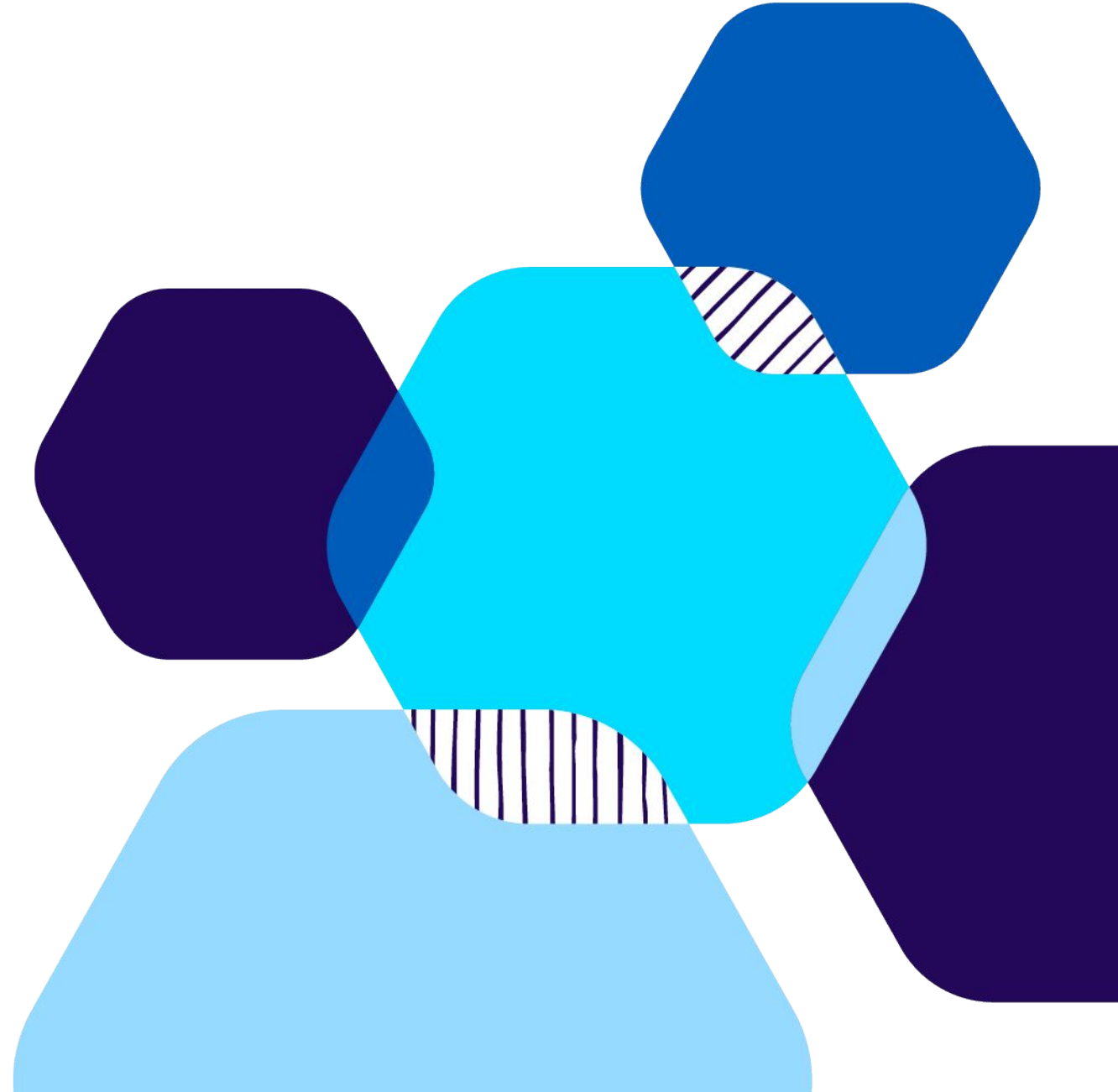


TeachingEnglish

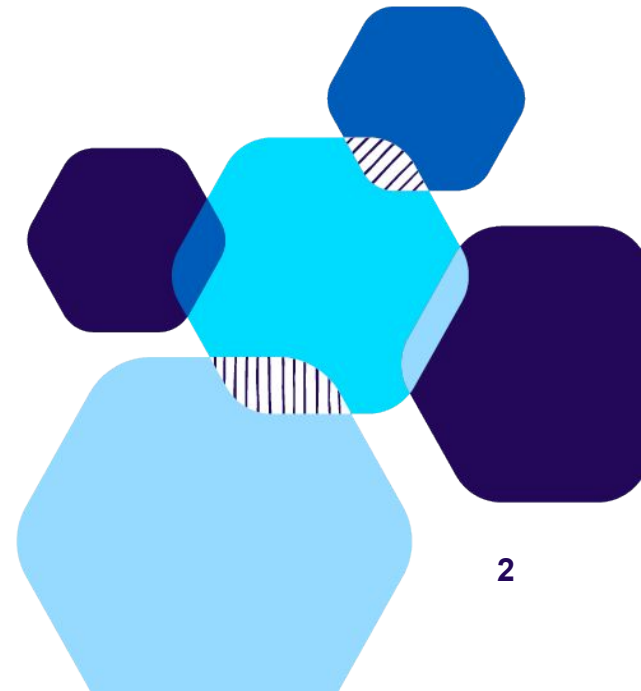
Observation and the British Council's CPD Framework for teachers

17 June 2025

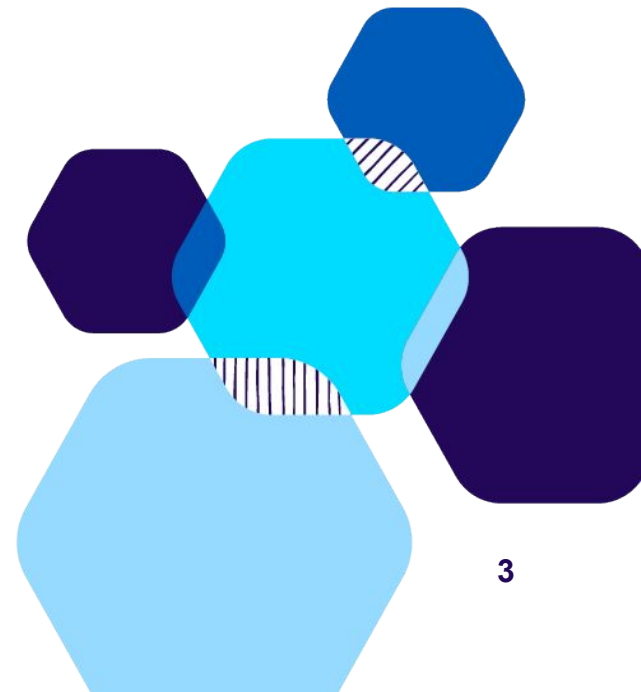
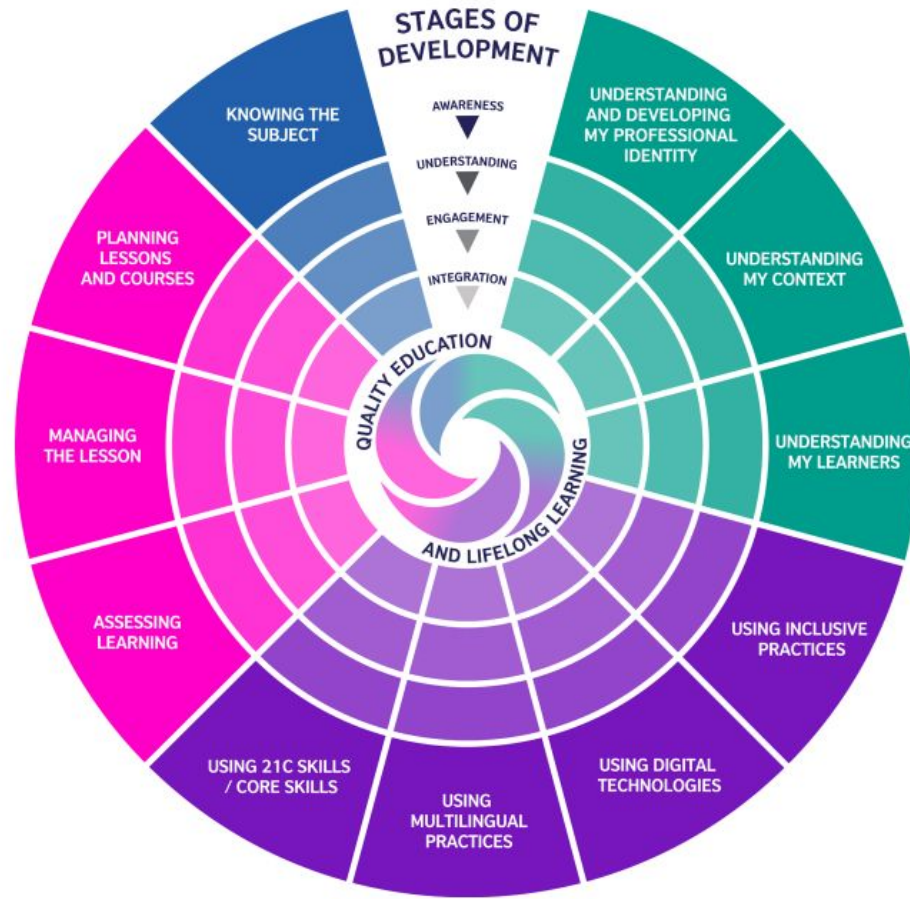


Session outline

- **The British Council's CPD Framework for teachers – explained**
- **Using the framework if you're a teacher educator**
- **Using the framework for teacher observation**

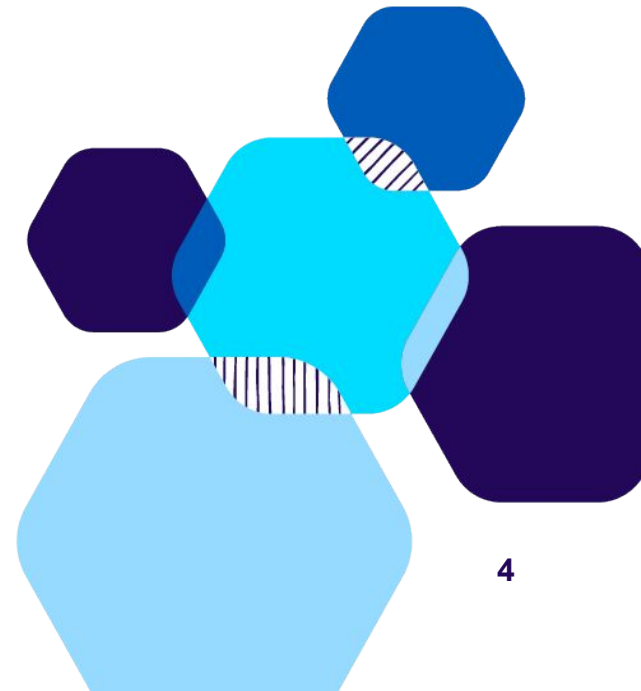


The British Council's CPD Framework for teachers



The British Council's CPD Framework for teachers

<https://www.teachingenglish.org.uk/professional-development/teachers>

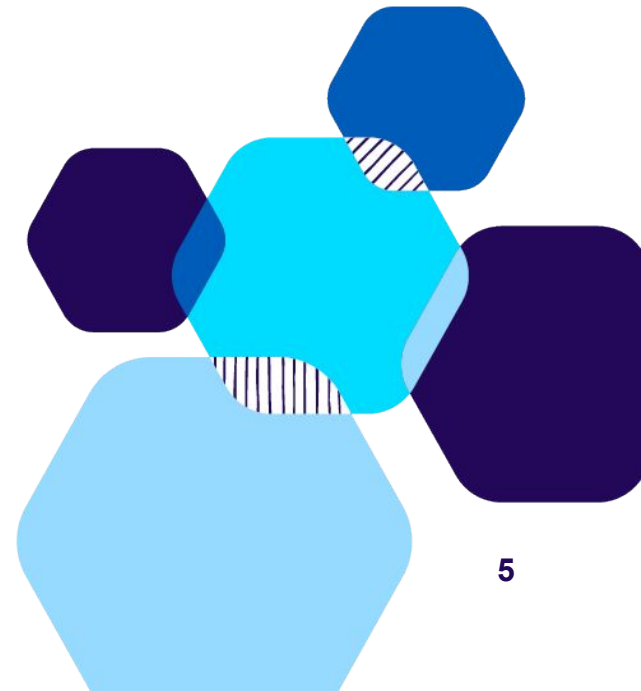


What is the framework? Professional Practices

The framework describes the skills, knowledge, behaviour and attributes that teachers have or can develop. We call these *Professional Practices*.

***Understanding my context* is an example of a Professional Practice.**

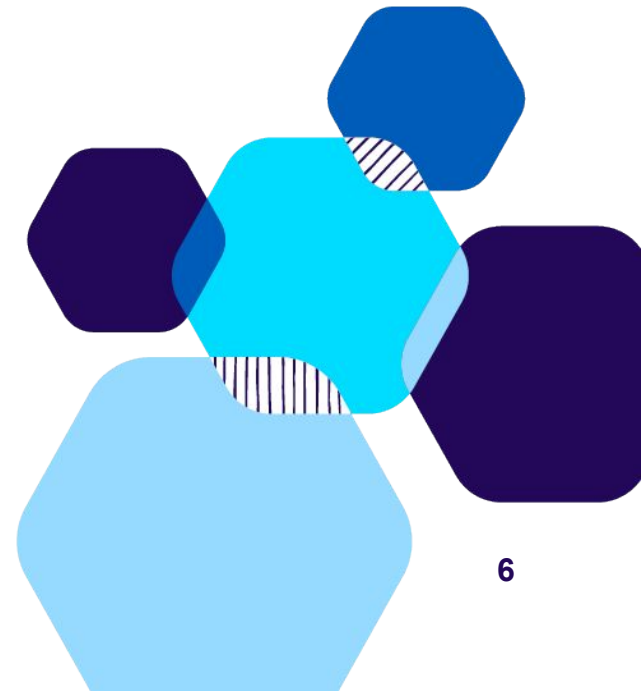
The framework describes 11 interconnected Professional Practices.



What is the framework? Stages of development

The framework describes development in the Professional Practices on a 4-point scale. We call the points on this scale, *Stages of Development*:

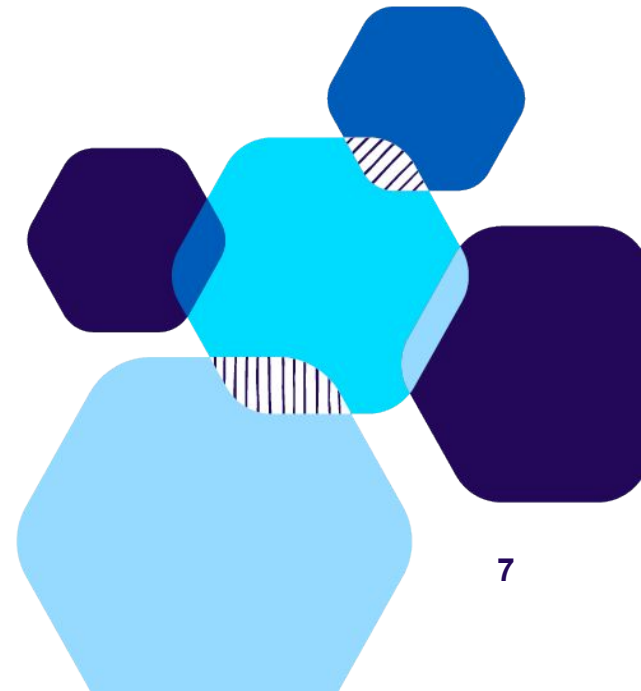
- Awareness
- Understanding
- Engagement
- Integration



Why have a framework?

By developing their professional practices, we believe teachers will contribute more effectively to the quality of education of all their learners.

We also believe that learning, for teachers and for their learners, is a lifelong process – to which the framework makes an important contribution.



Who is the framework for?

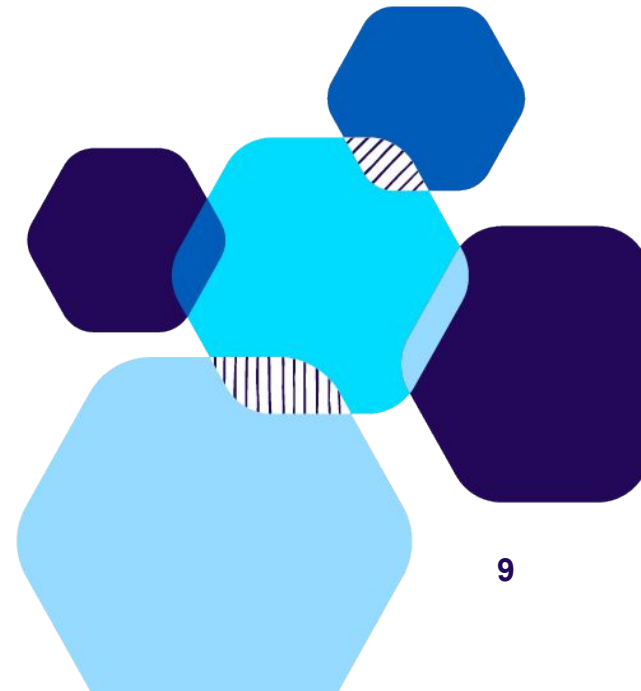
The framework is primarily intended for English language teachers and subject teachers who teach through the medium of English.

Although the focus is on English, most professional practices are also relevant to teachers of any subject area.



Who is the framework for?

The framework can also be used by **teacher educators** and school leaders in their support of teachers, and by ministries of education and other educational stakeholders in their provision of development opportunities for teachers.

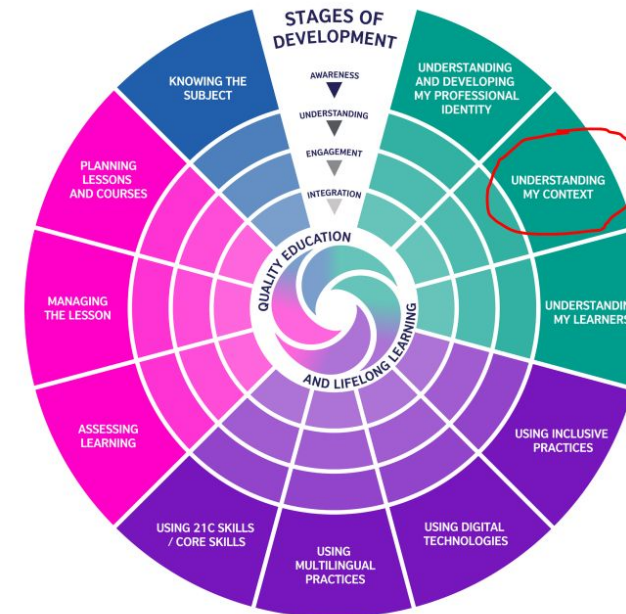


Exploring the framework

Understanding my context

All teaching takes place in a certain place, at a certain time, and is therefore influenced by many factors. This professional practice describes the knowledge, skills, behaviours and attributes teachers need to be able to understand their context so that teaching is relevant and appropriate. It involves:

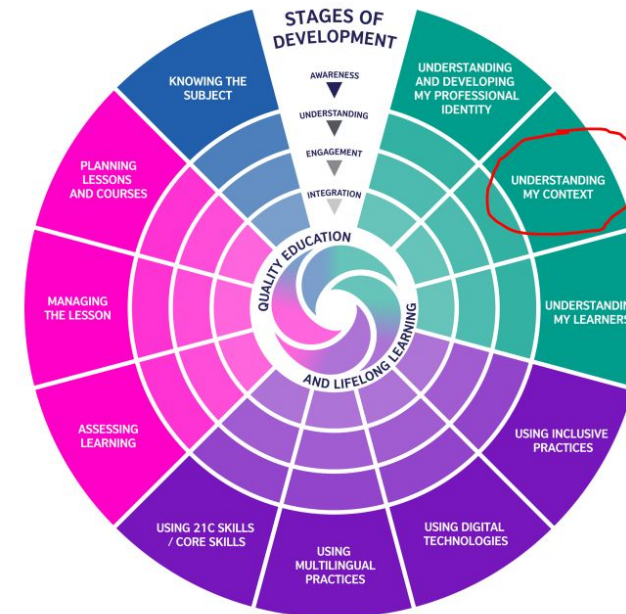
- understanding and describing your context at the level of:
 - ◆ your classroom
 - ◆ your school or institution
 - ◆ your community, my region
 - ◆ your education system
 - ◆ your country, the wider world
- understanding and evaluating the appropriacy of educational policies, practices and resources and how they impact on your teaching



Exploring the framework

Understanding my context (continued)

- developing an understanding of why people are learning English, and learning through English, and how this affects how and what I teach
- developing an understanding of attitudes to English and to the role that English plays in relation to other subjects
- understanding the implications of using English as a language of teaching and learning in comparison with learning English as a subject
- identifying and describing the possibilities and limitations for teaching and learning in your context (e.g. being creative and innovative with the available resources; identifying possibilities to exercise your own agency and decision making; identifying opportunities to work with other subject teachers and/or English language teachers)
- reflecting on your approach to understanding your context and the impact that has on teaching and learning.



Using the framework: teachers

The framework can be used by different people (teachers, teacher educators, school leaders, educational authorities) in many ways.

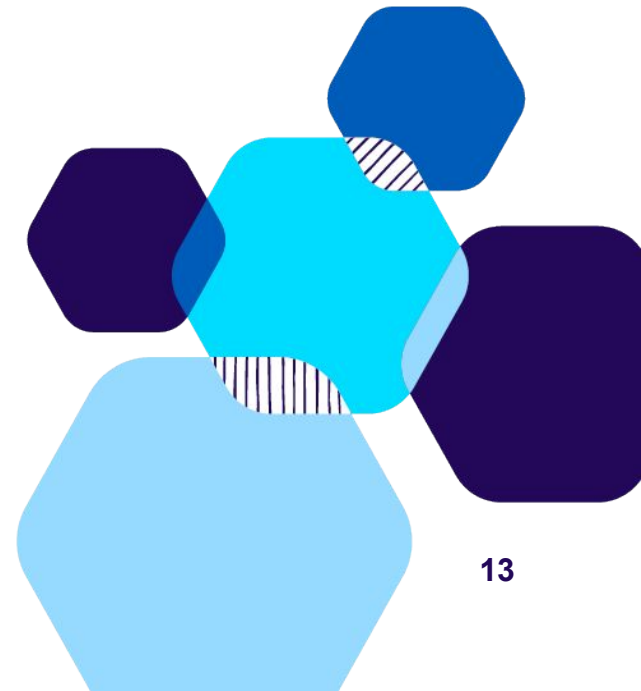
For example, teachers can use it to:

- **assess their strengths and areas for development**
- **identify learning resources and pathways.**

Using the framework: teacher educators

For example, a teacher educator can use it to:

- deliver a CPD session or plan a CPD programme
- **inform a teacher observation**
- discuss a learning pathway with a mentee.



Using the framework: school leaders

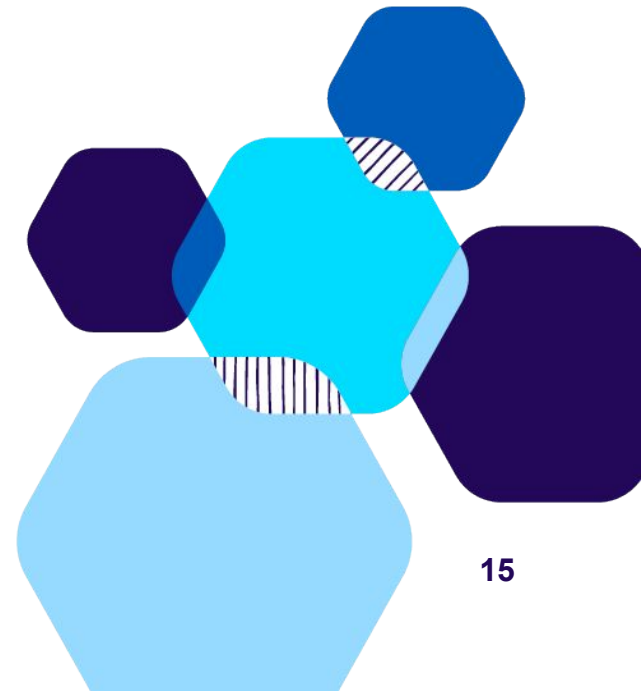
For example, a school leader can use it to:

- **discuss a career or learning journey with an early-career teacher**
- **organise a professional development community of practice for teachers in their school.**

Using the framework: educational authorities

For example, an educational authority can use it to:

- **review their standards and descriptions of teacher competence**
- **develop learning materials for teacher development programmes.**



More information

Please visit:

<https://www.teachingenglish.org.uk/professional-development/teachers>

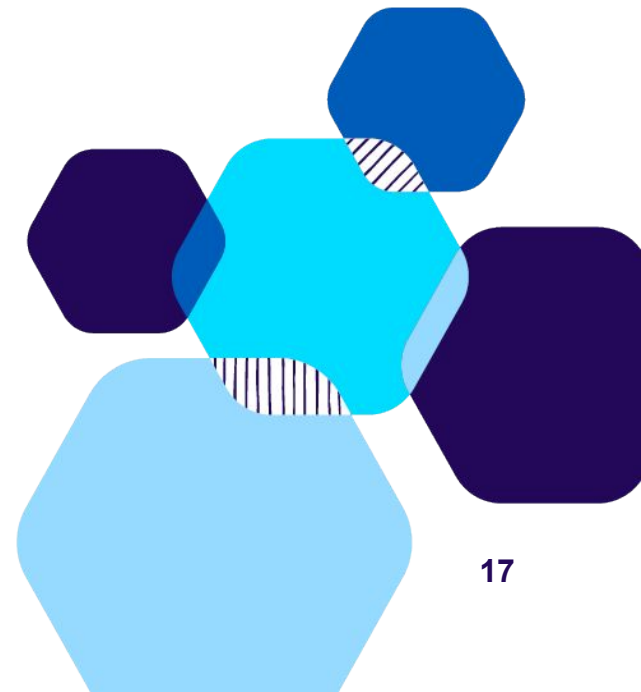
for:

- **an explanatory video and booklet**
- **a wide range of professional development resources, mapped against the British Council's CPD Framework for teachers**

Q&A pause

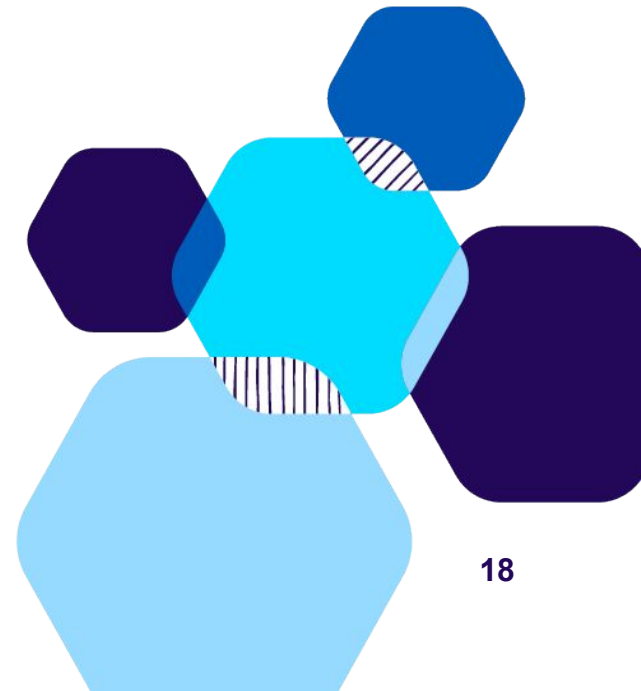
Questions about the framework itself?

How could you use it for an observation?



Using the framework

- **Assessing teacher strengths and areas for development**
- **Identifying or developing learning resources for teachers**
– mapped resources available at <https://www.teachingenglish.org.uk/professional-development/teachers>
- **Planning a CPD programme or learning pathway for teachers** – have a look at [Simon Borg's planning principles](#)
- **Discussing a career journey**
- **Organising a CPD session for teachers**
- **Informing effective teacher observation**

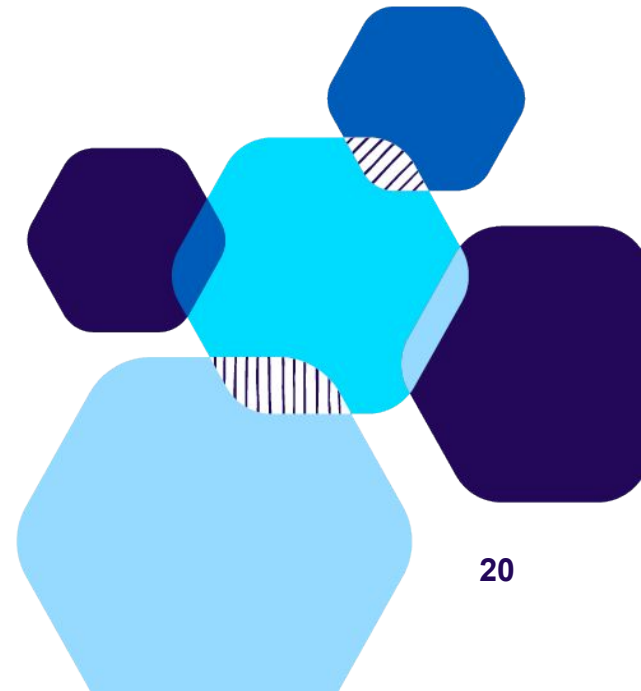


Q&A pause

What are the benefits and what are some of the principles of teacher observation?

Benefits of teacher observation – teacher perspectives

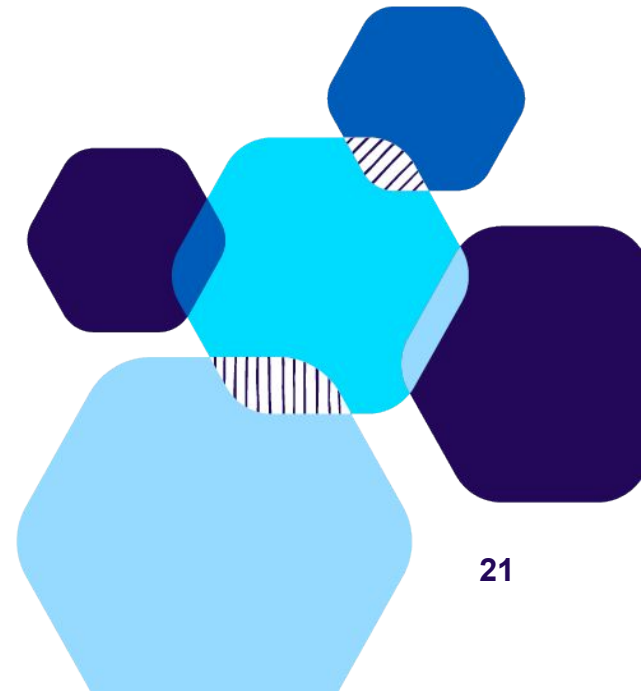
- **Putting your practice in the public domain, becoming more open and less defensive.**
- **Making it clear that you are interested in developing your classroom skills, developing as a practitioner.**
- **Feeling less isolated, it's not just you and your learners locked in a room together.**
- **Learning – getting a different perspective on how you teach, what your learners are like.**
- **Getting immediate practical advice, and areas to work on in the longer term.**



Some principles of teacher observation

It's about:

- **Trust, empathy, kindness**
- **putting the observation in a wider context, alongside co-planning, co-delivery – one of a number of ways of pursuing professional development**
- **the teacher and not the observer. It's not an opportunity for the observer to validate their existence. That doesn't mean an observer doesn't have an opinion or that they should avoid giving their opinion.**



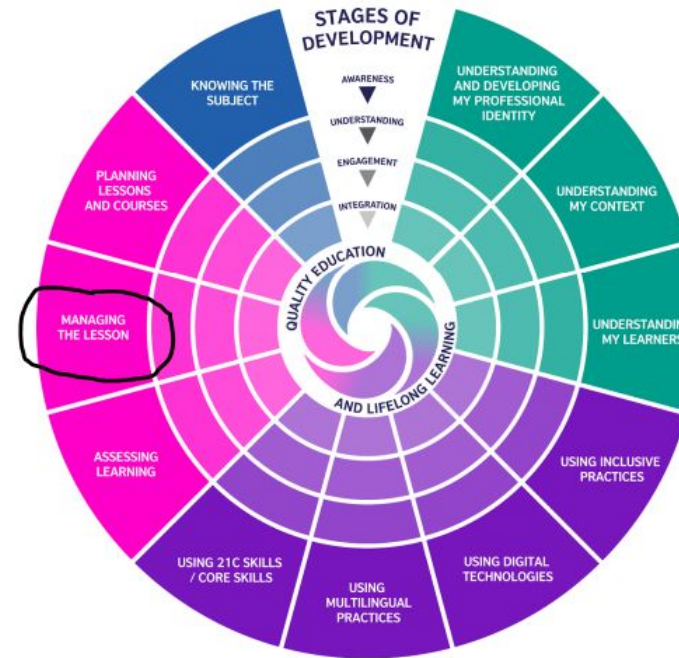
Teacher observation – top tips

- **Talk before hand**
- **There are many things you could agree to look at - be selective**
- **It's got to be evidence-based so take good notes**
- **Agree together what 'to give constructive feedback' actually means**

Using the framework for teacher observation - case study 1(classic selectabox)

Managing the lesson

- € adjusting the physical (e.g. layout, temperature, noise, etc), or online classroom (distractions, technology failures, turn-taking, etc.) to support learning
- € making effective use of resources and equipment
- € responding to unexpected events in the physical and online classroom
- € establishing and maintaining appropriate classroom discipline
- € monitoring learner engagement and responding to emergent needs in order to maintain motivation.
- € Explaining, negotiating and agreeing the lesson aims and content.



Using the framework for teacher observation - case study 1 (classic selectabox)

Managing the lesson (continued)

- € Employing effective lesson management skills in relation to:
 - setting up activities that include a variety of interaction patterns
 - giving instructions effectively
 - checking understanding
 - managing the pace and timing of activities
 - signalling transitions between stages of the lesson
 - adjusting plans to take advantage of opportunities for learning that emerge during lessons.

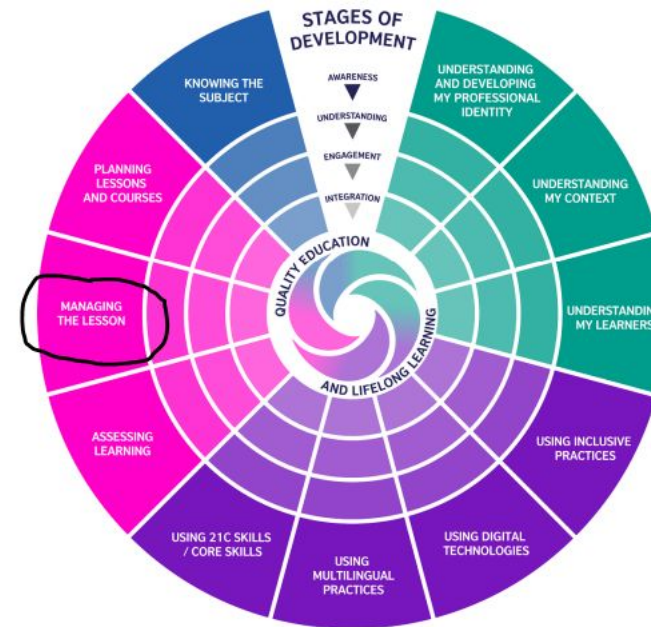
- € Using inclusive pedagogies and strategies as appropriate.

- € Making appropriate decisions about which languages I use, and my learners use

- € Using language appropriate to my learners' level.

- € Using multilingual and translanguaging pedagogic strategies as appropriate.

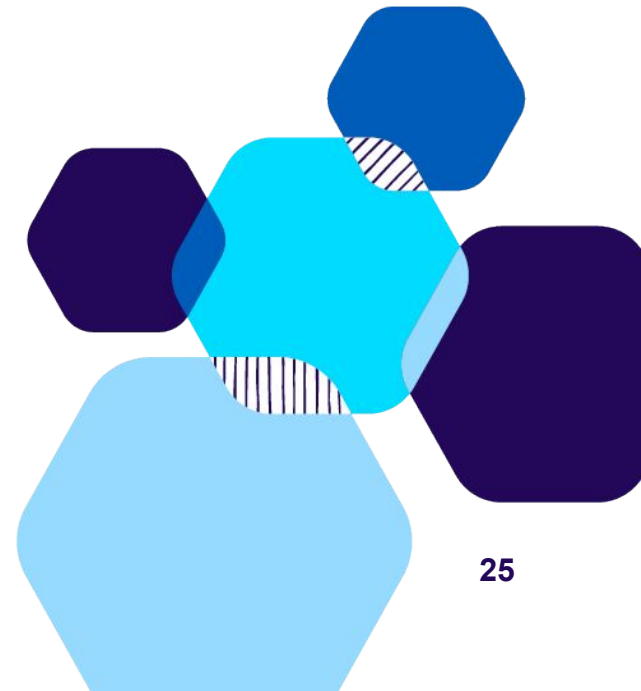
www.britishcouncil.org



Using the framework for teacher observation - case study 2 (whole caboodle)

Teacher: My learners aren't motivated. Everybody knows that being good at English is an advantage but when it actually comes to it, the only thing they really care about is passing their exam. My classes aren't about developing skills to communicate. It's like English is just another subject. Can you help?

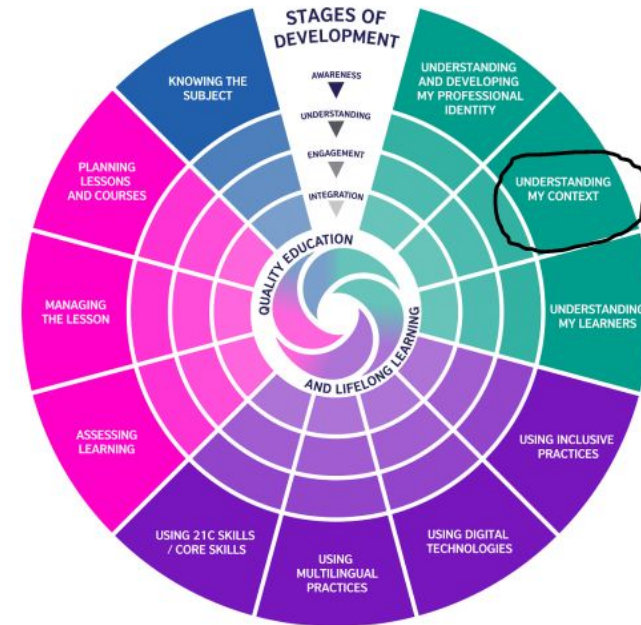
Teacher educator: Yes, I can. If we can co-plan a lesson and I can watch you deliver it. Just let me get my CPD Framework for teachers. It's here somewhere.



Using the framework for teacher observation - case study 2 (whole caboodle)

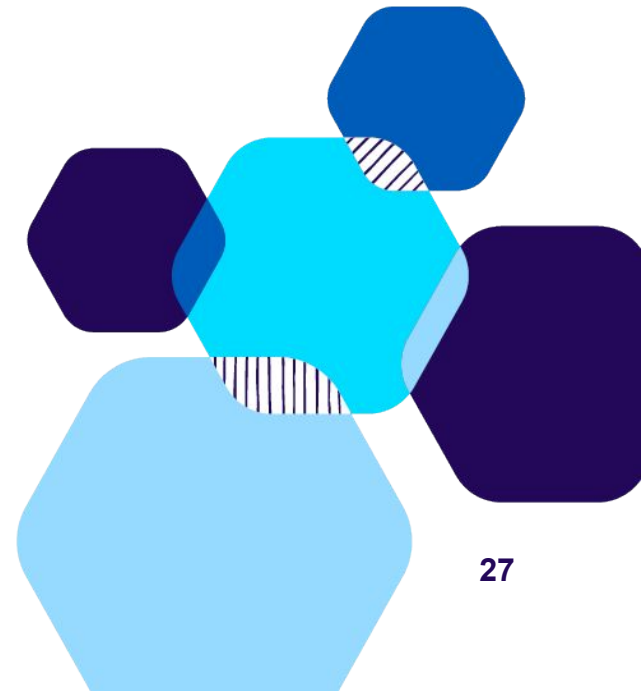
Understanding my context

developing an understanding of why people are learning English, and learning through English, and how this affects how and what I teach



Using the framework for teacher observation - case study 2 (whole caboodle)

The minister of education has decided to ban the learning of English in schools. And I'm going to lose my job. Next week we're going to make a presentation to the minister and explain why this a bad move.



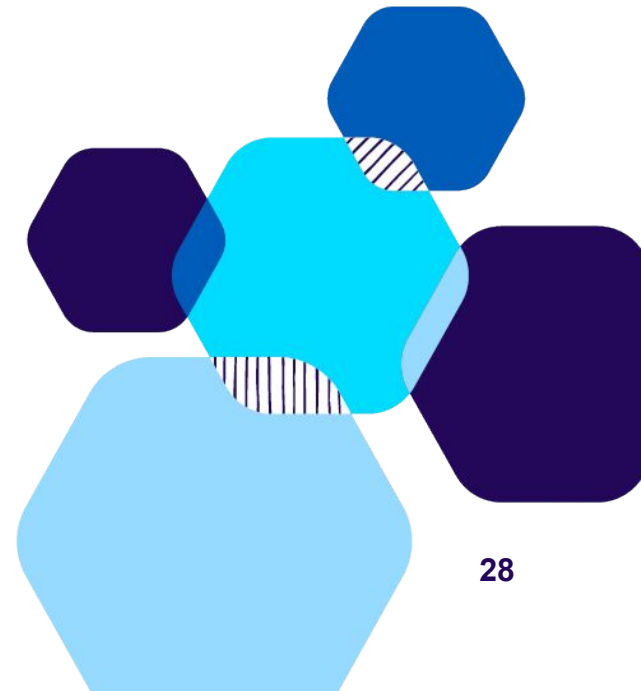
Using the framework for teacher observation - case study 2 (whole caboodle)

Group 1: Global statistics

Group 2: English in use

Group 3: Role models

Group 4: What we think

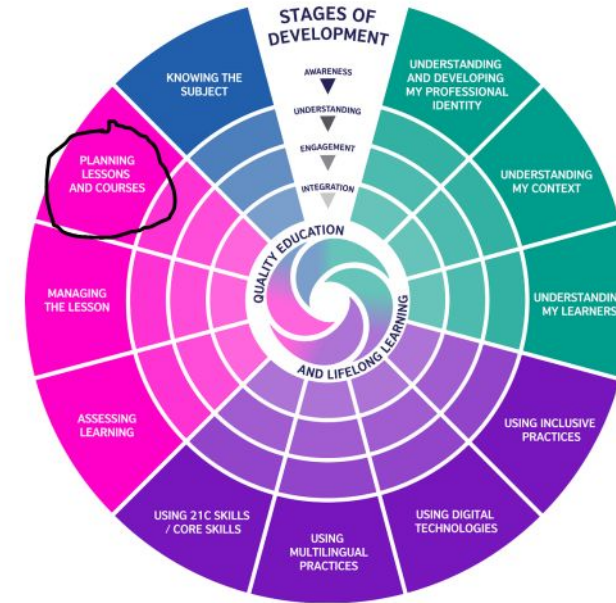


Using the framework for teacher observation - case study 2 (whole caboodle)

Planning Lessons and courses

Selecting, developing and/or adapting appropriate activities, resources and learning materials which:

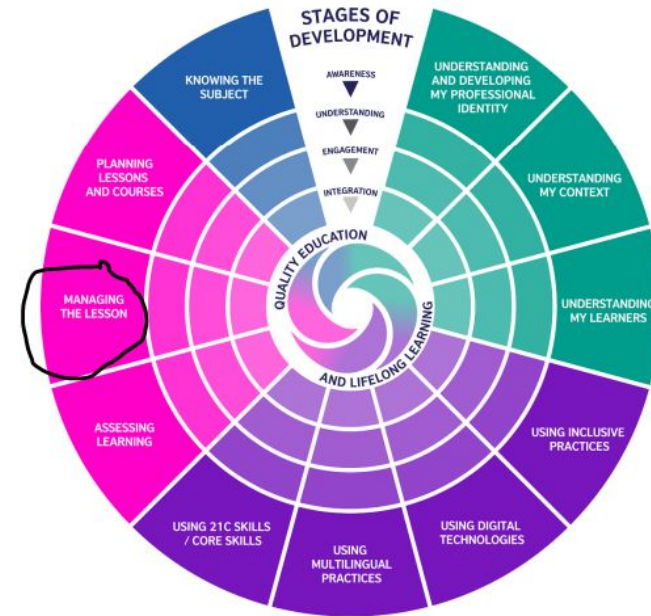
- engage my learners
- take into account their diversity



Using the framework for teacher observation - case study 2 (whole caboodle)

Managing the lesson

monitoring learner engagement and responding to emergent needs in order to maintain motivation.



Happy frameworking!
Happy observing!

Thank you

