

The TeachingEnglish Continuing Professional Development (CPD) Framework



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	Understand the principles of designing effective lesson plans.	Understand teaching approaches used in planning lessons in the teaching context you are preparing for.	Have a knowledge of a range of materials and resources for the classroom.	Have an understanding of how to evaluate a lesson plan.	Understand the principles of course design.
Understanding learners	Understand the principles of evaluating learner needs.	Understand the principles of learning theory and second language acquisition.	Take into account factors that influence learner behaviour, such as social and family factors, abilities, special needs and learning styles.	Understand how to cater for individual needs in the planning and conduct of a lesson.	
Managing the lesson	Keep learners focused and involved in the lesson.	Manage a lesson according to timings, with clear stages and clear instructions.	Provide relevant opportunities for learner participation and feedback on participation.	Understand standards of good learner behaviour in the classroom.	Learn from reflections on problems and successes encountered in managing the lesson.
Evaluating and assessing learning	Be familiar with different forms of assessment and understand the specific application.	Use an assessment scale and grade learners' work in the four skills and pronunciation, grammar and vocabulary.	Write simple test exercises.	Analyse errors and provide feedback on errors to learners.	
Knowing the subject of English	Manage a lesson accurately and fluently in English as the language of the classroom.	Consult a range of reference materials to ensure correct knowledge of rules and language in use in teaching English.	Explain rules and aspects of English in use accurately in English.	Apply own knowledge of learning English to the needs of the learners.	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.
Managing your own professional development	Understand steps to progression in your career as a teacher.	Understand the principles of reflective practice and keep a reflective journal.	Collaborate with colleagues.	Know how to keep up-to-date in ELT.	Understand how to observe and learn from other teachers.

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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	Plan lessons to meet the needs of learners and to achieve course objectives according to the syllabus.	Analyse aspects of the target language, knowledge and skills to be presented in the lesson, and anticipate the problems that learners may face.	Use a variety of materials, activities, resources and equipment, as appropriate to the objectives of the lesson.	Order lesson stages logically and allocate appropriate time for activities including monitoring and feedback.	Incorporate learning from reflection on previous lessons to improve plans.
Understanding learners	Find out what learners perceive as their needs and seek to meet their needs within the given syllabus.	Advise students on developing their learning strategies.	Ensure learners use resources that assist individual learning, such as dictionaries, vocabulary note books, web sites and self-access facilities.	Actively seek the advice of more experienced colleagues in understanding learners.	
Managing the lesson	Efficiently manage the organisation of the learners so that they can carry out the lesson tasks, with clear instructions and timings.	Ensure the learners clearly understand the objectives and how the lesson steps will achieve these.	Be sensitive to the responses of the learners, adapt the lesson in response to these, and give useful feedback on achievement.	Identify any problems in learner behaviour and be able to deal with them appropriately.	Improve classroom management skills through reflection, discussion, and the observation of other teachers.
Evaluating and assessing learning	Analyse individual learner's progress and give developmental feedback to learners.	Monitor learners' errors and problems and respond with appropriate tasks and advice to encourage progress.	Administer, mark and give feedback on tests and assessment in a timely and appropriate fashion and maintain accurate assessment records.	Reflect on the success of lessons and ways to improve them, and seek feedback and support from more experienced staff.	
Knowing the subject of English	Demonstrate a basic understanding of the main language areas that you teach.	Use reference materials and help from colleagues to develop understanding.	Demonstrate a commitment to developing accuracy and appropriacy of concepts / skills / language.	Select language and terminology appropriate to the level of the learners and the type of course or lesson.	Relate content area to real-life situations and applications.
Managing your own professional development	Identify goals and plan development to achieve those goals.	Be able to reflect on your own development and act on this reflection.	Get support from others, especially those more experienced, and undertake further training	Keep up to date with the latest methodologies.	Improve teaching skills through discussion, observation of other teachers and developmental observation and feedback on own lessons.

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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	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.	Integrate the teaching and learning of target language, knowledge and skills in planning lessons.	Design own materials to meet lesson aims.	Plan alternative activities, monitoring and feedback methods to respond to different learner reactions.	Actively seek out new ideas and materials to enhance lesson plans.
Understanding learners	Carry out needs analyses and adapt teaching and materials to suit learners' needs and learning styles.	Involve the learners in different ways of learning to help them find their own styles and strategies for learning.	Guide learners in finding learning opportunities outside the classroom and making the most of these to progress.	Deepen own understanding of learners by reflection, reading and discussion with colleagues.	
Managing the lesson	Effectively organise learners to maximise learning, including organising groups based on learning styles, abilities and relationships.	Manage smooth transitions between activities and optimise timing in lessons to achieve lesson objectives.	Help learners to assist and give feedback to each other.	Maintain good discipline in class and respond to any conflicts, misbehaviour or unrest.	Use available resources and technology with confidence to motivate and enhance learning.
Evaluating and assessing learning	Assess individual learners' needs and use this understanding to set realistic goals for the group.	Analyse learners' errors and difficulties and apply this understanding to future planning of the course.	Adapt and develop tests appropriate to groups of learners and prepare learners effectively for formal assessment.	Evaluate learner performance in tests and assessment and provide effective feedback for them to improve performance.	
Knowing the subject of English	Demonstrate a good understanding of the language areas that you teach.	Feel confident in helping less-experienced teachers with English language issues.	Demonstrate the ability to provide accurate and appropriate information about concepts / skills / language.	Use different approaches to the content area and use this knowledge to help clarify issues to learners.	Analyse and teach more complex concepts / skills / language using appropriate reference materials.
Managing your own professional development	Identify goals and plan development to achieve those goals.	Build professional expertise from reflection on your own practice.	Be willing to be observed by other staff as part of their development.	Actively update yourself on new developments in ELT.	Regularly share experiences and ideas with other teachers.

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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	Plan lessons with an in-depth knowledge and understanding of relevant issues in the teaching of target language, knowledge and skills.	Plan alternatives in the lesson that meet the needs of different learners in the group.	Contribute to the development of courses in the teaching institution.	Incorporate a wide range of teaching techniques that can be applied to different developments in the lesson.	Incorporate creativity, imagination and innovation into lesson planning.
Understanding learners	Use a comprehensive range of ways for identifying the needs of learners and develop individual learning plans.	Help learners identify and develop routines to put into practice learning strategies suitable to them.	Ensure learners plan their learning, keep records of progress and assess themselves.	Use classroom research to help understand learners and share this understanding with others.	
Managing the lesson	Develop learners' understanding of their own roles in the class as a whole and in group activities.	Develop classroom routines which ensure the smooth running of the lesson.	Establish a classroom culture that actively supports learners with different needs and backgrounds.	Maintain high standards of discipline with the active collaboration of the learners, and resolve any issues in an effective and sensitive manner.	Demonstrate good practice, share knowledge with others and coach and mentor less experienced teachers.
Evaluating and assessing learning	Use assessment to set realistic and challenging goals for individual students within the group.	Apply evaluation of learner's performance to further development of the course.	Analyse learner performance and provide feedback to colleagues and authorities on the impact on learning of different approaches and strategies to evaluation and assessment.	Use classroom research and reflection to increase understanding of effective evaluation and assessment and share this understanding with colleagues.	
Knowing the subject of English	Demonstrate an academic understanding of the language areas that you teach and apply this pedagogically.	Share subject knowledge and classroom application with other teachers.	Support learners in their own analysis and exploration of concepts / skills / language.	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.	Actively keep up-to-date with developments and research in the English language.
Managing your own professional development	Have clear development goals and plans to achieve those goals.	Be an example of professional expertise to other teachers, in the quality of your practice and your ability to continually learn.	Regularly mentor and provide advice to other teachers.	Use your own experience to evaluate and adapt new developments to your understanding of good practice.	Contribute to your profession by writing articles, developing new materials, contributing to forums or networks or leading workshops.