

Continuing Professional Development (CPD) Framework for teachers



The British Council's Continuing Professional Development (CPD) Framework for teachers is for teachers of all subjects. It enables you to understand and plan your own professional development.



This booklet shows you:

- the four stages of development
- the 12 professional practices and the elements which describe each professional practice.

For more information about the CPD framework, and resources to help your development in the professional practices, go to www.teachingenglish.org.uk/teacher-development/continuing-professional-development

Stages of development

1. Awareness

You have heard of this professional practice.



2. Understanding

You know what the professional practice means and why it's important.



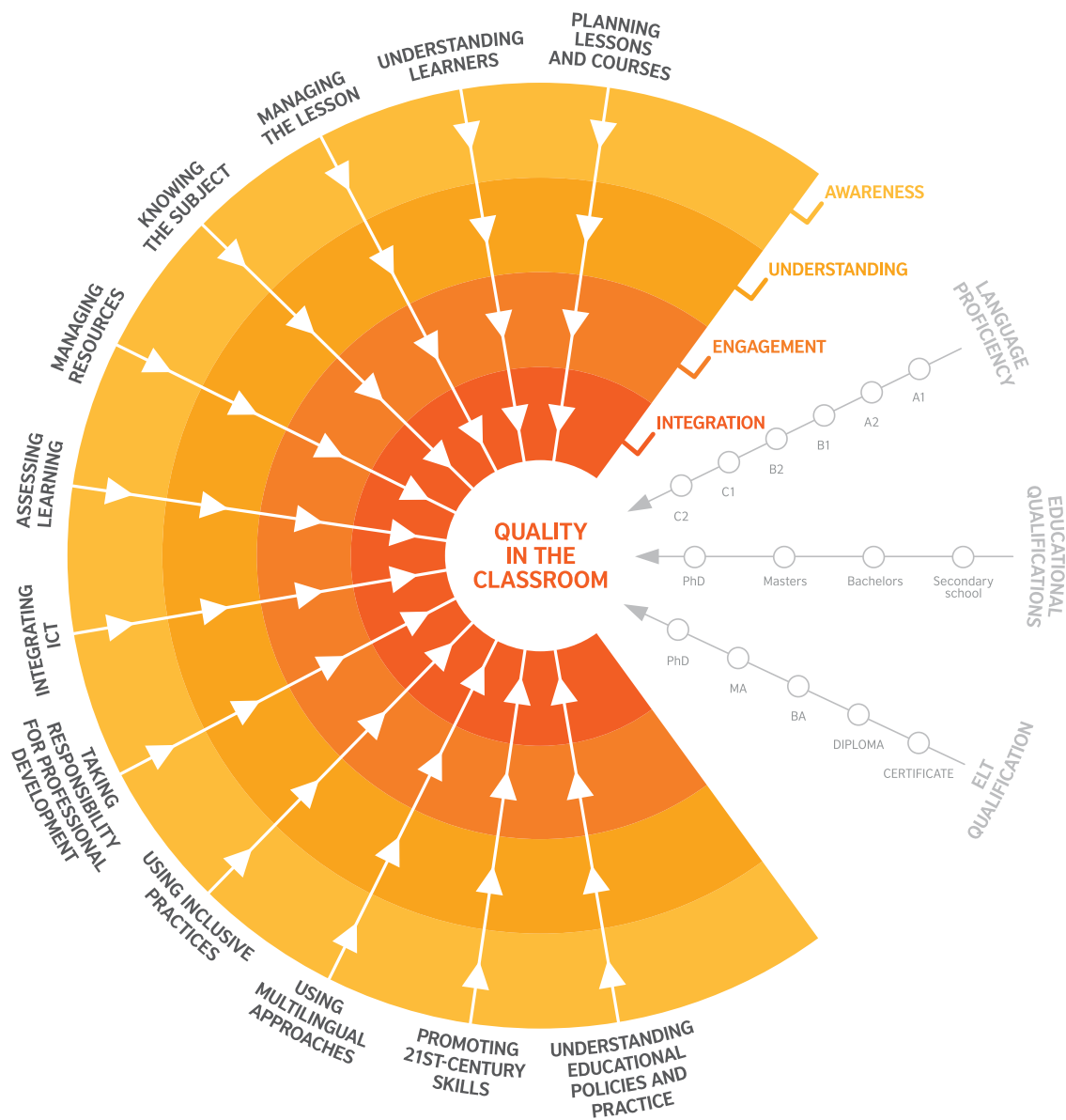
3. Engagement

You demonstrate competency in this professional practice at work.



4. Integration

You demonstrate a high level of competency in this professional practice and this consistently informs what you do at work.



Professional practices

Planning lessons and courses

Understanding learners

Managing the lesson

Knowing the subject

Managing resources

Assessing learning

Integrating ICT

Taking responsibility for professional development

Using inclusive practices

Using multilingual approaches

Promoting 21st-century skills

Understanding educational policies and practice

Planning lessons and courses

Planning lessons and courses involves the following elements:

Describing my learners in relation to their learning needs.

Defining aims/learning outcomes that meet my learners' needs and the course objectives.

Selecting and developing the activities, resources and materials which engage my learners and correspond to the aims of the lesson.

Dividing lessons into coherent stages with realistic estimates of timing.

Planning board work.

Selecting and describing interaction patterns for different activities during the lesson.

Planning the grouping of learners.

Planning for differentiated learning (e.g. for different ability levels or early finishers).

Anticipating problems that may arise during the lesson, and planning how to respond to these.

Describing how my learners' understanding will be checked or assessed.

Describing when and how feedback on my learners' performance will be provided.

Planning activities that help my learners to develop learning strategies.

Describing how a lesson is linked to those before and after it.

Planning a broad outline for a sequence of lessons, including the recycling of learning content.

Reflecting on the approach and effectiveness of my lesson planning, incorporating learner feedback and other evidence.

Understanding learners

Understanding learners involves the following elements:

Making decisions about teaching and assessment by applying an understanding of the following learner characteristics:

- level of attainment
- age
- interests
- preferred ways of learning
- group dynamics
- motivation to learn, both generally and in relation to specific subjects
- educational, social, cultural and linguistic background
- any special educational needs
- level of autonomy
- personality.

Exploring theories of learning and applying them to my context and learners.

Conducting needs analyses and applying the results.

Applying an understanding of the impact of the learning environment on my learners.

Reflecting on my approach to understanding my learners and the impact this has on their learning.

Managing the lesson

Managing the lesson involves the following elements:

Controlling the pace and timing of activities.

Signalling transitions between stages of the lesson.

Adjusting the classroom layout to support learning.

Responding to unexpected classroom events.

Making effective use of resources and equipment.

Giving instructions effectively.

Explaining learning aims and content appropriately.

Checking understanding.

Using language appropriate to my learners' level.

Making appropriate decisions about which languages are used by the teacher and learners.

Monitoring learner engagement in order to maintain motivation.

Establishing and maintaining classroom discipline.

Setting up classroom activities that include a variety of interaction patterns.

Adjusting plans to take advantage of opportunities for learning that emerge during lessons.

Establishing and maintaining a positive learning environment.

Reflecting on my lesson management, identifying strengths and weaknesses, and making adjustments as needed.

Knowing the subject

Knowing the subject involves the following elements:

Developing and demonstrating proficiency in the target language in order to provide a good model for my learners.

Developing an awareness of language systems in my learners.

Selecting appropriate methodology and resources for introducing and practising specific areas of the target language and language skills, including:

- grammar
- lexis
- phonology
- speaking, listening, writing and reading skills
- register
- genre
- communication strategies
- sociolinguistic skills
- learning strategies
- varieties and standards of English
- contrastive analysis with other languages.

Having an awareness of the range of reference materials relevant to the subject and using these to support teaching and learning.

Having an awareness of theories of language acquisition and how these relate to specific teaching contexts.

Reflecting on my strengths and weaknesses in relation to my subject knowledge and its application.

Managing resources

Managing resources involves the following elements:

Selecting resources with an awareness of:

- a range of available sources from which to select materials
- a range of media (e.g. digital, audiovisual, print) relevant to learner needs and context
- a range of tools which facilitate the collaborative production of classroom materials
- a range of tools which facilitate learner-generated content
- clear criteria for the selection of materials and resources based on my learners' needs and syllabus fit.

Developing and adapting materials and resources:

- using a range of authoring tools, where available
- which fit with my learners' needs and the syllabus
- which are professional, attractive and accessible
- which conform to copyright regulations and acknowledge sources
- which are culturally appropriate
- by sharing and collaborating with colleagues.

Using materials effectively in the classroom with appropriate pedagogical strategies.

Making effective use of stationery, equipment and technology to support learning.

Developing and maintaining a system for storing and retrieving materials.

Articulating the rationale for the resources I use to my colleagues, learners and others.

Evaluating the effectiveness of the materials and resources I use.

Reflecting on my approach to developing and managing materials and resources to meet learner outcomes.

Assessing learning

Assessing learning involves the following elements:

Applying the principles and practice of assessment to design tasks for measuring my learners' progress.

Utilising a range of different types of assessment and feedback.

Using assessment at different points in the learning process to monitor my learners' understanding and inform subsequent teaching.

Defining appropriate assessment criteria and/or applying assessment criteria consistently.

Analysing my learners' errors and providing constructive feedback.

Engaging my learners in self- and peer assessment and develop their self- and peer assessment skills.

Preparing my learners for formal assessment.

Administering, grading and keeping records of assessment.

Sharing assessment data appropriately with parents, guardians, learners and others.

Reflecting on the effectiveness of my assessment of my learners' progress.

Integrating ICT

Integrating ICT involves the following elements:

Developing effective strategies for locating appropriate digital content.

Following guidelines for e-safety.

Evaluating the potential effectiveness and appropriacy of digital content, tools and platforms for achieving desired learning outcomes.

Using technology in the production of teaching and learning materials.

Setting up activities that support learning by exploiting appropriate digital content, tools and platforms.

Developing effective strategies for resolving potential technical issues.

Using technology for administrative tasks in accordance with data protection guidelines.

Promoting autonomous learning by exploiting digital content and technologies inside and outside of the formal learning environment.

Promoting collaborative and participatory learning by exploiting online communities, tools and platforms.

Reflecting on the effectiveness of my integration of ICT into the teaching and learning process.

Taking responsibility for professional development

Taking responsibility for my own professional development involves the following elements:

Understanding my professional needs, interests and learning preferences in order to identify areas for development.

Defining my short-, medium- and long-term career goals.

Understanding the developmental pathways available to reach my specific career goals.

Using technology to facilitate my professional development.

Staying up to date with developments in education in teaching and learning.

Being aware of, selecting and engaging in, appropriate professional development opportunities and resources to inform my classroom practice, including:

- collaborating with colleagues and other professionals
- reflective practice
- teacher research and other forms of classroom inquiry
- attending and presenting at conferences
- participating in training
- reading and publishing
- joining teachers' associations
- observing other teachers and being observed.

Reflecting on and evaluating the benefit of my continuing professional development and its impact on my classroom practice and my learners' achievements.

Using inclusive practices

Using inclusive practices involves the following elements:

Recognising and valuing diversity among my learners in relation to areas which include:

- language background
- cognitive ability
- academic ability
- physical ability
- social background
- behavioural differences
- disability
- age
- gender
- race and ethnicity
- sexual orientation
- religion and belief.

Using pedagogical strategies that encourage inclusive education within a supportive learning environment.

Supporting my learners in identifying, addressing and assessing realistic individual learning goals based on reasonable adjustment.

Being aware of my beliefs and how they can impact on establishing and maintaining an inclusive learning environment.

Assessing individual learners in a variety of ways that allow them to demonstrate the progress they are making.

Treating all my learners equitably and with respect.

Developing positive attitudes towards diversity in my learners.

Involving parents, learners and other relevant individuals in creating an inclusive learning environment.

Reflecting on how inclusive my learning environment is and taking steps to improve it.

Using multilingual approaches

Using multilingual approaches involves the following elements:

Recognising and valuing the multilingual nature of societies, schools and classrooms.

Using pedagogical strategies that encourage inclusive education within a supportive multilingual learning environment.

Being aware of beliefs about speakers of other languages and how they can impact on establishing and maintaining an inclusive learning environment.

Assessing individual learners in a manner that takes their linguistic background into account.

Giving my learners appropriate opportunities to use their home languages to support and demonstrate their understanding of learning content.

Making pedagogical choices that respect and capitalise on my learners' linguistic diversity.

Reflecting on how effective my implementation of multilingual approaches is in promoting learning.

Promoting 21st-century skills

Promoting 21st-century skills involves the following elements:

Developing an awareness of and proficiency in:

- critical thinking and problem solving
- collaboration and communication
- creativity and imagination
- citizenship
- digital literacy
- student leadership and personal development.

Selecting appropriate methodologies and resources for introducing, developing and evaluating my learners' skills in the above areas.

Demonstrating the value and importance of 21st-century skills to and for my learners.

Reflecting on my strengths and weaknesses in relation to my own proficiency in 21st-century skills and my ability to develop my learners' proficiency in these areas.

Understanding educational policies and practice

Understanding educational policies and practice involves the following elements:

Locating up-to-date and relevant information about national, regional and institutional educational policies.

Locating up-to-date and relevant information about international, national, regional and institutional educational practice.

Employing professional and pedagogical practices that are consistent with applicable policies related to areas including:

- the goals of education
- educational governance
- learner empowerment
- educational reform
- inclusive education
- literacy

- access
- equality, diversity and inclusion
- language policy
- post-compulsory education pathways
- child protection
- the curriculum, syllabus and methodologies
- assessment
- teaching standards
- ICT
- 21st-century skills.

Reflecting on the impact of educational policies and practice on my decision making, professional behaviour and my learners' outcomes.



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