

# **Motivating teachers through competence frameworks**

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# Outline – 45min/concurrent

Context

What is CPD & why?

Teachers of the future

CPD frameworks

Cambridge Framework

Specialised Frameworks

Teacher support

5 step strategy



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## Context

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A clear driving force has been the push towards language for career development... students want to put the language into 'action' *Study Travel magazine*

# New approaches, new needs

- New roles of teacher: facilitator, mentor, guide.....
- Decline of General English
- Rise of Instrumental English
- Digital disruption
- Ubiquitous learning
- Personalisation - Adaptive learning
- Generational learning styles
- New pedagogical models: blended, out-of-class, flipped....

### *A new vision of learning*

..... as an activity not a place, open to new people with new ideas, of learners "pulling" learning toward themselves, rather than teachers "pushing" learning out"

*Michael Stevenson*

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# What is CPD & why?

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**CPD** refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply.

**CPD** is an integral part of **teacher** education because only a continuing learning and training assures a high level of expertise and enables the **teachers** to keep their professional skills and knowledge up-to-date.

**CPD** is the holistic commitment of **professionals** towards the enhancement of personal skills and proficiency throughout their careers.

## **Supporting CPD Can Increase Motivation & Retention**

The CPD Research Project's survey of over 1000 people found a strong correlation between valuing and undertaking CPD, and commitment to the job. Committed staff are likely to work harder and stay longer. ([www.whatiscpd.com](http://www.whatiscpd.com))

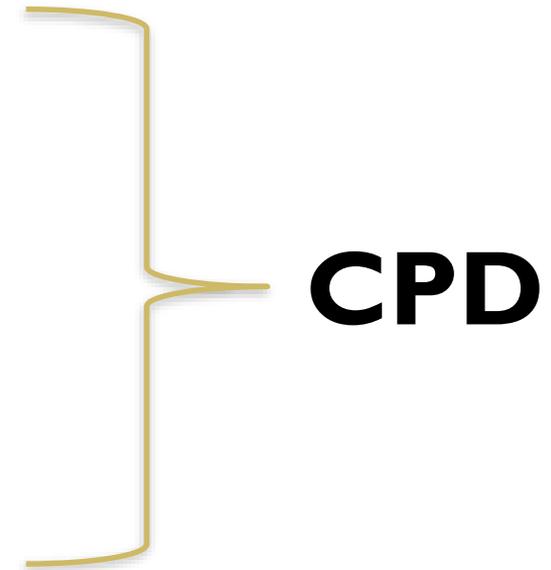
## Reflection

- What do you think are the most important skills for English teachers to develop in the 21<sup>st</sup> century?
- Are your learners different from learners 5-10-15 years ago? - What consequences (if any) should we draw from this?

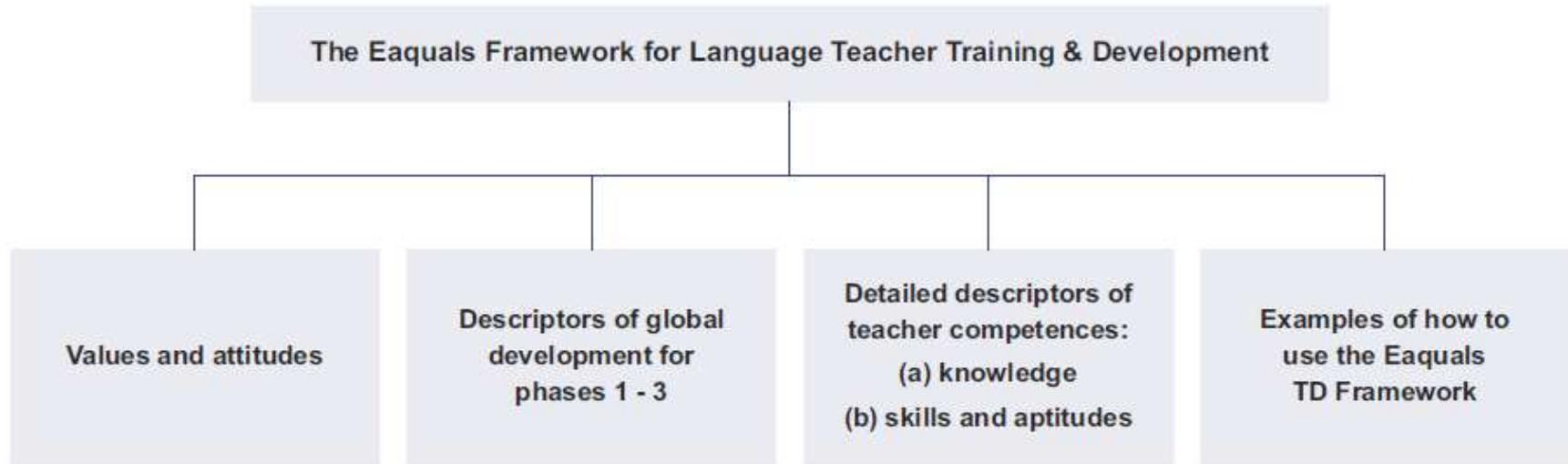
# Teacher Development journey

## TD journey

- PRESETT – core skills
- INSETT
- Reflection
- Self-study
- Professional engagement



# EAQUALS TD framework



## Examples of 'global descriptors' as distinctive characteristics associated with the 3 development phases

### Development Phase 1

- competent replicators;
- still needing guidance and feedback;
- involved in further development of their teaching skills;

### Development Phase 2

- with greater confidence;
- showing initiative in planning, teaching and evaluating;
- can independently identify and implement appropriate teaching strategies

### Development Phase 3

- mastering a broad range of skills;
- competent in curriculum development;
- creating teaching materials and developing assessment tools;
- able to provide effective guidance to other teachers.

# EAQUALS profiling grid

KEY TEACHING COMPETENCES						
Development phase	1.1	1.2	2.1	2.2	3.1	3.2
<b>Methodology: knowledge and skills</b>	<ul style="list-style-type: none"> <li>is learning about different language learning theories and methods</li> <li>when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using</li> </ul>	<ul style="list-style-type: none"> <li>has basic understanding of different language learning theories and methods</li> <li>can select new techniques and materials, with advice from colleagues</li> <li>can identify techniques and materials for different teaching and learning contexts</li> </ul>	<ul style="list-style-type: none"> <li>is familiar with language learning theories and methods</li> <li>is familiar with techniques and materials for two or more levels</li> <li>can evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts</li> <li>can take into account the needs of particular groups when choosing which methods and techniques to use</li> </ul>	<ul style="list-style-type: none"> <li>is well acquainted with language learning theories and methods, learning styles and learning strategies</li> <li>can identify the theoretical principles behind teaching techniques and materials</li> <li>can use appropriately a variety of teaching techniques and activities</li> </ul>	<ul style="list-style-type: none"> <li>can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials</li> <li>can use a very wide range of teaching techniques, activities and materials</li> </ul>	<ul style="list-style-type: none"> <li>has a detailed knowledge of theories of language teaching and learning and shares it with colleagues</li> <li>can follow up observation of colleagues with practical, methodologically sound feedback to develop their range of teaching techniques</li> <li>can select and create appropriate tasks and materials for any level for use by colleagues</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>can conduct and mark end of unit tests from the course book</li> </ul>	<ul style="list-style-type: none"> <li>can conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so</li> <li>can conduct oral tests when given the material to do so</li> <li>can prepare and conduct appropriate revision activities</li> </ul>	<ul style="list-style-type: none"> <li>can conduct regular progress tests including an oral component</li> <li>can identify areas for students to work on from the results of tests and assessment tasks</li> <li>can give clear feedback on the strengths and weaknesses identified and set priorities for individual work</li> </ul>	<ul style="list-style-type: none"> <li>can select and conduct regular assessment tasks to verify learners' progress in language and skills areas</li> <li>can use an agreed marking system to identify different types of errors in written work in order to increase learners' language awareness</li> <li>can prepare for and coordinate placement testing</li> </ul>	<ul style="list-style-type: none"> <li>can design materials and tasks for progress assessment (oral and written)</li> <li>can use video recordings of learners' interactions to help them recognise their strengths and weaknesses</li> <li>can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>can develop assessment tasks for all language skills and language knowledge at any level</li> <li>can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing at all levels and help less experienced colleagues to do so.</li> <li>can create valid formal tests to determine whether learners have reached a given CEFR level.</li> <li>can run CEFR standardisation</li> </ul>
<b>Lesson and course planning</b>	<ul style="list-style-type: none"> <li>can link a series of activities in a lesson plan, when given materials to do so</li> </ul>	<ul style="list-style-type: none"> <li>can find activities to supplement those in the textbook</li> <li>can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next</li> <li>can adjust lesson plans as instructed to take account of learning success and difficulties</li> </ul>	<ul style="list-style-type: none"> <li>can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group</li> <li>can plan phases and timing of lessons with different objectives</li> <li>can compare learners' needs and refer to these in planning main and supplementary objectives for lessons</li> </ul>	<ul style="list-style-type: none"> <li>can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials</li> <li>can design tasks to exploit the linguistic and communicative potential of materials</li> <li>can design tasks to meet individual needs as well as course objectives</li> </ul>	<ul style="list-style-type: none"> <li>can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision</li> <li>can design different tasks based on the same source material for use with learners at different levels</li> <li>can use analysis of learner difficulties in order to decide on action points for upcoming lessons</li> </ul>	<ul style="list-style-type: none"> <li>can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism</li> <li>can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons</li> <li>can take responsibility for reviewing the curriculum and syllabuses for different courses</li> </ul>
<b>Interaction management and monitoring</b>	<ul style="list-style-type: none"> <li>can give clear instructions and organise an activity, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>can manage teacher-class interaction</li> <li>can alternate between teaching the whole class and pair or group practice giving clear instructions</li> <li>can involve learners in pair and group work based on activities in a course book</li> </ul>	<ul style="list-style-type: none"> <li>can set up and manage pair and group work efficiently and can bring the class back together</li> <li>can monitor individual and group activities</li> <li>can provide clear feedback</li> </ul>	<ul style="list-style-type: none"> <li>can set up a varied and balanced sequence of class, group and pair work in order to meet the lesson objectives</li> <li>can organize task-based learning</li> <li>can monitor learner performance effectively</li> <li>can provide/ elicit clear feedback</li> </ul>	<ul style="list-style-type: none"> <li>can set up task-based learning in which groups carry out different activities at the same time</li> <li>can monitor individual and group performances accurately &amp; thoroughly</li> <li>can provide/ elicit individual feedback in various ways</li> <li>can use the monitoring and</li> </ul>	<ul style="list-style-type: none"> <li>can set up, monitor and provide support to groups and individuals at different levels in the same classroom working on different tasks</li> <li>can use a wide range of techniques to provide/ elicit feedback</li> </ul>

# British Council Framework

## Stages of development



## Professional practices

Knowing the subject

Understanding the teaching context

Understanding how teachers learn

Planning, managing and moderating teacher learning

Managing and developing learning resources for teachers

Demonstrating effective teaching behaviour

Supporting and mentoring teachers

Monitoring teacher potential and performance

Researching and contributing to the profession

Taking responsibility for your own professional development

## Enabling skills

Communicating effectively

Teamworking skills

Thinking critically

Building relationships

Effective organisational skills

Increasing motivation

Leadership/supervisory skills

## Self-awareness features

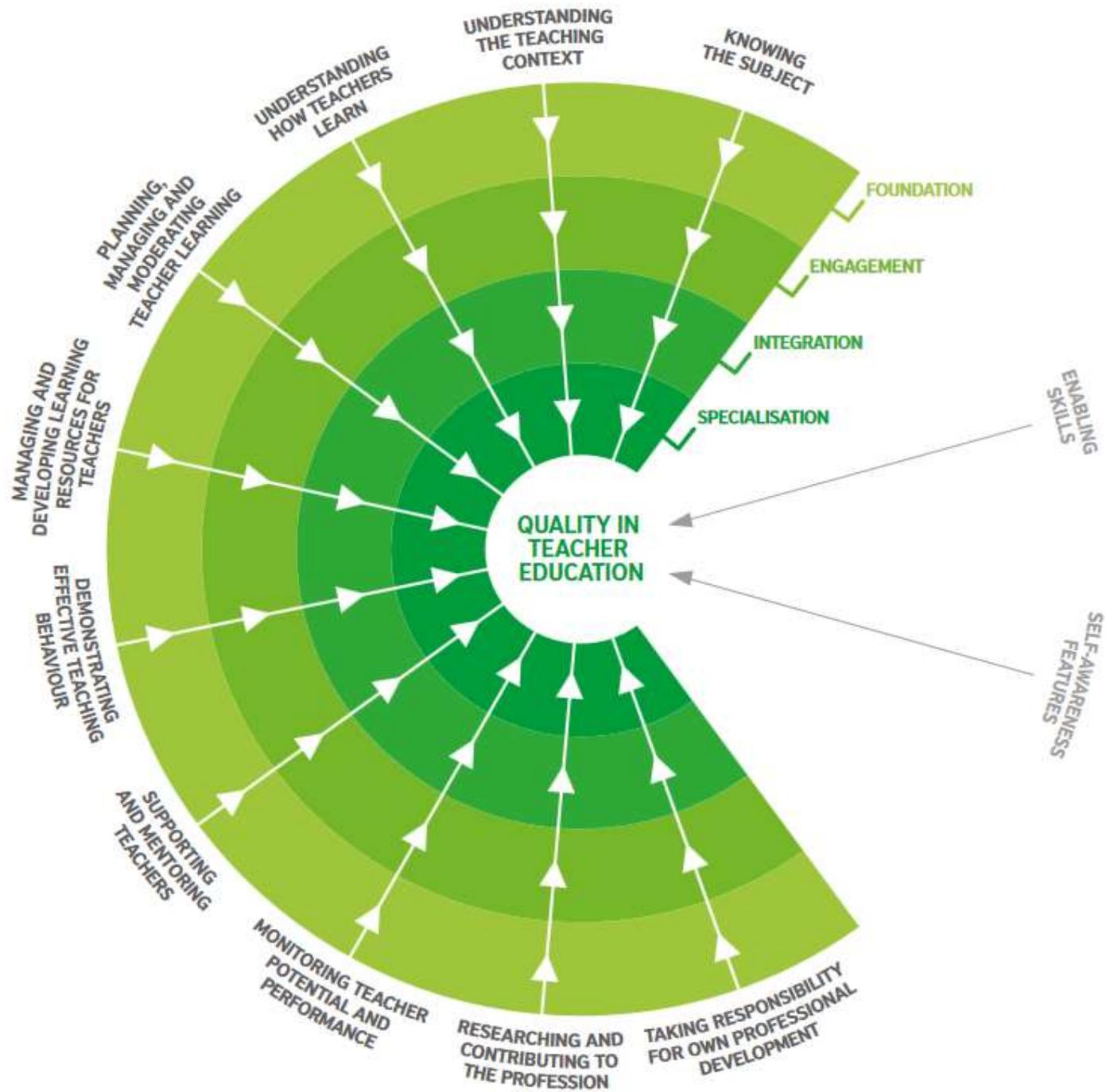
Openness

Conscientiousness

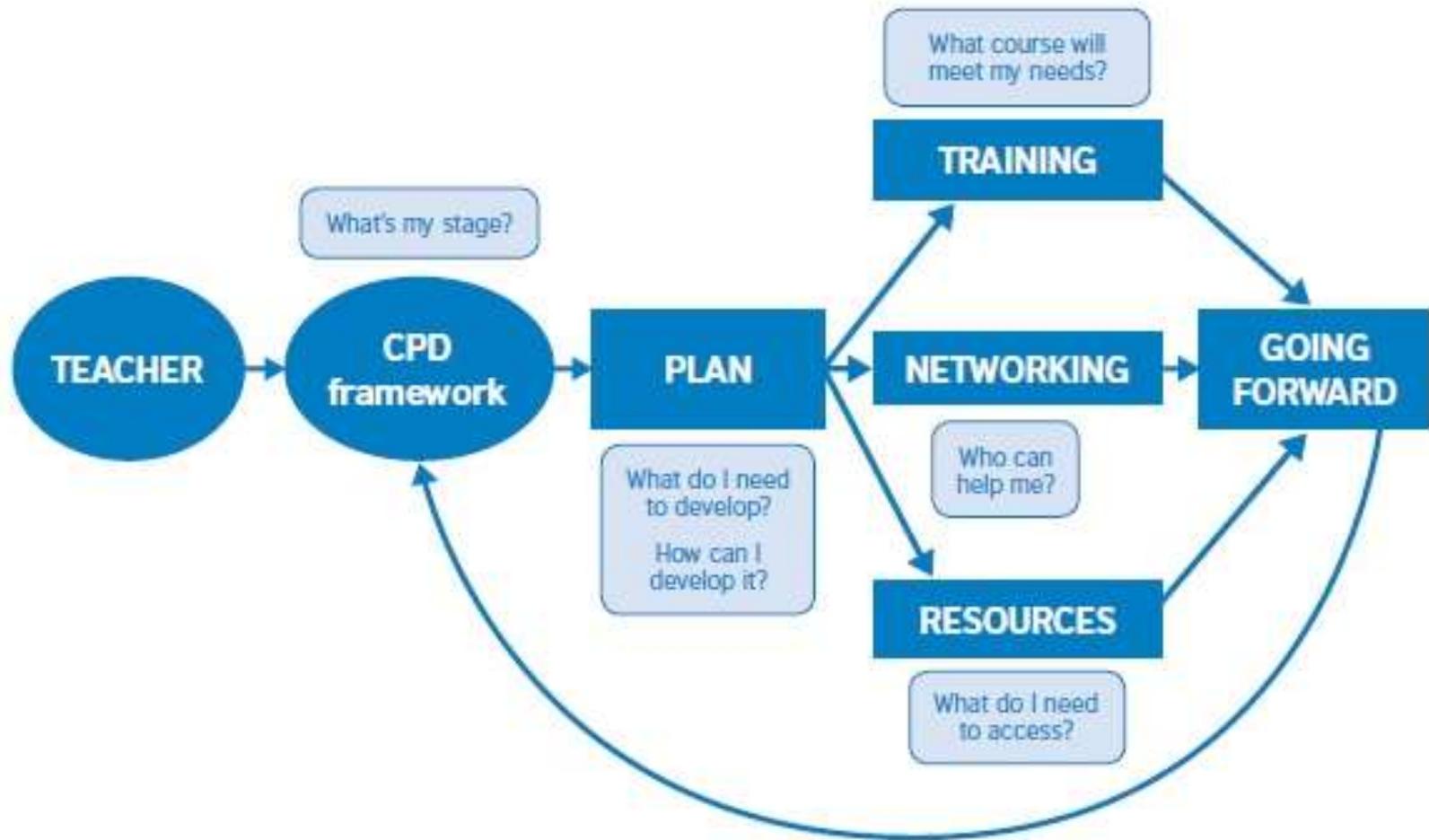
Interactivity

Empathy

Resilience



# BC: teachers' CPD journey



# Cambridge CPD Framework

- Help teachers identify where they are in their professional career
- Help teachers think about where they want to go next
- Build confidence in own expertise
- Indicate how Cambridge English can help with qualifications, development courses, resources and support

# Research basis - empirical stage

## Exercises with more than 250 trainers

- Randomly mixed competency statements in 4 sets
- Statements matched to a level on the framework
- Comparison: Intended levels and perceived levels

### 200 Teacher trainers

- 35 countries (6 continents)
- 19 L1s (English, Spanish, Arabic top 3)
- Experience: mostly 11+ yrs

## Interactive questionnaire

- Competency statements converted to selected responses in a questionnaire
- Teachers' experience with completing the questionnaire
- Teachers' agreement with assigned levels

### 66 teachers from 12 countries

- Private & state sector
- Primary & secondary schools
- Experience: 1-20+ yrs
- English level: B2-C2

# CPD Framework concepts

- **Stages** in a teacher's development over time
- **Categories** (or dimensions) of teacher knowledge, awareness and skills
- **Competency** statements

## ***Categories:***

- Learning and the Learner
- Teaching, Learning and Assessment
- Language Ability
- Language Knowledge and Awareness
- Professional Development and Values

# Cambridge CPD Framework

	Foundation	Developing	Proficient	Expert
Learning and the Learner	<ul style="list-style-type: none"> <li>Has a basic understanding of some language-learning concepts.</li> <li>Demonstrates a little of this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many language-learning concepts.</li> <li>Demonstrates some of this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of many language-learning concepts.</li> <li>Frequently demonstrates this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of language-learning concepts.</li> <li>Consistently demonstrates this understanding when planning and teaching.</li> </ul>
Teaching, Learning and Assessment	<ul style="list-style-type: none"> <li>Has a basic understanding of some key principles of teaching, learning and assessment.</li> <li>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</li> <li>Can use available tests and basic assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key principles of teaching, learning and assessment.</li> <li>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</li> <li>Can design simple tests and use some assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of key principles of teaching, learning and assessment.</li> <li>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</li> <li>Can design effective tests and use a range of assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key principles of teaching, learning and assessment.</li> <li>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</li> <li>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</li> </ul>
Language Ability	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1 and A2 levels.</li> <li>Uses basic classroom language which is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1, A2 and B1 levels.</li> <li>Uses classroom language which is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</li> <li>Uses classroom language which is consistently accurate throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1-C2 levels.</li> <li>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</li> </ul>
Language Knowledge and Awareness	<ul style="list-style-type: none"> <li>Is aware of some key terms for describing language.</li> <li>Can answer simple learner questions with the help of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has reasonable knowledge of many key terms for describing language.</li> <li>Can answer most learner questions with the help of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has good knowledge of key terms for describing language.</li> <li>Can answer most learner questions with minimal use of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has sophisticated knowledge of key terms for describing language.</li> <li>Can answer most learner questions in detail with minimal use of reference materials.</li> </ul>
Professional Development and Values	<ul style="list-style-type: none"> <li>Can reflect on a lesson with guidance and learn from feedback.</li> <li>Requires guidance in self-assessing own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Can reflect on a lesson without guidance and respond positively to feedback.</li> <li>Can self-assess own needs and identify some areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Can reflect critically and actively seeks feedback.</li> <li>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</li> <li>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</li> </ul>

# Cambridge CPD competences

Categories	Competences
<b>Learning &amp; the Learner</b>	<ul style="list-style-type: none"><li>• Understanding of language learning concepts and theory</li></ul>
<b>Teaching, Learning &amp; Assessment</b>	<ul style="list-style-type: none"><li>• Teaching qualifications &amp; competences</li><li>• Course implementation</li><li>• Classroom experience</li><li>• Assessment</li></ul>
<b>Language Ability</b>	<ul style="list-style-type: none"><li>• Language proficiency</li></ul>
<b>Language Knowledge &amp; Awareness</b>	<ul style="list-style-type: none"><li>• Language awareness &amp; knowledge</li><li>• Intercultural awareness</li></ul>
<b>Professional Development &amp; Values</b>	<ul style="list-style-type: none"><li>• Professional development</li><li>• Professional ethics &amp; conduct</li></ul>

# CPD Framework – sample descriptors

	Foundation	Developing		
Teaching speaking	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for teaching speaking.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing speaking skills using a simple template.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of principles and techniques for teaching speaking.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques and activities for developing speaking skills, with an awareness of pre/while/post stages.</li> </ul>		
Teaching reading	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for teaching reading.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing reading skills using a simple template.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many principles and techniques for teaching reading.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques and activities for developing reading skills, with an awareness of pre/while/post stages.</li> </ul>		
			Proficient	Expert
			<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for teaching speaking.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for developing speaking skills using appropriate staging, often integrating with other skills.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for teaching speaking.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing speaking skills using different stages in a principled way according to learner needs, frequently integrating with other skills.</li> </ul>
			<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for teaching reading.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for developing reading skills using appropriate staging, often integrating with other skills.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for teaching reading.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing reading skills using different stages in a principled way according to learner needs, frequently integrating with other skills.</li> </ul>

# CPD Framework - sample

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching	Has a good understanding of many language learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.
Teaching, Learning and Assessment	Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use simple tests and assessment procedures to support and promote learning	Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning	Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning	Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning
Language Ability	Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson.	Provides accurate examples of language points taught at A1-C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language Knowledge and Awareness	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.
Professional Development and Values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	Can reflect critically, actively seeks feedback and is willing to be observed by colleagues. Can identify own strengths and weaknesses as a teacher, and can support other teachers.	Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

# Teaching, Learning and Assessment

## Six Sub-Categories:

- 2.1 Planning language learning
- 2.2 Using language learning resources and materials
- 2.3 Managing language learning
- 2.4 Teaching language systems
- 2.5 Teaching language skills
- 2.6 Assessing language learning

– Teaching, Learning and Assessment

Foundation	Developing	Proficient	Expert
Has a basic understanding of some key principles of teaching, learning and assessment.	Has a reasonable understanding of many key principles of teaching, learning and assessment.	Has a good understanding of key principles of teaching, learning and assessment.	Has a sophisticated understanding of key principles of teaching, learning and assessment.
Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.	Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.	Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.	Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.
Can use simple tests and assessment procedures to support and promote learning.	Can design simple tests and use some assessment procedures to support and promote learning.	Can design effective tests and use a range of assessment procedures to support and promote learning.	Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.

# Teaching, Learning and Assessment

## Two Components of 'Planning Language Learning'

- Lesson planning
- Course planning and syllabus design

**Total Framework Components: 36**

# Case Study: Ursula



Did her CELTA last year and has been working in a language school for just over a year

- On my CELTA I learned some basic concepts of language learning
- One of my main strengths is my ability to analyse language - I love grammar - and I can confidently answer most questions my beginner learners ask me
- I have good rapport with my learners and they give me good feedback on my lessons , but I find it hard to design lessons which achieve what I want them to learn
- I like being observed and I welcome any feedback on my teaching so I can improve



# Cambridge English

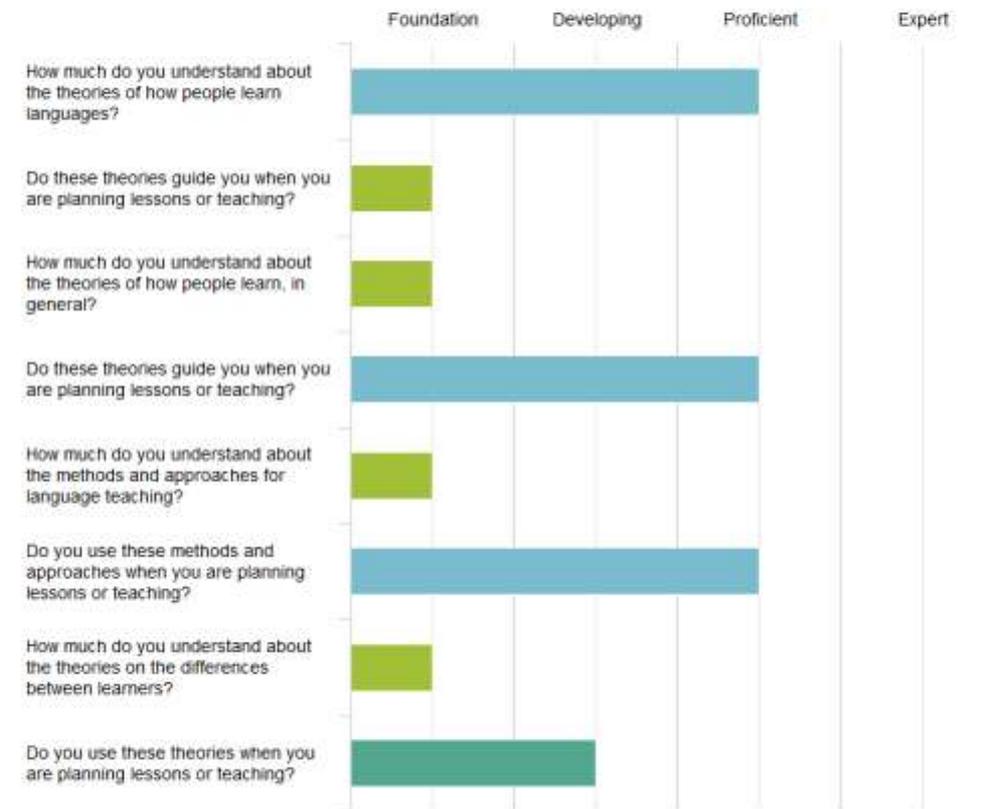


## Teacher Development Tracker <sup>BETA</sup>

### Your Profile

#### Learning and the Learner

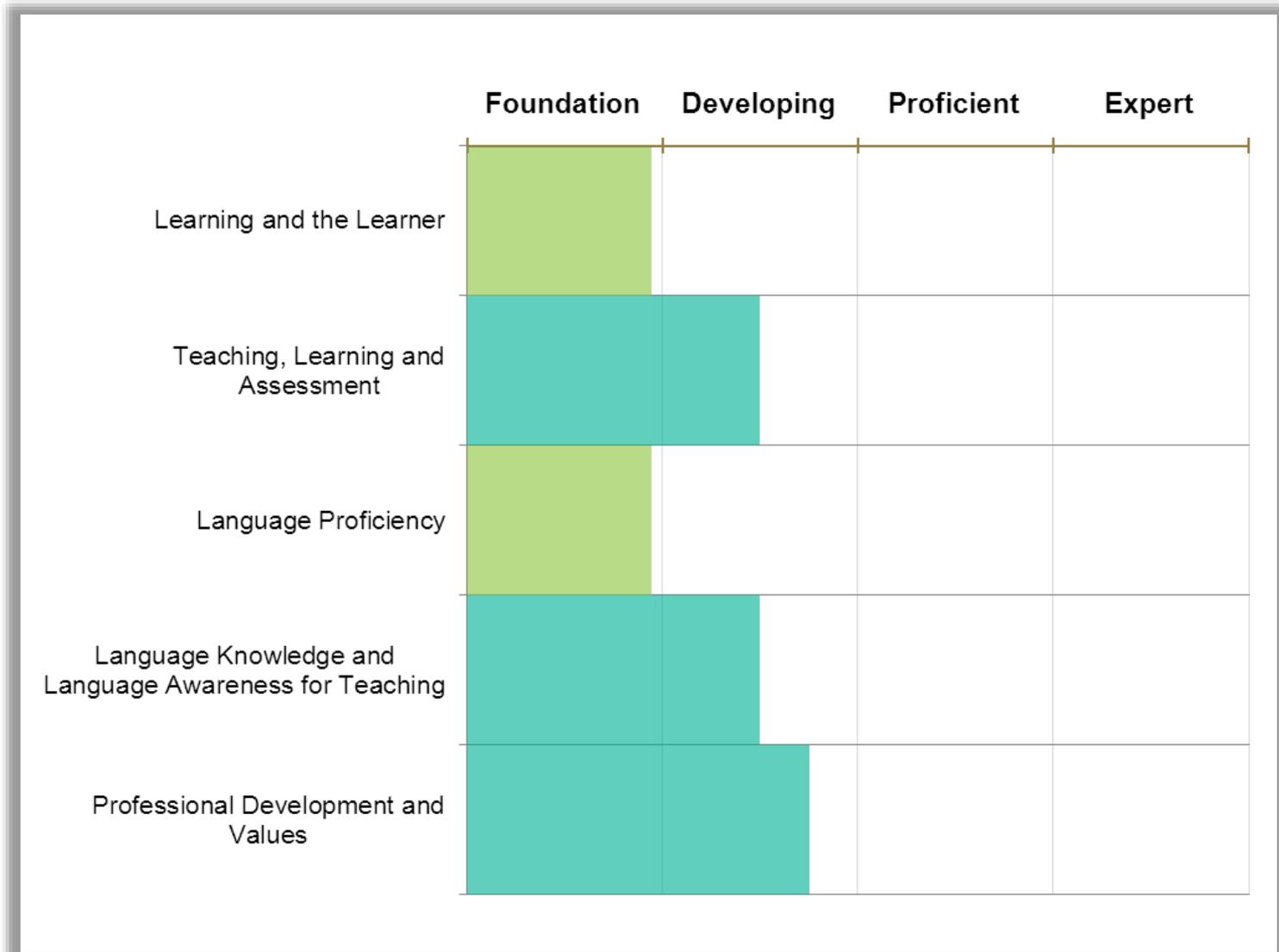
Your Stage: *Developing*



SAVE YOUR PROFILE

BACK TO CATEGORIES

# My CPD Profile



# Personal CPD framework

Competences to improve this year	Competences to add in next few years

**Reflection**

# CPD Frameworks compared

BALEAP	EAQUALS EPG	British Council	Cambridge English
Academic Practice	Training & qualifications	Learning the principles	Learning & the Learner
EAP Students	Key Teaching Competences	Putting principles into practice	Teaching, Learning & Assessment
Curriculum Development	Enabling Competences	Building confidence & skills	Language Ability
Programme Implementation	Professionalism	Demonstrating confidence, experience & reflection	Language Knowledge & Awareness
		Exemplifying good practice	Professional Development & Values
		Leading & advising	
	[Each category over 3 Development Phases]		[Each category over 4 Stages]

# Selected qualifications mapped

Career stage	Primary	Secondary	Language School	Specialist	Resources
4 – Expert	Masters	Masters	Masters	Masters	CPD portals: British Council Cambridge, short online courses, MOOCs
3 –Proficient		DELTA	DELTA	Trainer	
		IH CAM	IH CAM	EMI cert	
2-Developing	IHCYL		IHCYL	IH DOS	
	CELT-P	CELT-S	CELTA		
I-Foundation					
	University degree	University degree	MOOC Intro		

# Specialist Frameworks

# BALEAP

## Summary of competency statements

Academic practice	an EAP teacher will –
Academic contexts	have a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of universities.
Disciplinary differences	be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated.
Academic discourse	have a high level of systemic language knowledge including knowledge of discourse analysis.
Personal learning, development and autonomy	recognize the importance of applying to his or her own practice the standards expected of students and other academic staff.
EAP students	an EAP teacher will understand –
Student needs	the requirements of the target context that students wish to enter as well as the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations.
Student critical thinking	the role of critical thinking in academic contexts and will employ tasks, processes and interactions that require students to demonstrate critical thinking skills.
Student autonomy	the importance of student autonomy in academic contexts and will employ tasks, processes and interactions that require students to work effectively in groups or independently as appropriate.
Curriculum development	an EAP teacher will understand –
Syllabus and programme development	the main types of language syllabus and will be able to transform a syllabus into a programme that addresses students' needs in the academic context within which the EAP course is located.
Text processing and text production	approaches to text classification and discourse analysis and will be able to organize courses, units and tasks around whole texts or text segments in ways that develop students' processing and production of spoken and written texts.
Programme implementation	an EAP teacher will be –
Teaching practices	familiar with the methods, practices and techniques of communicative language teaching and be able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes.
Assessment practices	able to assess academic language and skills tasks using formative and summative assessment.



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# EMI framework

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# EMI competence framework

## Expert

Has a sophisticated understanding of the nature and principles of EMI, & consistently applies EMI strategies in teaching and professional practice, acting as a model for colleagues.

## Proficient

Has a good understanding of the nature and principles of EMI, and regularly applies EMI strategies in teaching and professional practice.

## Developing

Has a reasonable understanding of the nature and principles of EMI, with occasional experience of applying EMI strategies in practice.

## Foundation

Has a basic understanding of the nature and principles of EMI, but with little or no experience of applying EMI strategies in practice.

# Intercultural Competence Framework

Cambridge English

CULTURAL LITERACY FRAMEWORK

Draft

CATEGORIES	FOUNDATION	DEVELOPING	PROFICIENT	EXPERT
CULTURAL AWARENESS SKILLS	1 Shows curiosity and interest in learning about students' cultures and the culture of the local environment	2 Can respond appropriately to cultural issues in a clearly defined context, such a greetings, leave-taking, gift-giving and hospitality	3 Can recognize areas of possible difficulty caused by cultural differences and can respond appropriately to avoid or repair the situation.	4 Is able to evaluate and improve own intercultural competency and can support others when required
	5 Deals with students and colleagues from different cultures with openness and respect without judging.	6 Is flexible and patient in dealing with different approaches in cultural communication or behaviour	7 Is able to operate successfully and sensitively in different cultural and diverse minority environments	8 Is able to use ideas from other cultures creatively, while showing appreciative enquiry, empathy and understanding
APPLICATION OF CULTURAL AWARENESS TO LANGUAGE EDUCATION	9 Understands the cultural difficulties experienced by students and their effect on language learning	10 Incorporates information taken from world cultures into language education	11 Systematically includes an intercultural component in the exploitation of dialogues and texts.	12 Is able to compile and exploit intercultural information for students and clients
	13 Shows knowledge of and interest in student's countries of origin, festivals and name days	14 Can recognize and exploit intercultural information included in texts and dialogues under study by students	15 understands and responds empathetically to language and cultural difficulties experienced by students, colleagues and clients.	16 Selects and develops culturally appropriate language teaching material for delivery to students.
KNOWLEDGE OF PRINCIPLES AND THEORIES OF INTERCULTURE	17 Develops self awareness of own cultural background and identity	18 Builds knowledge of students' countries of origin and cultural backgrounds and identities	19 Understands and can use the key theories of intercultural relations.	20 Can apply understanding of cultural differences to study of other disciplines
	21 Can relate this awareness of students' and colleagues' cultures to teaching	22 Understands and applies the principles and practice of assessment of cultural knowledge and skills.	23 Can interpret current events in the light of cultural theory and practice where appropriate	24 Can apply the understanding of cultural principles and theory to the resolution of difficulties in class or in students' and client's professional lives, if requested.
UNDERSTANDING OF CULTURAL SYSTEMS	25 Understands the difference in principle between national, regional and organizational cultures	26 Understands and can respond empathetically to gender, race, religion and other issues affecting students and language learning	27 Is sensitive and careful to avoid national stereotypes and to deal with students and colleagues as individuals	28 Is able to evaluate and interpret the intercultural concepts and ideas behind documents and events
	29 Can understand the differences in individual students' cultures and relate these differences to own culture	30 Is sensitive to potential intercultural issues between students	31 Understands and can teach the law and practice of cultural diversity regulation to students and teachers	32 is able to reconcile apparent differences between conflicting interpretations of intercultural events

---

# Language CPD

---

'Prince Harry is the most woke member of the Royal Family'

## What's your Language CPD plan?

- Fluency level
- Accuracy level
- New lexis
- New varieties

### QUIZ:

Muffin top

Chillax

Staycation

Troll

Anorak

Bees knees

First dibs

Bender

Play a blinder

Bog standard

Chocka

Chuffed

Drop a clanger

Codswallop

Cream crackered

Doddle

dog's dinner

Faff around

A few sandwiches short of a picnic

Gallivanting

---

## The Digital Teacher needs to know.....

---

### Some new 'Digital Teaching' skills:

- Which new pedagogical models to use
- Which new technology tools to use
- Which new materials and resources to use
- How to guide the students' digital interactions
- How to get support in curriculum & course development
- How to get investment in training & development
- How to manage a virtual classroom
- How to create new content with students

# Developing a personal tech toolkit

## ***Devices toolkit:***

- Audio/video equipment
- IWB
- Laptop + projector
- Tablet + projector
- OTPS – Tablet class set

## ***Systems toolkit:***

- Class management software & Airplay
- Assessment
- VOIP – Skype
- VLEs – Moodle, Blackboard

## ***Resources toolkit:***

- Wikis
- Blogs
- Facebook
- Twitter
- Slideshare
- Dropbox
- Prezi
- Apps
- App stores
- iTunesU
- MOOCs

# Do you speak digital?

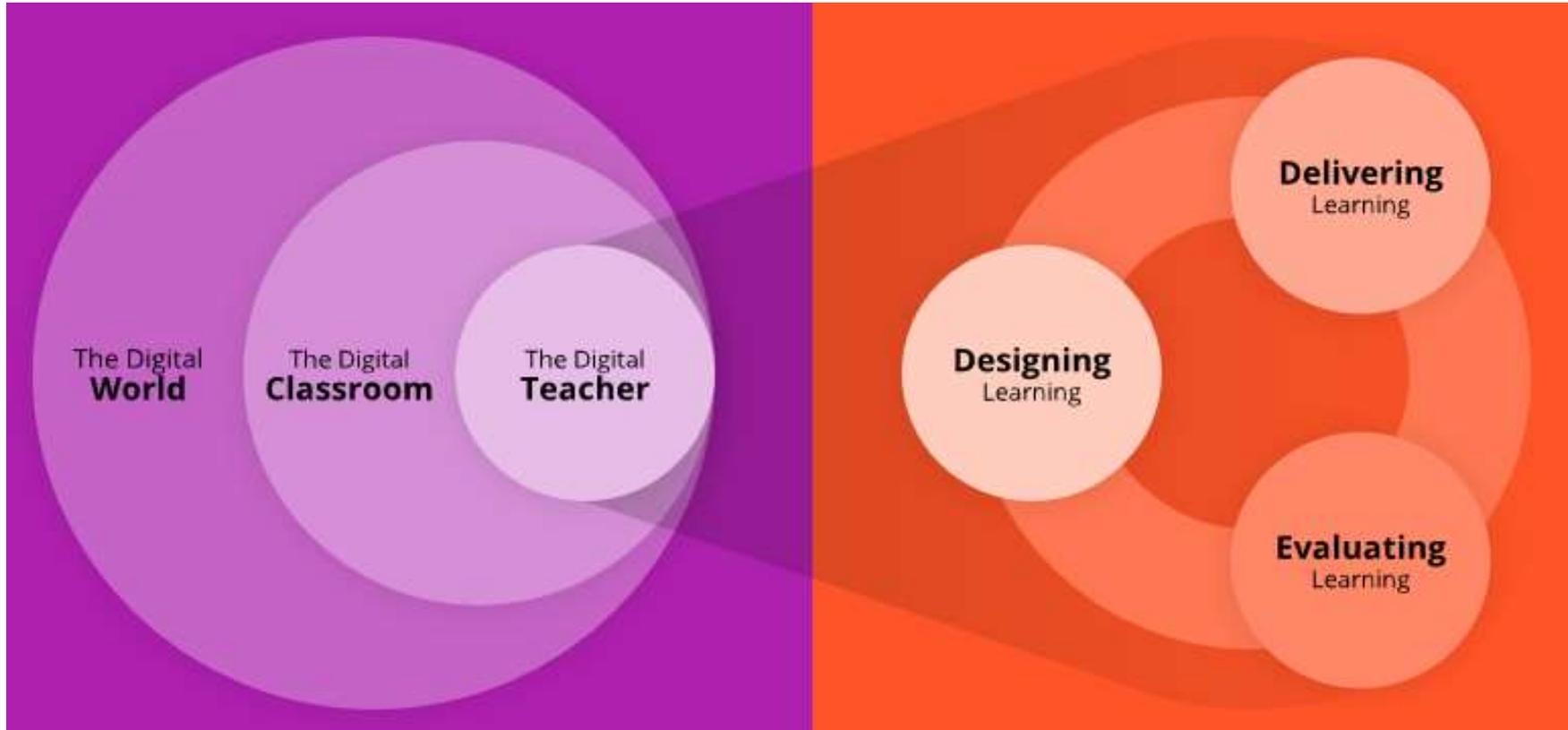
- BYOD
- VLE
- Flipped
- Blended
- IWB
- VR
- AR
- SMS
- Airplay
- Bluetooth



## Reflection

**Score yourself  
out of 10 for  
concept  
recognition**

# Cambridge Digital Framework





### The Digital **World**

Technology takes you beyond the classroom: as a digital citizen, you need to be productive, organised and act responsibly, safely and legally in the digital arena to protect yourself and your learners.

- **PRODUCTIVITY**
- **INFORMATION MANAGEMENT**
- **DIGITAL CITIZENSHIP**
- **LEGAL ISSUES**
- **DIGITAL WELFARE AND SAFETY**



### The Digital **Classroom**

Digital tools and resources provide both opportunities and challenges for language learning: develop your awareness of underlying theories and methodologies and use technology effectively to enhance learning and improve your own language awareness and proficiency.

- **THEORIES AND METHODOLOGIES**
- **DIGITAL TOOLS AND RESOURCES**
- **ONLINE LEARNING**
- **IMPROVING LANGUAGE PROFICIENCY**
- **IMPROVING LANGUAGE KNOWLEDGE AND AWARENESS**



### The Digital **Teacher**

Use digital tools and resources to accelerate and track your own professional development: reflect on your teaching, discover online conferences and sources of information, and share knowledge and best practice through a network of peers.

- **REFLECTION AND DEVELOPMENT WITH DIGITAL TOOLS AND RESOURCES**
- **BEING PART OF A PROFESSIONAL COMMUNITY**



### Designing **Learning**

Plan for success! Evaluate, choose and integrate digital tools and resources to support course aims and learning objectives, plan logical sequences of work for lessons and courses, and create attractive and useful interactive resources which maximise learning potential.

- **SOURCING AND EVALUATING DIGITAL RESOURCES**
- **COLLATING AND CURATING**
- **DEVELOPING MATERIALS**
- **LESSON PLANNING**
- **COURSE PLANNING**



### Delivering **Learning**

Build your confidence! Master and manage digital tools to support, educate and communicate with your learners; develop their skills in using technology effectively for learning, so that they can successfully meet their learning outcomes and take advantage of the learning opportunities provided by the digital learning environment.

- **SETTING UP AND MANAGING DIGITAL TOOLS AND RESOURCES**
- **PREPARING STUDENTS FOR USING DIGITAL TOOLS AND RESOURCES**
- **RESPONDING TO LEARNERS**
- **COMMUNICATION AND INTERACTION ONLINE**



### Evaluating **Learning**

Understand what's happening in your classroom! Digital tools provide new and more efficient ways of accessing and managing large quantities of data. Use technology to assess your learners and use that information to improve their learning; evaluate the effectiveness of your lessons and the digital tools and resources that you use.

- **ASSESSING LEARNING**
- **EVALUATING LESSONS AND MATERIALS**

## The Digital Classroom

Take a principled approach to selecting and integrating technology. Evaluate theories, methodologies and digital tools, and develop your language awareness for teaching.



### Theories and methods of teaching and learning

The way we use technology for learning has a significant impact on the way that learners find things out for themselves and expect learners to take more control of their learning with guidance and support.

Explore theories and methodologies of teaching and learning technology successfully, and learn how your learners can take to improve their learning.

### Digital tools for language learning

Digital tools provide a range of opportunities for language skills at their own speed, collaborate, and so work creatively. There is no doubt that technology can cause problems too.

Learn how to harness the opportunities that technology can provide, and prepare for the challenges.

### Online learning

Whether you use an e-workbook such as Moodle to deliver a whole course or for individual resources in your lessons or for the tools available to you, how the tools are used is just as important, which digital tools to use.

Learn how to evaluate, organise and use digital resources.

### Improving language awareness

Keeping your language up to date can be challenging. However, the resources available which help you to learn and practice and understand the language.

- HOME
- FRAMEWORK
- TRAINING
- REVIEWS
- BLOG

TEST MY DIGITAL SKILLS

GET EMAIL UPDATES

---

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## Tips: The Digital Classroom

Try these practical tips to get you and your learners using technology for learning.



### Theories and methodologies for digital learning

Here's a quick way to experiment with a valuable classroom time on listening exercises. Watch a YouTube video and complete comprehensive follow up with an in-class discussion or role-play.

### Digital tools and resources for language learning

Remember that languages are about communication, so fluently, so box-clicking homework tasks are not the best. Use education tools to encourage creativity and communication, presentations and projects.

### Online learning

Start small. A great way to start is to use online quizzes for homework. As you grow in confidence, be ready to experiment with online workbook self-study courses.

### Improving language knowledge and awareness

Keep your English up to scratch by reading every day. Set the language of your favourite online tools like [Write & Improve](#) to develop your writing skills.

### Improving language knowledge and awareness

Should we say 'wreak havoc' or 'cause havoc'? Collocation is stronger, find out with a [Google analysis of collocations](#), try [HASK](#).

## Training, Lesson Plans and Tips

Learn how technology can improve teaching and learning, with step-by-step training, practical tips and lesson plans to try out in class.



TIPS	TRAINING	LESSON PLAN
<p><b>Instant overview (IMO) activities</b></p> <p>Try these practical tips for using instant messaging with your learners.</p> <p>5 minutes <a href="#">GET STARTED</a></p>	<p><b>Vocabulary – Review, recycle, remember</b></p> <p>Find and use ready-made, interactive vocabulary sets and design your own to improve vocabulary learning.</p> <p>25 minutes <a href="#">GET STARTED</a></p>	<p><b>Vocabulary – Review, recycle, remember</b></p> <p>Try our ready-made, interactive vocabulary sets or get your learners making their own with these ready-to-use lesson plans.</p> <p>15 minutes <a href="#">GET STARTED</a></p>
<p><b>Designing Learning</b></p> <p>Plan for success! Evaluate, choose and integrate digital tools and resources to support course aims and learning objectives.</p> <p>5 minutes <a href="#">GET STARTED</a></p>	<p><b>Giving feedback on writing</b></p> <p>Using simple word-processing tools to give effective feedback on writing.</p> <p>25 minutes <a href="#">GET STARTED</a></p>	<p><b>Giving feedback on writing</b></p> <p>Try our Google Docs for giving feedback on writing with this ready-to-use lesson plan.</p> <p>15 minutes <a href="#">GET STARTED</a></p>
<p><b>Delivering Learning</b></p> <p>Build your confidence and create a positive environment for learning with technology.</p>	<p><b>The Digital World</b></p> <p>Navigate the digital world safely, successfully and productively.</p>	<p><b>The Digital Classroom</b></p> <p>Use technology to enhance learning and to develop your own language skills.</p>

-  **START**
-  The Digital World
-  **The Digital Classroom**
-  The Digital Teacher
-  Designing Learning
-  Delivering Learning
-  Evaluating Learning
-  **RESULTS**

## Test my Digital

Question 11 out of 53

### Theories and methodologies for digital language teaching and learning: How to apply theory and methodology to digital language teaching and learning

Digital learning can be informed and shaped by theories such as constructivism and connectivism, and methodologies such as blended learning and the flipped classroom.

#### How effectively do you apply theories and methodologies in digital language teaching and learning?

I can identify theories and methodologies which relate to digital language teaching and learning.

I can demonstrate an understanding of theories and methodologies which relate to digital language teaching and learning. I can identify appropriate theories and methodologies for digital language teaching and learning.

I can apply a range of theories and methodologies which relate to digital language teaching and learning in my context. I can advise other teachers on appropriate theories and methodologies for digital language teaching and learning.

I can create and implement policies and plans for schools, and provide training to help teachers apply suitable theories and methodologies for digital language teaching and learning.

## RESULTS

## START

The Digital World

The Digital Classroom

**The Digital Teacher**

Designing Learning

Delivering Learning

Evaluating Learning

## RESULTS

## Test my Digital

Question 21 out of 53

### Reflection and development with digital tools and resources: How to reflect on and evaluate your teaching and participate in continuing professional development

Digital tools can help teachers reflect on teaching and learning; there are many ways to create a reflective journal, and audio and video recordings of lessons can be very helpful. Teachers can create an online teaching portfolio, which allows them to keep a record of successful lessons, and to show the progress they make during their career.

#### How effectively do you use digital tools to reflect on and evaluate your teaching?

I can identify what went well and what went badly in a lesson, using digital tools to keep simple notes. I can then use those notes to adapt future lessons and courses.

I can create an online portfolio of successful lessons and a written or oral record of what went well or badly. I can then use this information to adapt future lessons or courses.

I can reflect on, record and evaluate my strengths and weaknesses using a range of digital tools, and plan ways to overcome weaknesses.

I can evaluate my strengths and weaknesses through long-term digital records, plan ways to improve my weaknesses and help other teachers use a similar approach.

Next >

# Results

Congratulations! You have completed your self-evaluation.

Here are your results. Choose a direction for your professional development and follow the links below for suggestions and practical tips.

**The Digital World**

[Suggestions for professional development](#)  
[Practical tips](#)

Overall

**4** **Mastery**  
Habit  
Understanding  
Awareness

Legend

- 4: Mastery
- 3: Habit
- 2: Understanding
- 1: Awareness

**The Digital Classroom**

[Suggestions for professional development](#)  
[Practical tips](#)

Overall

**4** **Mastery**  
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- 4: Mastery
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**The Digital Teacher**

[Suggestions for professional development](#)  
[Practical tips](#)

Overall

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**Designing Learning**

[Suggestions for professional development](#)  
[Practical tips](#)

Overall

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- 4: Mastery
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- 2: Understanding
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**Delivering Learning**

[Suggestions for professional development](#)  
[Practical tips](#)

Overall

**4** **Mastery**  
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Legend

- 4: Mastery
- 3: Habit
- 2: Understanding
- 1: Awareness

**Evaluating Learning**

[Suggestions for professional development](#)  
[Practical tips](#)

Overall

**4** **Mastery**  
Habit  
Understanding  
Awareness

Legend

- 4: Mastery
- 3: Habit
- 2: Understanding
- 1: Awareness

## Your Digital CPD needs:

What digital skills & competences do you think you (and/or your staff) need to develop?

- technical skills?
- pedagogical skills?
- materials development?

## Reflection

Which competences & concepts do you feel you need more input & training in?

# Take Away

1

**Define what teachers in your school need to know**

2

**Plan training and development according to a competence framework**

3

**Fund training & experimentation in pedagogy & technology**

4

**Help colleagues develop their Digital & Cultural Literacy**

5

**Encourage curiosity & creation of resources**

6

**Delight & engage students**

# Thank you!

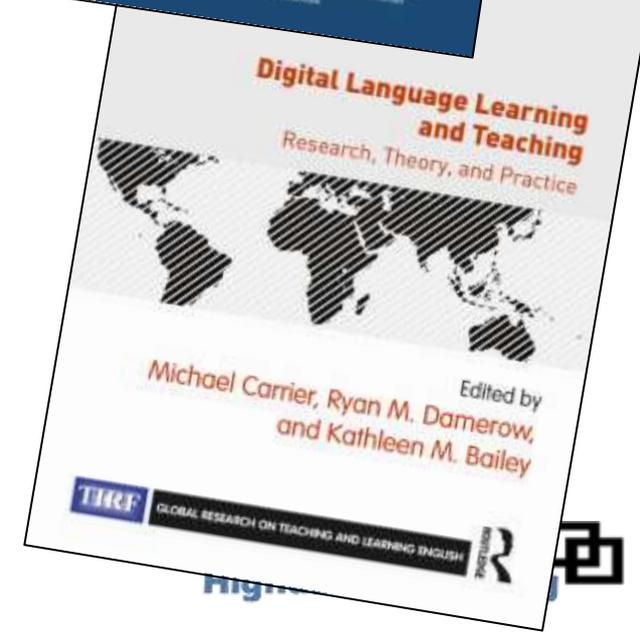
email: [michael@highdale.org](mailto:michael@highdale.org)

PDF: <http://www.michaelcarrier.com>

Framework: <http://thedigitalteacher.org>

Journal of Training, Learning and Culture  
[www.icc-languages.eu/tlcjournal](http://www.icc-languages.eu/tlcjournal)

TIRF/Routledge book:  
<http://www.tirfonline.org>



# CPD resources

**BRITISH COUNCIL** | **BBC** | TeachingEnglish

Teaching kids | Teaching teens | Teaching adults | Teacher development | Training courses | Events | Magazine

### My family

This lesson plan celebrates UN International Day of Families and provides teachers and primary children with an opportunity to see different kinds of families.

Webinar  
Lesson plan  
Blog  
IATEFL Online 2018  
Teacher development

### Welcome to TeachingEnglish

TeachingEnglish is brought to you by the British Council, the world's English teaching experts. If you want help planning your lessons or to find out more about our [online training courses](#), you've come to the right place! We have hundreds of high-quality resources to help you in the classroom as well as articles, videos, publications and courses to help you with your continuing professional development.

#### Getting started with resources

How to find the right resources for your students.

#### Teacher development

How to find the right resources to develop your skills as a teacher.

#### Teaching kids

#### Teaching teens

#### Teaching for Success: Learning and Learners

#### Assess your teaching skills

#### Popular

# Cambridge

## Cambridge English

Teaching Support



How to use  
this website

[▶ Watch video](#)



### What's New?

New [Cambridge English: First](#) and [Cambridge English: First for Schools](#) (for exams from 2015) [↑](#)

[Cambridge English Teacher](#), our Continuing Professional Development initiative for teachers, now has a careers section. Sign in or register to [take a look](#).

[Cambridge English Certificates in ESOL Skills for Life Levels 1 and 2](#) now have sample papers and mark schemes for Reading. These can be found on the [Skills for Life Levels 1 and 2](#) page. [↓](#)

### Resources

> Find free [teaching resources](#), lesson plans and activities.



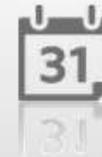
### Exams

> Find the information you need about [Cambridge English Exams](#).



### Events

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