing – Building confidence and skills

By the end of this stage, teachers of English should be able to demonstrate the following skills and competences in these areas:

Planning lessons and courses	Understanding learners	Managing the lesson
Design courses with a clear view of the long-term needs and goals of the group of learners, and how individual lessons contribute to these goals	Carry out needs analyses and adapt teaching and materials to suit learners' needs and learning styles	Effectively organise learners to maximise learning, including organising groups based on learning styles, abilities and relationships
Integrate the teaching and learning of target language, knowledge and skills in planning lessons	Involve the learners in different ways for learning to help them find their own styles and strategies for learning	Manage smooth transitions between activities and optimise timing in lessons to achieve lesson objectives
Design own materials to meet lesson aims	Guide learners in finding learning opportunities outside the classroom and making the most of these to progress	Help learners to assist and give feedback to each other
Plan alternative activities, monitoring and feedback methods to respond to different learner reactions	Deepen your understanding of learners by reflection, reading and discussion with colleagues	Maintain good discipline in class and respond to any conflicts, misbehaviour or unrest
Actively seek out new ideas and materials to enhance lesson plans		Use available resources and technology with confidence to motivate and enhance learning

<b>Evaluating and assessing learning</b>	<b>Knowing the subject of English</b>	<b>Managing own professional development</b>
Assess individual learners' needs and use this understanding to set realistic goals for the group	Demonstrate a good understanding of the language areas that they teach	Identify goals and plan development to achieve those goals
Analyse learners' errors and difficulties and apply this understanding to future planning of the course	Feel confident in helping less experienced teachers with English language issues	Build professional expertise from reflection on their own practice
Adapt and develop tests appropriate to groups of learners and prepare learners effectively for formal assessment	Demonstrate the ability to provide accurate and appropriate information about concepts/skills/language	Are willing to be observed by other staff as part of their development
Evaluate learner performance in tests and assessment and provide effective feedback for them to improve performance	Use different approaches to the content area and use this knowledge to help clarify issues to learners	Actively update themselves on new developments in ELT
	Analyse and teach more complex concepts/skills/ language using appropriate reference materials	Regularly share experiences and ideas with other teachers



## Professional behaviours – Stage 4 Proficient – Demonstrating confidence, experience and reflection

By the end of this stage, teachers of English should be able to demonstrate the following skills and competences in these areas:

Planning lessons and courses	Understanding learners	Managing the lesson
Plan lessons with an in-depth understanding, knowledge and awareness of relevant issues in the teaching of target language, knowledge and skills	Use a comprehensive range of ways for identifying the needs of learners and develop individual learning plans	Develop learners' understanding of their own roles in the class as a whole and in group activities
Plan alternatives in the lesson that meet the needs of different learners in the group	Help learners identify and develop routines to put into practice learning strategies suitable to them	Develop classroom routines which ensure the smooth running of the lesson
Contribute to the development of courses in the teaching institution	Ensure learners plan their learning, keep records of progress and assess themselves	Establish a classroom culture that actively supports learners with different needs and backgrounds
Incorporate a wide range of teaching techniques that can be applied to different developments in the lesson	Use classroom research to help understand learners and share this understanding with others	Maintain high standards of discipline with the active collaboration of the learners, and resolve any issues in an effective and sensitive manner
Incorporate creativity, imagination and innovation into lesson planning		Demonstrate good practice, share knowledge with others and coach and mentor less experienced teachers

<b>Evaluating and assessing learning</b>	<b>Knowing the subject of English</b>	<b>Managing own professional development</b>
Use assessment to set realistic and challenging goals for individual students within the group	Demonstrate an academic understanding of the language areas that they teach and apply this pedagogically	Have clear development goals and plans to achieve those goals
Apply evaluation of learners' performance to further development of the course	Share subject knowledge and classroom application with other teachers	Are an example of professional expertise to other teachers, in the quality of their practice and their ability to continually learn
Analyse learner performance and provide feedback to colleagues and authorities on the impact on learning of different approaches and strategies to evaluation and assessment	Support learners in their own analysis and exploration of concepts/skills/language	Regularly mentor and provide advice to other teachers
Use classroom research and reflection to increase understanding of effective evaluation and assessment and share this understanding with colleagues	Demonstrate a high level of sensitivity, creativity and skill in providing accurate and appropriate information about concepts/skills/language with specific learning outcomes in mind	Use their own experience to evaluate and adapt new developments to their understanding of good practice
	Actively keep up-to-date with developments and research in the English language	Contribute to their profession by writing articles, developing new materials, contributing to forums or networks or leading workshops

## Professional behaviours – Stage 5 Advanced

At this stage, teachers of English are highly experienced language teaching practitioners. Some may also be preparing for or beginning to take on specialist roles in ELT in their educational contexts.

Teachers of English should be able to demonstrate the skills and competences from Stages 1–4 and:

- have excellent English language skills, making English the language of the classroom
- are active in their own continuing professional development
- are recognised by other teachers as a good practitioner – possibly advising or mentoring colleagues
- may be leading a group of teachers
- share experience, understanding and challenges with colleagues
- may be preparing through study or training for a more specialist role, such as teacher trainer, materials developer, manager
- maintain and refresh knowledge and expertise in a changing profession
- maintaining a positive attitude to challenges and change
- want opportunities to publish or lead in ELT activity
- get more involved in professional associations.

## Professional behaviours – Stage 6 Specialist

At this stage, teachers of English are highly experienced English language teaching practitioners who may take on an additional role of a teacher trainer in pre-service or in-service sector.

Teachers of English should be able to demonstrate the skills and competences from Stages 1–5 and:

- are confident that they have the ELT skills and knowledge to effectively train and mentor other teachers
- may be working on an in-service teacher training programme or project
- may be working in online teacher education
- may combine the roles of trainer and teacher
- may work for an in-service training institution or organisation
- are active in your own CPD
- maintain their career pathway as a teacher trainer
- develop skills in online teacher education
- understand standards for effective teacher training
- participate in the wider English language teacher training community
- undertake and applying research to teacher education
- carry out observations and give feedback
- managing staff development seminars
- coach and mentor
- encourage teachers to reflect on and assess their own teaching
- act as a resource provider and guide
- deliver talks and workshops at training events and conferences
- write books and articles on teacher education activities and topics
- run projects
- design courses
- build and run networks.