

THE PILOT GRID, VERSION 0.44

BACKGROUND AND AIMS

The grid is inspired by the self-assessment grid in the Common European Framework of Reference (CEFR Table 2) and European Language Portfolio (ELP)¹. A common European framework was first conceptualised in terms of categories for objectives, with lists of sub-components. A set of reference levels was in the proposal for the ELP, but was moved to the CEFR by the Symposium that recommended the CEFR and ELP.

The aim of the CEFR is to encourage reflection on current practice, use of a common metalanguage and, last but not least, agreement on common reference levels, the six Common Reference Levels, A1-C2. Moves towards a common European framework for teacher education (concerned with pre-service language teacher education for state school teachers) have also had an initial focus on categories for objectives, with lists of sub-components². The EAQUALS Profiling Grid introduces both the idea of a set of reference levels and a one-page overview of competence (like CEFR Table 2).

DEVELOPMENT PHASES

The three broad 'development phases' reflect the three broad levels of the CEFR.

- At the first phase, teaching knowledge and skills are holistic and in the process of being acquired. A distinction is made between the initial 'training' phase, and the subsequent phase during which experience of actual language teaching is accumulated.
- Already by development phase 2.2, specialization in a certain direction may be noticeable: there are many different ways to be an 'independent' or 'proficient' teacher. At phase 3 teachers may in addition acquire specialized "expert" skills in certain supplementary areas, and may be assigned or take on the role of supporting/mentoring less experienced colleagues.

At each development phase it is presupposed that the competencies at the previous development phase have already been attained. In other words, the development phases are cumulative.

CATEGORIES

The four broad categories "Language & Culture," "Qualifications," "Core Competencies" and "Professional Conduct" are intended to reflect the main aspects of a language teacher's profile. Some people may have high-level core competencies yet lack significant formal qualifications. Others may have high-level paper qualifications but be lacking in core competencies (and experience) or language ability at the equivalent level.

NOTES ON CATEGORIES

LANGUAGE AND CULTURE

Language proficiency: the teacher's competence in the target language. This is especially (but not exclusively) relevant to non-native speakers. However, some native-speaker teachers will not be at 3.2.

Intercultural awareness: the sensitivity of the teacher to the role of culture in language teaching, especially in these areas:

- sensitivity to cultural differences between countries and people, and thus learners' attitudes
- the opportunity in language learning to address and explore cultural and other differences, and thus stereotypes and prejudices
- the appropriate selection of content and materials for teaching -learning
- intercultural knowledge and experience
- adoption of approaches aimed at exploring cultural diversity, cultural phenomena, stereotyped behaviour and prejudices
- the appropriate selection of culturally oriented materials
- the creation of a conflict free atmosphere of mutual understanding and appreciation of differences

¹CEFR Tables 1-3 were designed by Brian North, as were the full set of CEFR descriptor scales

²European Profile for Language Teacher Education (University of Southampton); European Portfolio for Student Teachers of Languages (David Newby et al)

Language awareness: the extent to which a teacher understands how the target language – and communication in general – works. This affects:

- their ability to understand and respond to learners' difficulties and queries
- their ability to select good approaches when dealing with issues of language form, meaning and use.

Often non-native speakers of the target language have an advantage here. It is quite possible for a very proficient user of a language to be lacking in awareness.

QUALIFICATIONS

These relate to the norms for the sector and national context concerned. Many contexts have 2.2 as their minimum standard. However, for teachers in some national contexts, the norm is lower.

Education and training: this covers general education, especially higher education, as well as training specifically focusing on foreign language teaching. This is a complicated area: while in some countries (e.g. the UK and Ireland) specialised professional training courses such as CELTA and the Trinity Certificate are available, in others (e.g. Germany, Italy) all such specialised training forms part of a university higher degree.

Assessed teaching: hours of teaching observed by a trainer or mentor on which structured feedback is given. Specialised training should include elements of assessed teaching or 'teaching practice', and most organisations have systems for observing and providing feedback on 'real' teaching. The sub category may be hard to apply in some European contexts where there is no systematic observation of classes accompanied by structured feedback sessions.

Experience: experience of real language teaching in classes/lessons for which the teacher is solely responsible. This is measured in clock hours in order to take into account both part-time and full-time working and variations in the length of lessons.

CORE COMPETENCIES

These are fairly self-explanatory:

Methodology – knowledge & skills: the understanding and technical ability that a teacher brings to the task of teaching and supporting learning in the classroom. This includes the ability to vary techniques, select the 'right' technique for handling a given activity or language point, and generally choose an optimal mix of techniques.

Lesson and course planning: the ability of a teacher to develop coherent and appropriate plans not just for an individual lesson but for a sequence of lessons (in a week or a longer period). This includes the teacher's ability to break down, grade and generally reconcile the content of the course syllabus with the needs of the group and the ongoing dynamic of the class.

Interaction management and monitoring: the way a teacher handles interactions with individual learners and the whole group, as well as interactions among learners, and how s/he monitors and responds to the language produced by them. This includes activity management, and the handling of errors as well as achieving a good and productive atmosphere.

Assessment: the way a teacher prepares for and handles task-based and continuous assessment of learners, progress, achievement and proficiency testing carried out in class. This includes how the results of assessment are fed back to students and used in later planning

Digital media: a teacher's ability to handle digital equipment and processes in the school for teaching and for preparing materials, and the way s/he uses the internet as a source of learning materials and activities

PROFESSIONAL CONDUCT

This area focuses on the teacher's commitment and relationship with the institution(s) where s/he is employed and the way in which s/he carries out all the tasks related to the role.

Professionalism: a teacher's engagement with and participation in in-service training and self-development, the way s/he relates to and co-operates with colleagues, and how s/he responds to changes and challenges in the institution(s).

Administration: the more regulatory and bureaucratic aspects of a teacher's work around teaching, such as recording learners' attendance, maintaining records or work covered, marking written work, giving notice of their own absence or lateness etc.

In addition to the main categories 'language and culture', 'qualifications', 'core competences' and 'professional conduct', what might be called '**complementary skills**' may develop during a teacher's career, reflecting experience, professional approach, personal interests or latent talents that they bring with them to the profession. These are not exemplified in this version the Grid, but include such

areas as materials writing, test-development, or dealing with special groups of learners (young learners, migrants, corporate sector etc).

EPG Project Pilot Grid v.0.44 - Part A: Language & Culture; Qualifications and Experience

		DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2	2.1	2.2	3.1	3.2
LANGUAGE & CULTURE	Language proficiency	<ul style="list-style-type: none"> studying the language at tertiary level B1 proficiency 	<ul style="list-style-type: none"> studying the language at tertiary level B2 proficiency 	Has a B2 examination certificate in the language; oral competence at C1 level	Has a C1 examination certificate (eg English CAE)	<ul style="list-style-type: none"> Has a degree in the language, or: a C2 examination certificate (eg CPE) 	<ul style="list-style-type: none"> has native speaker competence, or: a language degree or C2 certificate plus a natural command of the language
	Intercultural competence	<ul style="list-style-type: none"> understands that the relationship between language and culture is an important factor in language teaching and learning is sensitive to cultural differences and intercultural issues 	<ul style="list-style-type: none"> expands students' knowledge of relevant cultural behaviour, traditions, artefacts etc. uses learning materials that contain information about cultural behaviour, traditions, artefacts etc. create a positive atmosphere in classes where there is social and cultural diversity 	<ul style="list-style-type: none"> understands and is able to take account of relevant stereotypical views helps learners compare cultural behaviour, traditions, artefacts etc. using materials and activities appropriate to the group. create an atmosphere of tolerance and understanding in classes where there is social and/or cultural diversity 	<ul style="list-style-type: none"> helps learners to analyse stereotypical views and prejudices selects materials that are well matched to the cultural horizon of learners and yet extend this further integrates into lessons key areas of difference in intercultural behaviour (e.g. proximity, politeness punctuality, directness, definiteness) promotes inclusivity, tolerance and the importance of avoiding critical intercultural incidents 	<ul style="list-style-type: none"> uses web searches, projects and presentations to expand own and learners' understanding of intercultural issues ensures that learners understand the relevance of conventions regarding, e.g. proximity, politeness, punctuality, directness, definiteness systematically develops learners' ability to analyse and discuss cultural similarities and differences anticipates and manages effectively areas of intercultural disagreement 	<ul style="list-style-type: none"> shares his/her extensive knowledge of intercultural issues when this is appropriate in dealings with learners and colleagues develops learners'/colleagues' ability to deal with cultural issues, suggesting techniques to defuse disagreements and critical incidents if they arise creates an atmosphere of inclusiveness and mutual understanding in both staffroom and classroom
	Language awareness	<ul style="list-style-type: none"> can answer simple language queries using dictionaries, grammar books etc as a guide 	<ul style="list-style-type: none"> can answer questions related to grammar and vocabulary that are frequently asked at low levels 	<ul style="list-style-type: none"> can give correct models of language usage at A1-B1 can give answers to language queries that are not necessarily complete but are sufficient and appropriate for levels A1-B1 	<ul style="list-style-type: none"> can give correct models of language usage on almost all occasions at all levels can give answers to questions about the target language that are appropriate for the level concerned from A1 to C1 	<ul style="list-style-type: none"> can give correct examples of language usage on all occasions at all levels can answer all language queries accurately can notice what is really confusing learners and offer guidance so they can resolve their queries themselves 	<ul style="list-style-type: none"> can give clear explanations of language points on all occasions can teach usage & register at all levels can give full and accurate answers to language queries on all occasions can use a range of techniques to guide learners in working out answers to their own language queries and errors
QUALIFICATIONS & EXPERIENCE	Education & Training	<ul style="list-style-type: none"> Is taking a certificate in teaching the target language, or: is following an internal training course 	<ul style="list-style-type: none"> has a minimum of 30 hours documented, structured training in language awareness and methodology of teaching the target language 	<ul style="list-style-type: none"> has a minimum of 60 hours of documented, structured training in teaching the target language 	<ul style="list-style-type: none"> has a degree in the target language with a language pedagogy component or: an internationally recognised (min. 100 hour) certificate in teaching the target language 	<ul style="list-style-type: none"> has a degree or degree module in teaching the target language, or: an internationally recognised (min. 100 hour) certificate in teaching the target language and also: has participated in further structured in-service training 	<ul style="list-style-type: none"> Has a masters degree or module in language teaching or applied linguistics or: Has a postgraduate or professional diploma in language teaching (min. 200 hours)
	Assessed Teaching	<ul style="list-style-type: none"> is getting experience of sharing teaching with a colleague ('team-teaching') or of acting as a teacher's assistant 	<ul style="list-style-type: none"> has had experience of being supervised, observed and assessed while teaching phases of lessons or running teaching activities with small groups of 3 or 4 students or trainees ('micro-teaching') 	<ul style="list-style-type: none"> in initial training, has had at least 2 hours of documented, assessed teaching practice (teaching practice that has been observed by a tutor and formally assessed, with a report in writing) in real teaching has been observed & had documented feedback on 3 hrs of lessons 	<ul style="list-style-type: none"> in training, has had at least 6 hours of documented, assessed teaching practice in real teaching has been observed & had documented feedback on 6 hrs of lessons 	<ul style="list-style-type: none"> has been observed and assessed for a minimum of 14 hours during teaching practice and real teaching, and has received documented feedback on this 	<ul style="list-style-type: none"> has been observed and assessed for a minimum of 18 hours during teaching practice and real teaching, and has received documented feedback on this has been assessed as a mentor or observer of less experienced teachers
	Teaching Experience	<ul style="list-style-type: none"> has taught some lessons or parts of lessons at one or two levels, e.g. CEFR levels 	<ul style="list-style-type: none"> has own class(es) but only experience at lower levels 	<ul style="list-style-type: none"> has between 200 and 800 hours, documented unassisted teaching experience has taught levels up to B1 	<ul style="list-style-type: none"> has 800-2400 hours, documented teaching experience: <ul style="list-style-type: none"> at all levels from A1 to B2 in at least 2 different contexts (e.g. countries, educational sectors, specialities, intensive/ extensive courses etc) 	<ul style="list-style-type: none"> has 2,400-4,000 hours of documented teaching experience, including: <ul style="list-style-type: none"> at all levels except C2 in at least 4 different contexts (countries, educational sectors, specialities, intensive/ extensive courses etc) 	<ul style="list-style-type: none"> has a minimum of 4,000 hours, documented teaching has taught in at least 6 different contexts (countries, educational sectors, specialities, intensive/extensive courses etc) has mentoring/training experience

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CORE TEACHING COMPETENCIES	Methodology: knowledge and skills	<ul style="list-style-type: none"> is aware of learning theories and features of language is familiar with teaching techniques and learning materials suitable for one or two levels 	<ul style="list-style-type: none"> has a basic understanding of learning theories and features of language is familiar with teaching techniques and materials for 2 or more levels can select new techniques & materials, with advice from colleagues 	<ul style="list-style-type: none"> is familiar with theories of language learning and with learning styles and an expanding range of techniques and materials chooses which methods and techniques to apply based on the needs of a particular group can evaluate techniques & materials in relation to the teaching context (e.g. children, adults, intensive etc) 	<ul style="list-style-type: none"> is familiar with learning theories, learning styles and learning strategies can identify the theoretical principles behind techniques and materials can evaluate the suitability of techniques and materials for different teaching situations 	<ul style="list-style-type: none"> has a clear understanding of teaching approaches, learning styles, strategies can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials can evaluate materials from both practical and theoretical perspectives 	<ul style="list-style-type: none"> has a detailed knowledge of theories of language and learning can select optimum combinations of techniques and materials to suit each type of learner and learning situation and provides clear theoretical reasons for these decisions can advise less experienced colleagues on methods and techniques
	Lesson and course planning	<ul style="list-style-type: none"> can prepare basic lesson plans using the teachers' notes related to published materials 	<ul style="list-style-type: none"> can use published or in-house materials to prepare plans for different types of lessons can plan phases and timing of different types of lesson 	<ul style="list-style-type: none"> can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group; can adjust course and lesson plans as required takes account of lesson outcomes in planning the next lesson 	<ul style="list-style-type: none"> compares individual learners' needs and refers to these in planning main & supplementary objectives for lessons gives reasons for lesson stages can design activities to supplement those in the textbook ensures coherence between lessons 	<ul style="list-style-type: none"> can conduct a detailed needs analysis and use it to develop an appropriate, detailed, balanced and varied course plan can design tasks to exploit the linguistic and communicative potential of materials can design tasks to meet individual needs as well as lesson objectives 	<ul style="list-style-type: none"> can plan an entire course to include recycling and revision can design specialised course modules that integrate communicative and linguistic content appropriate to the specialism can design different tasks based on the same material for use with learners at different levels in the same classroom
	Interaction management and monitoring	<ul style="list-style-type: none"> can alternate between teaching the whole class and pair or group practice following suggestions in a teachers' guide 	<ul style="list-style-type: none"> can manage teacher-class interaction effectively can give clear instructions for pair and group work can monitor learners' performance effectively 	<ul style="list-style-type: none"> can set up pairs & groups efficiently ensures all learners are involved in productive pair and group work can monitor learning activity and give clear feedback can bring the class back together and manage feedback 	<ul style="list-style-type: none"> can set up a varied and balanced sequence of class, group and pair work in order to meet the lesson objectives can facilitate task-based learning can monitor individual and group work and provide or elicit useful feedback 	<ul style="list-style-type: none"> can set up group interaction with more than one learning objective can monitor individual and group performances accurately and thoroughly can give individual feedback in various ways 	<ul style="list-style-type: none"> can manage learner-centred, multi-level group work in which groups at different levels in the same classroom work on different tasks at the same time uses monitoring and analysis of the interaction in order to decide on action points for upcoming lessons
	Assessment	<ul style="list-style-type: none"> can conduct and mark informal class quizzes 	<ul style="list-style-type: none"> can conduct and mark progress tests if given the material to do so can conduct oral interviews if given the material to do so can write class quizzes or other activities to revise recent work 	<ul style="list-style-type: none"> can select suitable progress tests and set up and supervise these can use test results and simple oral and written tasks to assess learners' progress & identify areas to work on can use a homework marking code (eg. G for grammar, V for Vocabulary) to increase language awareness 	<ul style="list-style-type: none"> can conduct progress tests and oral interviews to verify learners' progress trains learners to code their errors to increase their language awareness can design appropriate revision activities, and informal tests has taken part in standardisation training for assessing learner performance in terms of the levels of the CEFR 	<ul style="list-style-type: none"> can coordinate placement testing and progress assessment (oral & written) can use video recordings to help learners recognise their strengths and weaknesses can apply CEFR criteria when assessing proficiency in speaking and writing 	<ul style="list-style-type: none"> can write progress tests for any level can develop assessment tasks for any level can run CEFR standardisation sessions can assess spoken and written proficiency reliably at all levels according to CEFR criteria
	Digital Media	<ul style="list-style-type: none"> can write a worksheet in Word or similar, following standard conventions can search for potential teaching material on the internet can download resources from websites 	<ul style="list-style-type: none"> can use menus efficiently to operate software can create lessons with downloaded texts, pictures, graphics, etc. can organize materials in logically ordered folders 	<ul style="list-style-type: none"> can use a data projector for lessons involving the internet, DVD etc can use software for handling images, DVDs, and sound files can use any standard Windows/Mac software, including media players can recommend appropriate online materials 	<ul style="list-style-type: none"> can use interactive whiteboards (IWBs) can set & supervise individual on-line work can coordinate project work with digital media (using camera, the internet, social networks) can troubleshoot problems with classroom digital equipment 	<ul style="list-style-type: none"> can use IWBs or/and Power Point creatively can train students to select and use on-line exercises can edit and adapt sound and video files can show colleagues how to use new soft/hardware 	<ul style="list-style-type: none"> can train students to participate in IWB use and use of mobiles, tablets etc profitably for language learning can show colleagues how to exploit teaching potential of new media (e.g. mobiles, interactive white boards) can design blended learning modules using a learning management system e.g. Moodle
PROFESSIONAL CONDUCT	Professionalism	<ul style="list-style-type: none"> takes part in teacher training sessions when these are available cooperates with colleagues on tasks acts in accordance with the ethos, mission and regulations of the institution. 	<ul style="list-style-type: none"> takes active part in group work during training liaises with other teachers about students and classes acts on feedback received after lesson observation actively seeks advice from colleagues and in handbooks 	<ul style="list-style-type: none"> welcomes opportunities to be observed and receive feedback on teaching welcomes opportunities to observe & share class teaching (team-teach) with colleagues at one or two levels acts on feedback from colleagues who observe own teaching reacts positively to changes and challenges in the institution 	<ul style="list-style-type: none"> develops his/her professional awareness and competence via reading takes an active part in various kinds of professional development sometimes leads discussions in training sessions & exchanges ideas with colleagues about materials and techniques observes colleagues at 3 or 4 levels contributes to the institution's development and good management 	<ul style="list-style-type: none"> acts as mentor to less experienced colleagues leads a training session if given materials to use and with support from a colleague organises opportunities for colleagues to observe one another actively participates in the development of the institution and its educational and administrative systems 	<ul style="list-style-type: none"> creates training modules for less experienced teachers runs teacher development programmes observes colleagues and provides useful feedback takes responsibility for the development of the institution in certain areas.
	Administration	<ul style="list-style-type: none"> completes routine tasks like taking the attendance register, giving out and collecting materials 	<ul style="list-style-type: none"> delivers required plans and/or records correctly completed and on time marks homework and tests efficiently 	<ul style="list-style-type: none"> handles marking and report writing efficiently keeps clear, well-organised records hands in documents and/or feedback by time requested 	<ul style="list-style-type: none"> handles administrative tasks around the job efficiently and reliably anticipates regular but less frequent tasks and completes them in good time deals with students' issues and enquiries appropriately 	<ul style="list-style-type: none"> coordinates administrative tasks with others; collates information, reports, opinions, etc. if asked to do so advises and actively supports colleagues if necessary takes responsibility for certain administrative tasks (e.g. distributing books) 	<ul style="list-style-type: none"> acts as course coordinator if asked to do so liaises with enrolment dept / finance dept / sponsors / parents etc. as necessary contributes actively to the design or review of administrative systems

