Continuing Professional Development (CPD) Framework for teacher educators

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The British Council's Continuing Professional Development (CPD) Framework for teacher educators is a guide to the professional development of all those involved in the education and training of teachers.

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This booklet shows you:

- four stages of development
- ten professional practices
- seven enabling skills
- five self-awareness features.

Stages of development

1. Foundation

You have the foundation of teaching skills and knowledge on which to build your role as a teacher educator.

2. Engagement

You have developed your skills and knowledge as a teacher educator through practical experience and professional learning.

3. Integration

You have achieved a high level of competence as a teacher educator.

4. Specialisation

You act as a point of reference for other teacher educators and as a source of expert opinion.

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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

Knowing the subject (English)

Knowing the subject (English) involves the following elements.

Demonstrating proficiency in the English language in order to provide a model for teachers.

Demonstrating familiarity with a range of current reference materials/sources/(online) learning platforms relevant to the subject and using these to support teacher development.

Demonstrating familiarity with current theories of language learning and their applicability to a range of teaching contexts and a range of learners.

Demonstrating familiarity with current theories of language teaching and their applicability to a range of teaching contexts and a range of learners.

Demonstrating familiarity with current theories of language assessment and their applicability to a range of teaching contexts and a range of learners.

Demonstrating familiarity with key subject-specific research issues and their relevance to a range of teaching contexts and a range of learners.

Demonstrating familiarity with key subject-specific terminology.

Researching and reflecting on own subject knowledge.

Understanding the teaching context

Understanding the teaching context involves the following elements.

Demonstrating familiarity with the relevance to classroom practice of current national/regional/local educational policy, reform and legislation, and institutional policy and practice in relation to:

- educational values and outcomes
- governance and learner empowerment
- special educational needs
- literacy
- access
- equal opportunity and diversity
- child protection
- multilingualism and the position/status of English
- multiculturalism
- post-compulsory education pathways
- curriculum content reform
- curricula and syllabus
- assessment mechanisms
- prescribed textbooks and teaching resources
- prevailing pedagogical orthodoxy
- class size
- educational setting (public and private)
- financial, infrastructure, political constraints at the institutional level.

Demonstrating familiarity with a range of current sources of information concerning national/regional/local and institutional policies and practices.

In relation to learner profiles, demonstrating familiarity with a range of factors that influence a teacher's working context that include:

- learner age
- learner proficiency level
- learner backgrounds (including linguistic), needs, expectations, objectives, motivation.

Researching and reflecting on own understanding of the teaching context.

Understanding how teachers learn

Understanding how teachers learn involves the following elements.

Demonstrating familiarity with a range of sources, resources, opportunities and (online) platforms associated with adult learning/teacher education and theories of adult learning.

Demonstrating familiarity with key research issues in adult learning/teacher education.

Demonstrating familiarity with current theories and practice of adult learning/teacher education in order to make decisions about teacher learning.

Making decisions about teacher learning by applying my understanding of the following adult learner characteristics:

- overall competence in relation to qualifications, language proficiency, professional practices
- stage of development in relation to range of professional practices
- educational, social, cultural and linguistic background
- interests
- preferred ways of learning, as individuals and as individuals within a group

- motivation to learn
- resistance to change
- any special educational needs
- level of autonomy
- level of self-awareness
- proficiency in enabling skills
- age and experience
- familiarity with online learning environment (where this is the selected training/development medium).

Demonstrating familiarity with a range of needs analysis tools in order to support teacher learning.

Ensuring congruence between own practice and the desired classroom practice of the teacher.

Researching and reflecting on own understanding of how teachers learn.

Planning, managing and moderating teacher learning

Planning, managing and moderating teacher learning involves the following elements.

Demonstrating familiarity with a current range of learning activities for teachers and associated modes of input.

Applying my understanding of specific learning outcomes in order to select the most appropriate learning activity.

Specifically, planning teacher learning involves:
- describing teachers in relation to their learning needs and teaching context
- defining aims/learning outcomes and objectives in relation to teacher needs, in relation to their teaching context and in relation to wider educational objectives/reform projects
- considering the benefits of co-planning and negotiated content
- selecting and developing the resources, materials, activities, communication channels and learning tools which engage teachers and correspond to the stated aims/learning outcomes
- analysing constraints
- dividing input sessions into coherent stages with realistic estimates of timing
- planning the use of presentation aids and other learning tools

- selecting and describing different interaction patterns for different activities during the input sessions
- planning the grouping of teacher learners
- planning for differentiated learning
- anticipating problems that may arise during the input session
- describing how understanding may be checked or assessed
- describing when and how any feedback on teacher uptake will be provided
- planning any activities that may help teachers to develop learning strategies, including self-reflection
- describing how an input session may be linked to a series of learning activities
- planning for a sequence of input sessions, which may include the recycling of learning content
- planning how the input session fits with any at-work or collaborative follow-up activities
- dealing with administrative and logistical arrangements
- ensuring own workload is realistic.

Specifically, managing and moderating teacher learning involves:

- controlling the pace and timing of activities
- signalling transactions between stages of the input session
- adjusting the learning environment to better support teacher uptake
- organising different interaction patterns
- responding to unexpected events
- making effective use of resources, equipment and (synchronous) communication tools
- giving instructions effectively
- explaining learning aims and content appropriately, dealing with any technological problems associated with the selected training/development medium
- checking understanding
- using language appropriate to the teachers' levels of proficiency
- monitoring teacher engagement in order to maintain motivation and ensure a platform for effective take up

- encouraging and moderating levels and modes of participation appropriate to individual learner teacher preferences and the selected training/ development medium
- adjusting plans to take advantage of opportunities for learning that emerge during the input session, including the results of self-reflection
- responding to teacher contributions that meet expectations in terms of timelines and content
- establishing and maintaining a positive learning environment.

Demonstrating familiarity with a range of evaluation tools in order to gather, analyse and report on feedback on the effectiveness of the learning activity in relation to its learning outcomes.

Researching, reflecting on and assessing the impact of own planning, management and moderation of teacher learning.

Managing and developing learning resources for teachers

Managing and developing learning resources for teachers involves the following elements.

Demonstrating familiarity with current theories and practice of learning resources use and development in order to make decisions about teacher learning.

Demonstrating familiarity with key research issues in learning resources use and development.

Selecting learning resources with an awareness of:

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

Developing and adapting learning resources:

- using a range of authoring tools, where available, which fit with learners' or learner teachers' needs and learning outcomes

- which are appropriate to the selected training/ development medium
- 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 learning resources effectively with appropriate pedagogical strategies.

Making effective use of equipment and technological platforms to support learning.

Developing and maintaining a system for storing and retrieving learning materials.

Articulating the rationale for the learning resources I use to colleagues, learner teachers and others.

Evaluating the effectiveness of own use of learning resources.

Researching, reflecting on and assessing the impact of own approach to managing and developing learning resources.

Demonstrating effective teaching behaviour

Demonstrating effective teaching behaviour involves the following elements.

Competence in teacher professional practices, especially Understanding learners, Managing lessons, Planning lessons and Assessing learning.

Competence in relation to self-awareness.

Competence in relation to enabling skills, especially communicating effectively and thinking critically.

An understanding of the professional context in which teachers work in order to demonstrate practical teaching solutions.

An explicit articulation of how language, learning and assessment theories translate into pedagogical choices and classroom practice.

Familiarity with a current range of pedagogic techniques, including incorporating new technologies in the learning process.

An explicit analysis and articulation of the processes involved during specific demonstrations of classroom practice and professional behaviour.

Congruence with own teaching and behaviour during teacher learning activities I am facilitating.

Demonstrating commitment to educational values and professional behaviour.

Researching, reflecting on and assessing the impact of own demonstrations of effective teaching behaviour.

Supporting and mentoring teachers

Supporting and mentoring teachers involves the following elements.

Providing advice to teachers on:
- the location of sources of information relating to teacher development
- the different developmental pathways, courses and qualifications available, including the transition from teacher to teacher educator
- the range of professional developmental activities available.

Demonstrating familiarity with current research into, and practice of, mentoring.

Assessing, and encouraging teachers to assess, their developmental needs.

Encouraging teachers to establish professional development objectives and long-term career goals.

Promoting action research, self-reflection, the recording of professional development activities and their outcomes, and action planning.

Responding to concerns raised by teachers.

Providing advice on classroom practice.

Organising opportunities for teachers to observe and be observed.

Promoting learning strategies.

Encouraging teachers to collaborate with colleagues in their institution.

Contributing to institutional programmes of induction and the integration of teachers into their professional context.

Encouraging teachers to share practice through participation in national and international teaching networks/forums/associations.

Promoting professional behaviour, respect, responsibility and identity amongst teachers.

Increasing teacher motivation and confidence by creating an environment of trust.

Assessing and encouraging teachers to assess their progress and development in relation to student attainment and their own professional satisfaction.

Helping teachers to reflect on their attitudes to the change process.

Researching, reflecting on and assessing the impact of own support and mentoring of teachers.

Monitoring teacher potential and performance

Monitoring teacher potential and performance involves the following elements.

Demonstrating familiarity with theory relating to, and research into, teacher evaluation.

Demonstrating familiarity with a range of criteria for teacher evaluation.

Demonstrating familiarity with a range of tools for evaluating teachers in order to make decisions to support teacher learning.

Specifically for lesson/microtraining observation, demonstrating familiarity with a range of observation tools that inform my ability to:

- compare learning outcomes with classroom activities and teacher behaviour
- identify pedagogical choices
- take notes for the purposes of providing feedback
- identify strengths and areas to develop in relation to teacher professional practices and associated developmental resources and activities
- identify strengths and areas to develop in relation to self-awareness and enabling skills.

Specifically in giving feedback, demonstrating familiarity with a range of approaches that inform my ability to:

- ask questions
- listen actively
- prioritise key areas for the teacher to focus on supported by clear evidence and in relation to teacher professional practices and associated developmental resources and activities
- create an environment, appropriate to the selected training/development medium, which is conducive to constructive discussion
- provide constructive and timely feedback orally and in writing.

Researching and contributing to the profession

Researching and contributing to the profession involves the following elements.

Contributing to the understanding of the subject discipline, teaching and teacher education by externalising my own research.

Taking part in collaborative research projects.

Networking and sharing practice through forums, webinars, conferences, etc.

Promoting quality in teacher education.

Participating in professional associations.

Promoting teacher education within education in general.

Promoting the teaching profession through examples of creativity, innovation, passion, and vision within teacher education and within teaching.

Promoting educational values.

Reflecting on and assessing the impact of own contributions to the profession.

Taking responsibility for your own professional development

Taking responsibility for your own professional development involves the following elements.

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

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

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

Using technology to facilitate own professional development.

Keeping up to date with developments in relation to the professional practices of teacher educators and of teachers.

Reflecting on and evaluating the benefit of own continuing professional development and its impact on own practice and teacher learner attainment.

Engaging with professional networks specific to own role (e.g. online moderation, in-service training).

Enabling skills

Enabling skills involve the following components.

Communicating effectively – this includes articulating the decision-making process, pedagogical choices, learning outcomes and the relationship between theory and classroom practice.

Teamworking skills – this includes working with groups of adults from diverse backgrounds on a collaborative project.

Thinking critically – this includes challenging pedagogical choices and orthodoxy.

Building relationships – this includes relationships with teachers, heads of departments, teacher educators from different disciplines.

Effective organisational skills – this includes planning an observation timetable autonomously, organising microtraining and keeping records of teacher performance.

Increasing motivation – this includes encouraging a struggling trainee by focusing on strengths and exploring resistance to change constructively.

Leadership/supervisory skills – this includes setting goals for teachers-in-training, encouraging self-reflection and providing an overall vision for developing teacher competence.

Self-awareness features

Self-awareness involves a consideration of your behaviour in relation to the following features.

Openness – for example challenging own attitudes and beliefs and examining new ideas and experiences.

Conscientiousness – for example demonstrating professional behaviour and delivering on own commitments.

Interactivity – for example actively seeking engagement with others and creating opportunities for interaction.

Empathy – for example ensuring a positive learning environment, valuing teacher contributions and developing trusting relationships.

Resilience – for example reacting constructively to criticism and conflict and working effectively in challenging conditions.