Teaching for Success

Continuing Professional Development (CPD) Framework for teacher educators
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.

This booklet shows you:

- four stages of development
- eleven professional practices organised under three headings: Knowledge, Skills and Approaches to development
Stages of development

1. **Foundation**
you have the foundations 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 training.

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.
Teacher educators need:

- proficiency in the subject, such as communicating effectively in English
- explicit knowledge about language systems, such as grammar, vocabulary and pronunciation
- subject–specific background knowledge regarding teaching methods, student learning and assessment
- knowledge of a wide range of current teaching and learning resources (conventional and technological) that are available in the subject area
- awareness of key themes and findings in current research and professional debates
**Professional Practices**

**Knowledge**
- Knowing the Subject
- Understanding the Educational Context
- Understanding Teacher Learning

**Skills**
- Planning Teacher Learning
- Managing Teacher Learning
- Evaluating Teacher Competence
- Supporting Ongoing Teacher Professional Development
- Adopting Inclusive Practices
- Supporting Remote Learning

**Approaches to development**
- Taking Responsibility for your own Professional Development
- Contributing to the Profession
Teaching educators need:

- proficiency in the subject, such as communicating effectively in English
- explicit knowledge about language systems, such as grammar, vocabulary and pronunciation
- subject-specific theoretical knowledge regarding teaching methods, student learning and assessment
- knowledge of a wide range of current teaching and learning resources (print and digital) that are available in the subject area
- awareness of key themes and findings in current research and professional debates in the subject area
Understanding the Educational Context

Teacher educators’ work is informed by an understanding of:

- key features of the socio-cultural context and educational system (including educational policies) that influence teaching and learning
- local pre-service and in-service teacher education systems
- key aspects of teachers’ profiles, such as qualifications, experience and motivation
- teachers’ professional learning needs
- features of their educational system that support and hinder teacher learning and change
Understanding Teacher Learning

Teacher educators’ work is informed by an understanding of:

- the competences teachers need to be effective practitioners
- key theories of adult and professional learning and behavioural change
- key processes in professional learning, such as collaboration, reflection and inquiry
- how teacher attitudes, beliefs and motivations affect professional learning
- overcoming barriers to effective professional learning
In planning effective teacher education courses and sessions (such as workshops, lectures and seminars), teacher educators should be able to:

- use needs analysis and evaluations of any previous courses and sessions to inform planning decisions
- define teacher learning objectives that are clear, achievable, appropriate given the teachers’ profile and (where relevant) linked to previous courses or sessions
- identify and select appropriate learning channels (F2F, virtual, hybrid)
- identify, select, design and adapt appropriate resources (including digital content) and activities to support these objectives
- organise the course and sessions into coherent and logically ordered stages
- identify how and when teachers’ skills and knowledge will be assessed
Managing Teacher Learning

While delivering teacher education sessions, teacher educators should be able to:

• communicate clearly, for example, when presenting new information or giving instructions
• use a range of participant-centred and interactive strategies, activities and resources to promote learning and the development of 21 Century skills
• make effective use of technology
• manage teacher learning activities effectively for example, by controlling pace, time, and interaction patterns
• monitor teachers’ level of understanding and, as a result, make formative instructional decisions
• model effective teaching behaviour (in F2F, virtual and hybrid settings)
To evaluate teacher competence effectively, teacher educators should be able to:

- define appropriate criteria for evaluating teachers’ skills and knowledge
- evaluate teachers’ skills and knowledge using a range of tools and methods, such as observation, self-assessment and student feedback
- give teachers oral and written feedback that is clear, specific and related to the evaluation criteria
- evaluate teachers formatively and use the results to support teacher learning
- evaluate teachers in a manner that is transparent, fair and which supports their professional learning
To support teachers’ ongoing professional development, teacher educators should be able to:

- explain, in a manner that motivates teachers, the value of professional development
- increase teachers’ awareness and experience of a range of individual and collaborative professional development activities, including those that make use of technology
- advise and mentor teachers, including through developmental lesson observations and post-lesson discussions
- provide regular opportunities for teachers to develop their reflective skills
- guide teachers in defining their own career goals and identifying professional development action plans to support these goals
To be inclusive, teacher educators should be able to:

- recognise, value and promote positive attitudes to diversity among teachers
- identify barriers to inclusivity and take action to address these
- use teacher education practices that create an inclusive learning environment
- treat all teachers fairly and with respect
- use assessment and evaluation methods that give all teachers the opportunity to demonstrate what they know and can do
To support remote learning, teacher educators should be able to:

- use different learning channels (F2F, virtual, hybrid), and synchronous and asynchronous tools and platforms both generally and in order to support teacher learning
- identify, select and create digital content that supports teacher learning
- create a motivating, supportive and inclusive remote learning environment for teachers
- manage remote learning effectively, including basic technical troubleshooting
- use and integrate technology in a way that is safe, legal, ethical and responsible
Teacher educators who take responsibility for their own professional development:

- reflect regularly and seek feedback on their work to assess both their strengths as teacher educators and areas for further development
- strengthen awareness of the impact of their behaviour as it relates to openness, conscientiousness, interactivity, empathy and resilience
- seek professional improvement by identifying and engaging in independent and collaborative professional development activities (including online) relevant to teacher educators
- keep up-to-date with current trends in their field
- define career goals for both the shorter and longer term
Contributing to the Profession

In contributing to the profession teacher educators:

- share their own practices and experiences with other teacher educators, including through social media
- create and support teacher communities of practice
- conduct (individually and collaboratively) small-scale research and share the results with other professionals
- organise and contribute to professional events, discussions, articles and associations, including online and through social media
- display attitudes and behaviour that promote trust, respect, professional identity, motivation, agency, well-being and resilience
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