Using Teacher Frameworks as a Basis for Continuing Professional Development

Languages Canada 10th Annual Conference, Fairmont le Chateau, Frontenac
Tuesday, February 28th, 2017

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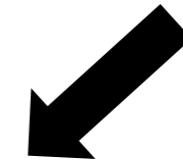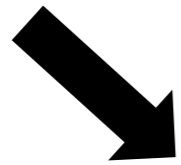The Language Centre, Saint Mary's University

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What makes a good language teacher?

What makes a good language teacher?

A good knowledge of a variety of teaching techniques and activities

A good knowledge and use of the language

An awareness of one's own strengths and weaknesses

An ability to motivate the students and to create a positive learning environment

???

A love of one's work

How CPD frameworks can be used

"*Teaching competence is always context & culture specific, meaning that teaching techniques need to fit and support a specific context.*"

Continuing Professional Development (CPD) frameworks for English language teachers – a joint statement by the British Council, Cambridge English and EAQUALS

What makes a good teacher?

Think of **one other thing** that makes a good language teacher?

What makes a good teacher?

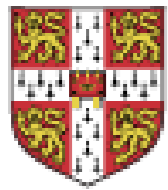*"Being committed to learning and developing as a teacher."*

Cambridge Webinar: Planning Teacher Professional Development

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Teaching Frameworks

Three Teaching Frameworks

What do they have in common?

- focus on the positive

  - generate a profile

- jagged profile

  - easy to use

- primarily developmental tools

Teaching Frameworks – What are they for?

- To help you identify where you are in your professional career.

- To help you think about where you want to go next.

- To facilitate the profiling of teachers working in the same organisation.

- To provide a resource for course design.

- To foster transparency of teaching standards.

Identifying the components of good teaching

1. What is your greatest strength as a teacher?

2. Which area of your teaching do you think you need to develop more?

EPG

European Profiling Grid (EPG)

4 main categories:

- Training and Qualifications (4)

- Key Teaching Competences (4)

- Enabling Competences (3)

- Professionalism (2)

4 main categories; 13 subcategories

QUALIFICATIONS & EXPERIENCE	KEY TEACHING COMPETENCES	ENABLING COMPETENCES	PROFESSIONALISM
LANGUAGE PROFICIENCY	METHODOLOGY	INTERCULTURAL COMPETENCE	PROFESSIONAL CONDUCT
EDUCATION & TRAINING	LESSON & COURSE PLANNING	LANGUAGE AWARENESS	ADMINISTRATION
ASSESSED TEACHING	INTERACTION MANAGEMENT & MONITORING	DIGITAL MEDIA	
TEACHING EXPERIENCE	ASSESSMENT		

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Self-reflection

- Training and Qualifications
- Key Teaching Competences
- Enabling Competences
- Professionalism

Which of the main categories above do your:

a. **<u>strengths</u>** fit in to?

b. **<u>areas of development</u>** fit in to?

Stages of Development

Training & Qualifications
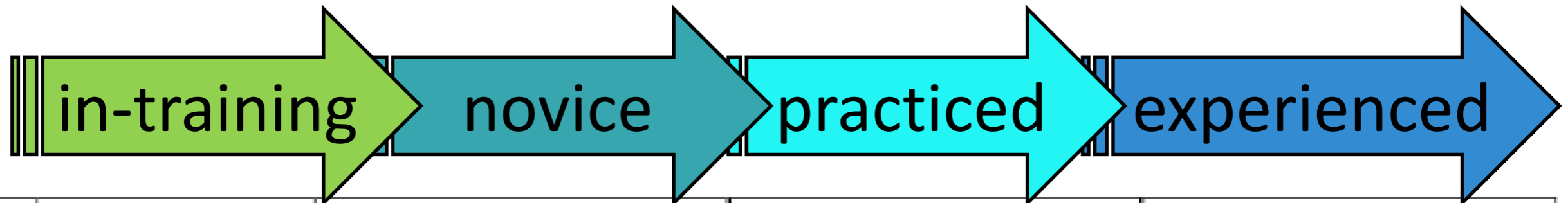
		DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2.	2.1	2.2	3.1	3.2
QUALIFICATIONS & EXPERIENCE	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

in-training → novice → practiced → experienced

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E-Grid – the digital version of the EPG

http://egrid.epg-project.eu/en?language=en

E-Grid – the digital version of the EPG

E-Grid – the digital version of the EPG

	De...	Development Phase 3	
1.	2.1	3.1	3.2
• Can give cle... tions and orga... ity, with guida...	• Can set up and ma... pair and group work... ciently and can bring... class back together. • Can monitor indivi... and group activities. • Can provide clear feedback.	• Can set up *task-based learning* in which groups carry out different activities at the same time. • Can monitor individual and group performances accurately and thoroughly. • Can provide/elicit individual feedback in various ways. • Can use the monitoring and feedback in designing further activities.	• Can set up, monitor and provide support to groups and individuals at different levels in the same classroom working on different tasks. • Can use a wide range of techniques to provide/elicit feedback.

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Completing a self-assessment

Start a new assessment

Teacher information

http://egrid.epg-project.eu/en/egrid

Employer's information

@eGRID

WELCOME TO THE E-GRID WEBSITE,
An EPG project innovation

👤 *Teacher*   **SELF-ASSESSMENT**

Employer Information

Employer's name *

Saint Mary's University

Employer's address *

923 Robie Street,
Halifax, NS

Confirm and continue to the next step

Country *

Canada

☐ Member of EAQUALS   **Eaquals** *Excellence in Language Education*

Personal Information > Employer > Assessment > Results

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Teacher (Assessment)

Teacher

Assessment

Please choose the appropriate development phase below. Then click 'next' at the bottom of the page, or 'previous' if you need to go back, or 'go to results' if you have finished. Instead of clicking 'next', you can also click on another section of the summary list on the right

Key teaching competences

Methodology: knowledge and skills

1.1
- is learning about different language learning theories and methods.
- when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using.

1.2
- has basic understanding of different language learning theories and methods.
- can select new techniques and materials, with advice from colleagues.
- can identify techniques and materials for different teaching and learning contexts.

Summary

TRAINING & QUALIFICATIONS
  Language proficiency
  Education & Training
  Assessed teaching
  Teaching experience

KEY TEACHING COMPETENCES
  Methodology: knowledge and skills
  Assessment
  Lesson and course planning
  Interaction, management and monitoring

ENABLING COMPETENCES
  Intercultural competence
  Language awareness
  Digital Media

PROFESSIONALISM
  Professional conduct
  Administration

PLEASE NOTE:

http://egrid.epg-project.eu/en/egrid

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Sample

February 16 , 2017

Sharing

Send to your Trainer or Academic Manager
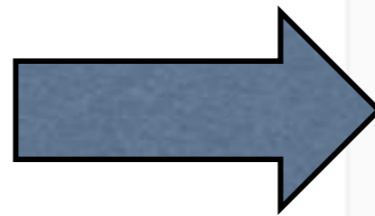
Export the results as a PDF

Export the results in the eGrid format

Send by e-mail to

OK

☐ eGrid Format   ☐ PDF Format

Print the results

Finish and clear your data

I have a teaching profile. What can I do with it?

1. Individual Perspective

What can the teacher do with this information?
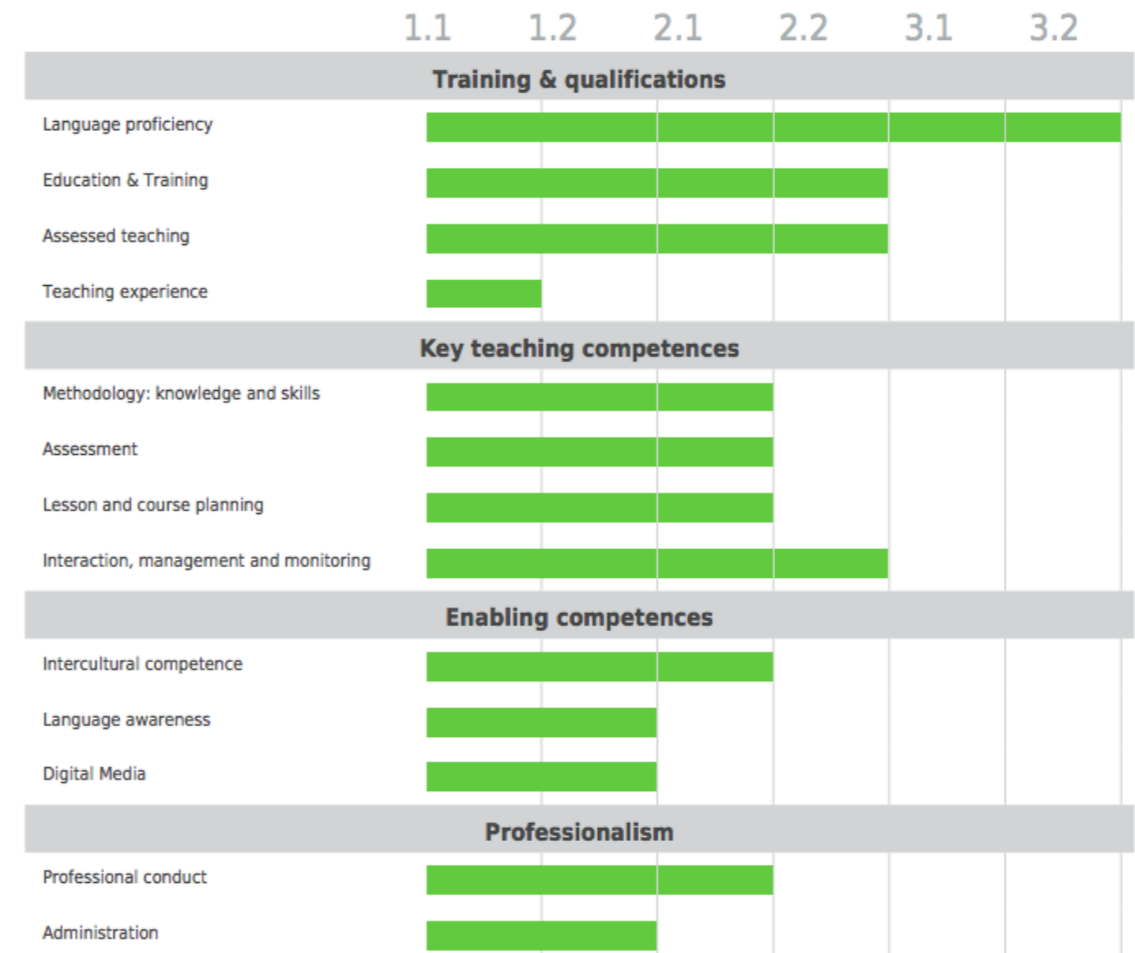
Individual Perspective

1. Select appropriate webinars, materials;

2. Identify topics of interest for training;

3. Select a focus for self-observation

4. Identify/Prioritize developmental needs; preparing plans.

5. Identify further training.

What would appeal to this teacher?

1. Select appropriate webinars, materials;

2. Identify topics of interest for training;

3. Select a focus for self-observation

4. Identify/Prioritize developmental needs; preparing plans.

5. Identify further training.

2. Institutional Perspective

What could a Teacher Trainer or Academic Manager do with this information?

A Trainer / Manager Perspective

1. Advising individual teachers on a specific development program

2. Informing in-house development programs

3. Matching teacher competences to course type

4. Finding groups of teachers who have similar needs or interests.

5. Benchmarking performance

Task: Complete the sentence.

In order for professional development to be effective it needs to be…

The Cycle of Professional Development
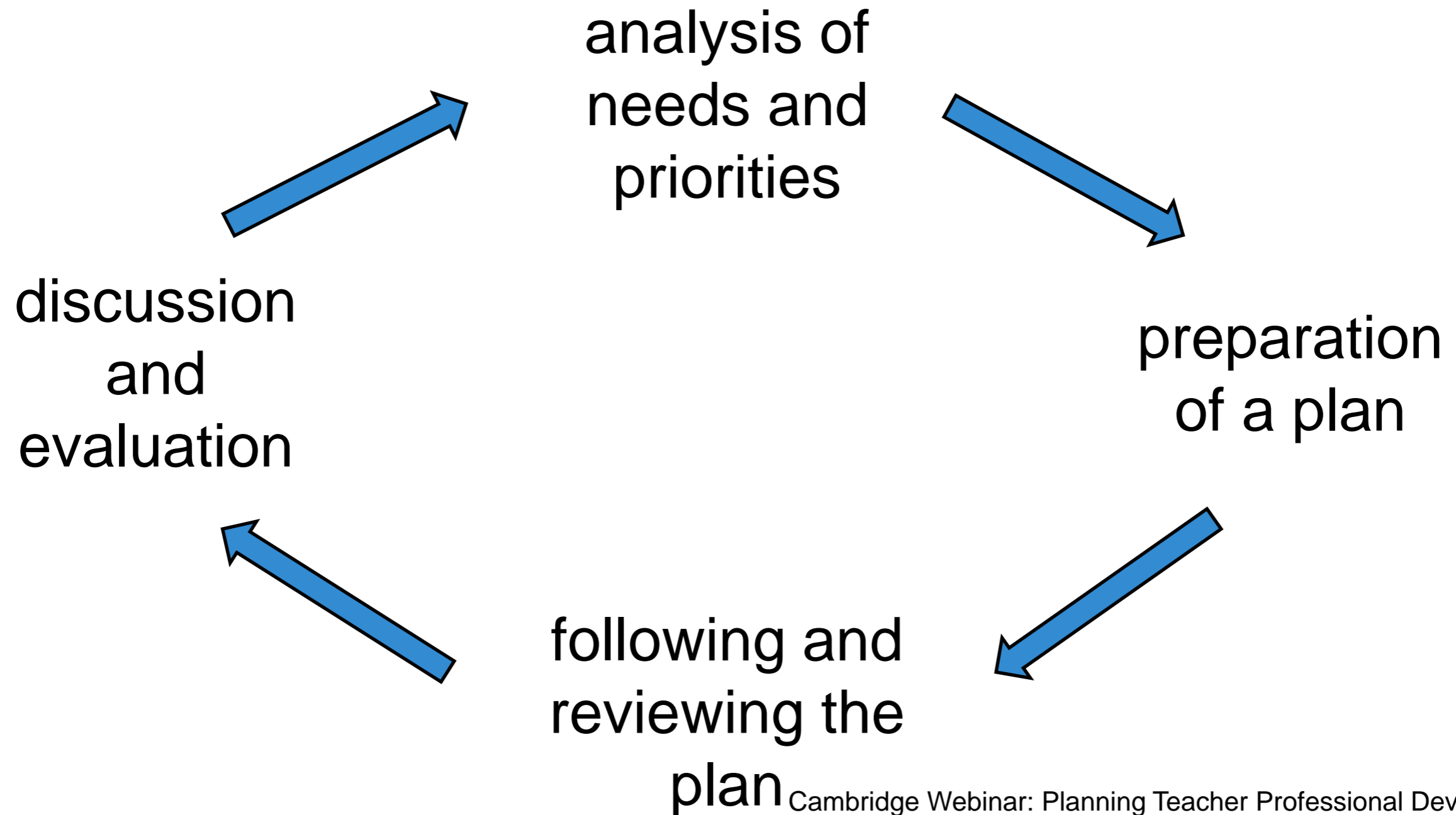
analysis of needs and priorities

preparation of a plan

following and reviewing the plan

discussion and evaluation

Cambridge Webinar: Planning Teacher Professional Development

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What makes a good language teacher?

"A good teacher is someone who continues to develop through evaluation and re-evaluation. Therefore, we can see PD as a continuous cycle."

Cambridge Webinar: Planning Teacher Professional Development

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The Eaquals Framework for
Language Teacher Training & Development

TD-FRAM

EAQUALS TD-FRAM

Values and attitudes

Descriptors of global development

for phases 1 - 3

EAQUALS Framework for Teacher Training and Development

Detailed descriptors of Teacher competences:

(a) knowledge

(b) skills & aptitudes

Examples of how to use the EAQUALS Framework for teacher self-assessment and teacher development

http://tinyurl.com/hwqst7c
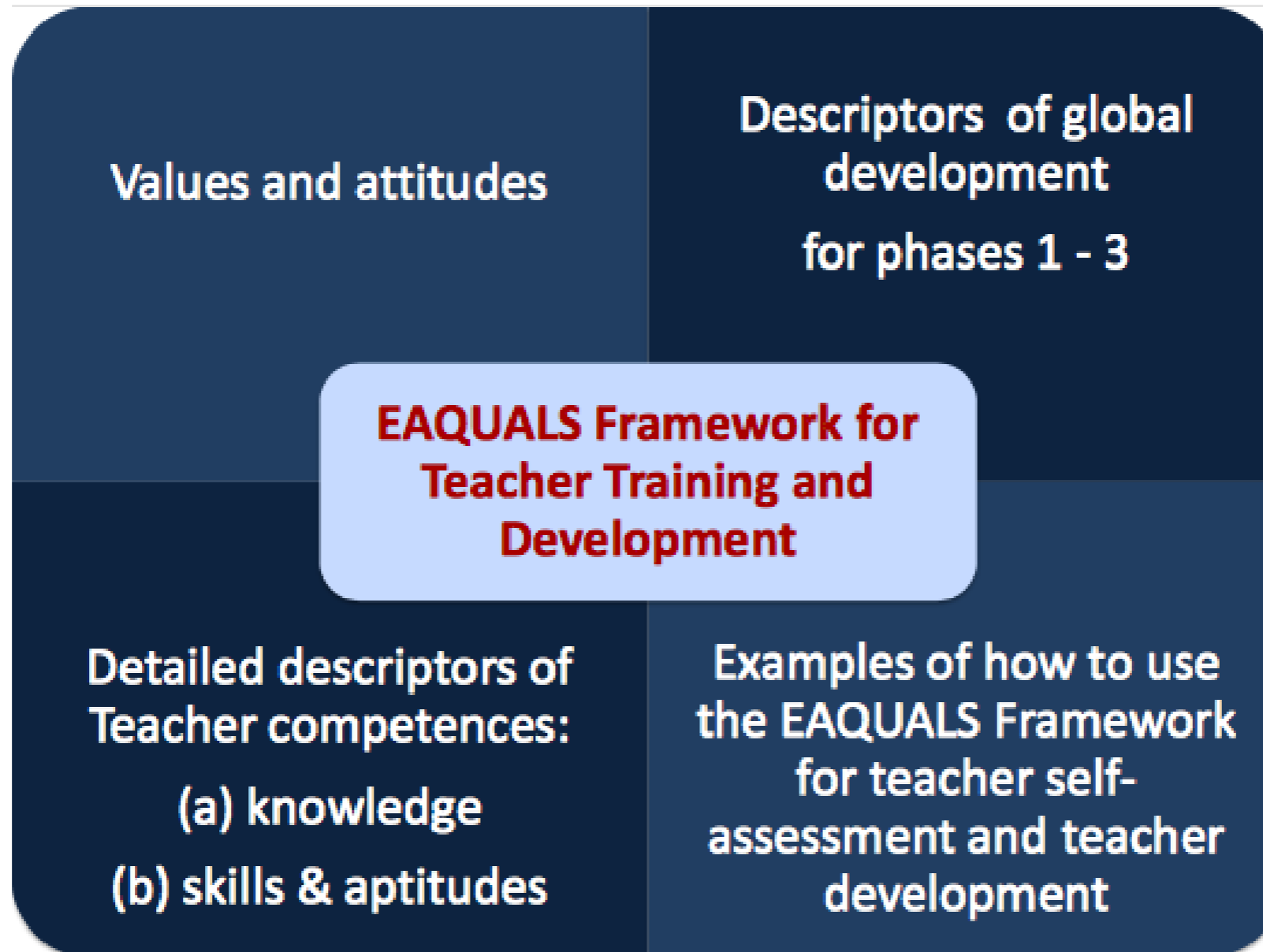
Resources / References

- Access the European Profiling Grid (EPG) & EGROD: http://www.epg-project.eu

- The Eaquals Framework for Teacher Training and Development (TD-FRAM): https://www.eaquals.org/our-expertise/teacher-development/the-eaquals-framework-for-teacher-training-and-development/

- http://www.cambridgeenglishteacher.org/about-teaching-framework

- Cambridge Webinar: Planning Teacher Professional Development: https://www.youtube.com/watch?v=iq1UXll6Gsc

- Continuing Professional Development (CPD) frameworks for English language teachers – a joint statement by the British Council, Cambridge English and EAQUALS: http://www.cambridgeenglish.org/images/281857-cpd-frameworks-a-joint-statement-by-the-british-council-cambridge-english-and-eaquals.pdf

- **Nearpod**: https://nearpod.com: To access the interactive slides on Nearpod follow the steps below:

  - Go to the https://share.nearpod.com/vsph/JhpezCpxNu
  - Go to the Nearpod app and enter the following code: **YCDOL** (Expires on March 29, 2017)

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Thank you!

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