

# TRAINING & QUALIFICATIONS

	Development Phase 1		Development Phase 2		Development Phase 3	
	1.1	1.2	2.1	2.2	3.1	3.2
<b>Language proficiency</b>	<ul style="list-style-type: none"> <li>is studying the target language at tertiary level</li> <li>has achieved B1 proficiency in the target language</li> </ul>	<ul style="list-style-type: none"> <li>is studying the target language at tertiary level</li> <li>has achieved B2 proficiency in the target language</li> </ul>	<ul style="list-style-type: none"> <li>has gained a B2 <i>examination certificate</i> in the target language and has oral competence at C1 level</li> </ul>	<ul style="list-style-type: none"> <li>has gained a C1 <i>examination certificate</i> in the target language</li> <li>or</li> <li>has a degree in the target language and proven proficiency at C1 level</li> </ul>	<ul style="list-style-type: none"> <li>has gained a C2 <i>examination certificate</i> in the target language,</li> <li>or</li> <li>has a degree in the target language and proven proficiency at C2 level</li> </ul>	<ul style="list-style-type: none"> <li>has a language degree or C2 <i>examination certificate</i> plus a natural command of the target language,</li> <li>or</li> <li>has native speaker competence in the target language</li> </ul>
<b>Education &amp; Training</b>	<ul style="list-style-type: none"> <li>is undertaking preliminary training as a language teacher at a teacher training college, university or a private institution offering a recognised language teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>has completed part of her/his initial training in <i>language awareness</i> and methodology, enabling her/him to begin teaching the target language, but has not yet gained a qualification</li> </ul>	<ul style="list-style-type: none"> <li>has gained an initial qualification after successfully completing a minimum of 60 hours of <i>documented</i> structured training in teaching the target language, which included supervised teaching practice,</li> <li>Or</li> <li>has completed a number of courses or modules of her/his degree in the target language and/or language teaching pedagogy without yet gaining the degree</li> </ul>	<ul style="list-style-type: none"> <li>has a degree in the target language with a <i>language pedagogy</i> component involving supervised teaching practice,</li> <li>or</li> <li>has an internationally recognised (minimum 120 course hours) certificate in teaching the target language</li> </ul>	<ul style="list-style-type: none"> <li>has a degree or <i>degree module</i> in teaching the target language involving supervised teaching practice,</li> <li>or</li> <li>has an internationally recognised (minimum 120 course hours) <i>certificate in teaching the target language</i> and</li> <li>also</li> <li>has participated in at least 100 hours of further structured in-service training</li> </ul>	<ul style="list-style-type: none"> <li>has completed a master's degree or <i>degree module</i> in <i>language pedagogy</i> or applied linguistics, involving supervised teaching practice if this was not part of earlier training.</li> <li>or</li> <li>has a postgraduate or <i>professional diploma</i> in language teaching (min. 200 hours course length).</li> <li>has had additional training in specialist areas (e.g. teaching the language for specific purposes, language assessment, teacher training).</li> </ul>
<b>Assessed teaching</b>	<ul style="list-style-type: none"> <li>is gaining experience by teaching parts of lessons and sharing experience with a colleague who is providing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>has had experience of being supervised, observed and positively assessed while teaching individual lessons.</li> <li>has had experience of running teaching activities with small groups of learners or fellow trainees ('micro-teaching').</li> </ul>	<ul style="list-style-type: none"> <li>in initial training, has had a total of at least 2 hours of successful <i>documented, assessed teaching</i> practice at at least two levels.</li> <li>in real teaching has been observed and had positive <i>documented</i> feedback on 3 hours of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>in training, has had a total of at least 6 hours of successful <i>documented, assessed teaching</i> practice at at least two levels.</li> <li>in real teaching has been observed and had positive <i>documented</i> feedback on 6 hours of lessons at three or more levels.</li> </ul>	<ul style="list-style-type: none"> <li>has been observed and assessed for at least 10 hours during teaching practice and real teaching at various levels and with different types of learner, and has received positive <i>documented</i> feedback.</li> </ul>	<ul style="list-style-type: none"> <li>has been observed and assessed for at least 14 hours during teaching practice and real teaching, and has received <i>documented</i> feedback.</li> <li>has been assessed as <i>mentor</i> or observer of less experienced teachers.</li> </ul>
<b>Teaching experience</b>	<ul style="list-style-type: none"> <li>has taught some lessons or parts of lessons at one or two levels</li> </ul>	<ul style="list-style-type: none"> <li>has own class(es) but only experience at one or two levels</li> </ul>	<ul style="list-style-type: none"> <li>has between 200 and 800 hours of <i>documented</i> unassisted teaching experience.</li> <li>has taught classes at several levels.</li> </ul>	<ul style="list-style-type: none"> <li>has between 800 and 2,400 hours of <i>documented</i> teaching experience:                             <ul style="list-style-type: none"> <li>at various levels</li> <li>in more than one teaching and learning <i>context</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>has between 2,400 and 4,000 hours of <i>documented</i> teaching experience:                             <ul style="list-style-type: none"> <li>at all levels except C2,</li> <li>in several different teaching and learning contexts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>has about 6,000 hours, <i>documented</i> teaching</li> <li>has taught in many different teaching and learning contexts</li> <li>has experience of mentoring/training other teachers</li> </ul>

# KEY TEACHING COMPETENCES

	Development Phase 1		Development Phase 2		Development Phase 3	
	1.1	1.2	2.1	2.2	3.1	3.2
<b>Methodology: knowledge and skills</b>	<ul style="list-style-type: none"> <li>is learning about different <i>language learning theories</i> and methods.</li> <li>when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>has basic understanding of different <i>language learning theories</i> and methods.</li> <li>can select new techniques and materials, with advice from colleagues.</li> <li>can identify techniques and materials for different teaching and learning contexts.</li> </ul>	<ul style="list-style-type: none"> <li>is familiar with <i>language learning theories</i> and methods</li> <li>is familiar with techniques and materials for two or more levels</li> <li>can evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts</li> <li>can take into account the needs of particular groups when choosing which methods and techniques to use</li> </ul>	<ul style="list-style-type: none"> <li>is well acquainted with <i>language learning theories</i> and methods, <i>learning styles</i> and <i>learning strategies</i>.</li> <li>can identify the theoretical principles behind teaching techniques and materials.</li> <li>can use appropriately a variety of teaching techniques and activities.</li> </ul>	<ul style="list-style-type: none"> <li>can provide theoretical justification for the <i>teaching approach</i> being used and for a very wide range of techniques and materials.</li> <li>can use a very wide range of teaching techniques, activities and materials.</li> </ul>	<ul style="list-style-type: none"> <li>has a detailed knowledge of theories of language teaching and learning and shares it with colleagues.</li> <li>can follow up observation of colleagues with practical, methodologically sound feedback to develop their range of teaching techniques.</li> <li>can select and create appropriate tasks and materials for any level for use by colleagues.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>can conduct and mark end of unit tests from the course book.</li> </ul>	<ul style="list-style-type: none"> <li>can conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so.</li> <li>can conduct oral tests when given the material to do so.</li> <li>can prepare and conduct appropriate revision activities.</li> </ul>	<ul style="list-style-type: none"> <li>can conduct regular progress tests including an oral component.</li> <li>can identify areas for students to work on from the results of tests and assessment tasks.</li> <li>can give clear feedback on the strengths and weaknesses identified and set priorities for individual work.</li> </ul>	<ul style="list-style-type: none"> <li>can select and conduct regular assessment tasks to verify learners' progress in language and skills areas.</li> <li>can use an agreed <i>marking code</i> to identify different types of errors in written work in order to increase learners' <i>language awareness</i>.</li> <li>can prepare for and coordinate <i>placement testing</i>.</li> </ul>	<ul style="list-style-type: none"> <li>can design materials and tasks for progress assessment (oral and written).</li> <li>can use video recordings of learners' interactions to help them recognise their strengths and weaknesses.</li> <li>can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>can develop assessment tasks for all language skills and language knowledge at any level.</li> <li>can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing at all levels and help less experienced colleagues to do so.</li> <li>can create valid formal tests to determine whether learners have reached a given CEFR level.</li> <li>can run CEFR <i>standardisation sessions</i>.</li> </ul>
<b>Lesson and course planning</b>	<ul style="list-style-type: none"> <li>can link a series of activities in a lesson plan, when given materials to do so.</li> </ul>	<ul style="list-style-type: none"> <li>can find activities to supplement those in the textbook.</li> <li>can ensure coherence between lessons by taking account of the <i>outcomes</i> of previous lessons in planning the next.</li> <li>can adjust lesson plans to take account of learning success and difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>can use a <i>syllabus</i> and specified materials to prepare lesson plans that are balanced and meet the needs of the group.</li> <li>can plan phases and timing of lessons with different objectives.</li> <li>can compare differing learners' needs and refer to these in planning main and supplementary objectives for lessons.</li> </ul>	<ul style="list-style-type: none"> <li>can plan a course or part of a course taking account of the <i>syllabus</i>, the needs of different learners and the available materials.</li> <li>can design tasks to exploit the linguistic and communicative potential of materials.</li> <li>can design tasks to meet individual needs as well as course objectives.</li> </ul>	<ul style="list-style-type: none"> <li>can conduct a thorough <i>needs analysis</i> and use it to develop a detailed and balanced course plan that includes recycling and revision.</li> <li>can design different tasks based on the same source material for use with learners at different levels.</li> <li>can use analysis of learner difficulties in order to decide on action points for upcoming lessons.</li> </ul>	<ul style="list-style-type: none"> <li>can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism.</li> <li>can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons.</li> <li>can take responsibility for reviewing the <i>curriculum</i> and syllabuses for different courses.</li> </ul>
<b>Interaction, management and monitoring</b>	<ul style="list-style-type: none"> <li>can give clear instructions and organise an activity, with guidance</li> </ul>	<ul style="list-style-type: none"> <li>can manage teacher-class interaction</li> <li>can alternate between teaching the whole class and pair or group work giving clear instructions</li> <li>can involve learners in pair and group work based on activities in a course book</li> </ul>	<ul style="list-style-type: none"> <li>can set up and manage pair and group work efficiently and can bring the class back together.</li> <li>can monitor individual and group activities.</li> <li>can provide clear feedback.</li> </ul>	<ul style="list-style-type: none"> <li>can set up a varied and balanced sequence of class, group and <i>pair work</i> in order to meet the lesson objectives.</li> <li>can organize <i>task-based learning</i>.</li> <li>can monitor learner performance effectively.</li> <li>can provide/ elicit clear feedback.</li> </ul>	<ul style="list-style-type: none"> <li>can set up <i>task-based learning</i> in which groups carry out different activities at the same time.</li> <li>can monitor individual and group performances accurately and thoroughly.</li> <li>can provide/ elicit individual feedback in various ways.</li> <li>can use the monitoring and feedback in designing further activities.</li> </ul>	<ul style="list-style-type: none"> <li>can set up, monitor and provide support to groups and individuals at different levels in the same classroom working on different tasks.</li> <li>can use a wide range of techniques to provide/ elicit feedback.</li> </ul>

# ENABLING COMPETENCES

	Development Phase 1		Development Phase 2		Development Phase 3	
	1.1	1.2	2.1	2.2	3.1	3.2
<b>Intercultural competence</b>	<ul style="list-style-type: none"> <li>understands that the relationship between language and culture is an important factor in language teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>is learning about the relevance of cultural issues in teaching.</li> <li>can introduce learners to relevant differences in cultural behaviour and traditions.</li> <li>can create an atmosphere of tolerance and understanding in classes where there is social and cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>understands and is able to take account of <i>stereotypical views</i>.</li> <li>can use own awareness to expand learners' knowledge of cultural behaviour, e.g. politeness, body language etc.</li> <li>can recognize the importance of avoiding intercultural problems in the classroom and promotes inclusivity and mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>can help learners to analyse <i>stereotypical views</i> and prejudices.</li> <li>can integrate into lessons key areas of difference in intercultural behaviour (e.g., politeness, body language, etc.).</li> <li>can select materials that are well matched to the cultural horizon of learners and yet extends this further using activities appropriate to the group.</li> </ul>	<ul style="list-style-type: none"> <li>can use web searches, projects and presentations to expand own and learners understanding and appreciation of intercultural issues.</li> <li>can develop learners' ability to analyse and discuss social and cultural similarities and differences.</li> <li>can anticipate and manage effectively areas of intercultural sensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>can use her/his extensive knowledge of intercultural issues when this is appropriate to assist less experienced colleagues</li> <li>can develop colleagues' ability to deal with cultural issues, suggesting techniques to defuse disagreements and critical incidents if they arise</li> <li>can create activities, tasks and materials for own and colleagues' use and can seek feedback on these</li> </ul>
<b>Language awareness</b>	<ul style="list-style-type: none"> <li>can use dictionaries and grammar books etc as <i>reference sources</i>.</li> <li>can answer simple queries about language that are frequently asked at levels she/he is teaching.</li> </ul>	<ul style="list-style-type: none"> <li>can give correct models of language form and <i>usage</i> adapted to the level of the learners at A1-B1 levels.</li> <li>can give answers to language queries that are not necessarily complete but that are appropriate for A1-B1 level learners.</li> </ul>	<ul style="list-style-type: none"> <li>can give correct models of language form and <i>usage</i> appropriate for the level concerned, except at advanced levels (C1-2).</li> <li>can give answers to queries about the target language appropriate for the level concerned, except at advanced levels (C1-2).</li> </ul>	<ul style="list-style-type: none"> <li>can give correct models of language form and <i>usage</i>, for all levels except at C2 on almost all occasions.</li> <li>can recognise and understand the language problem that a learner is having.</li> <li>can give answers to queries about the target language that are appropriate for the level concerned except at C2.</li> </ul>	<ul style="list-style-type: none"> <li>can select and give correct models of language form and <i>usage</i> on almost all occasions at all levels.</li> <li>can answer almost all language queries fully and accurately and give clear explanations.</li> <li>can use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors.</li> </ul>	<ul style="list-style-type: none"> <li>can always give full, accurate answers to queries from learners about different aspects of language and <i>usage</i>.</li> <li>can explain subtle differences of form, meaning and <i>usage</i> at C1 and C2 levels.</li> </ul>
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>can use word-processing software to write a worksheet, following standard conventions</li> <li>can search for potential teaching material on the internet</li> <li>can download resources from websites</li> </ul>	<ul style="list-style-type: none"> <li>can create lessons with downloaded texts, pictures, graphics, etc.</li> <li>can organize computer files in logically ordered folders.</li> </ul>	<ul style="list-style-type: none"> <li>can use any standard Windows/Mac software, including media players.</li> <li>can recommend appropriate online materials to students and colleagues.</li> <li>can use a data projector for lessons involving the internet, a DVD, etc.</li> </ul>	<ul style="list-style-type: none"> <li>can set and supervise on-line work for learners.</li> <li>can use software for handling images, video and sound files.</li> </ul>	<ul style="list-style-type: none"> <li>can train learners to select and use on-line exercises appropriate to their individual needs</li> <li>can edit and adapt sound and video files</li> <li>can show colleagues how to use new software and hardware</li> <li>can coordinate project work with <i>digital media</i> (using a camera, the internet, social networks)</li> <li>can <i>troubleshoot</i> most problems with classroom digital equipment</li> </ul>	<ul style="list-style-type: none"> <li>can train learners to profitably use any available classroom digital equipment (IWB, their mobiles, tablets etc.) for language learning.</li> <li>can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources.</li> <li>can design <i>blended learning</i> modules using a learning management system e.g. Moodle.</li> </ul>

# PROFESSIONALISM

	Development Phase 1		Development Phase 2		Development Phase 3	
	1.1	1.2	2.1	2.2	3.1	3.2
<b>Professional conduct</b>	<ul style="list-style-type: none"> <li>● seeks feedback on her/his teaching practice and other work.</li> <li>● seeks advice from colleagues and handbooks.</li> </ul>	<ul style="list-style-type: none"> <li>● acts in accordance with the mission and regulations of the institution</li> <li>● liaises with other teachers about students and lesson preparation</li> <li>● acts on trainers' feedback after lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>● welcomes opportunities to share class teaching (<i>team-teach</i>) with colleagues at one or two levels.</li> <li>● acts on feedback from colleagues who observe her/his teaching.</li> <li>● contributes to the institution's development and good management and reacts positively to changes and challenges in the institution.</li> </ul>	<ul style="list-style-type: none"> <li>● welcomes opportunities to be observed by managers and colleagues and receive feedback on teaching</li> <li>● prepares for and participates actively in <i>professional development</i> activities</li> <li>● actively participates in the development of the institution and its educational and administrative systems</li> </ul>	<ul style="list-style-type: none"> <li>● acts as <i>mentor</i> to less experienced col-leagues</li> <li>● leads training sessions with support from a colleague or when given material to use</li> <li>● observes colleagues and provides useful feedback</li> <li>● when the opportunity arises, takes responsibility for certain projects related to the development of the institution</li> </ul>	<ul style="list-style-type: none"> <li>● creates training modules for less experienced teachers</li> <li>● runs teacher development programmes</li> <li>● observes and assesses colleagues who are teaching at all levels</li> <li>● organises opportunities for colleagues to observe one another</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>● completes routine tasks like taking the attendance register, giving out/collecting/returning materials.</li> </ul>	<ul style="list-style-type: none"> <li>● delivers required plans and records of lessons correctly completed and on time.</li> <li>● marks homework and tests efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>● handles marking and report writing efficiently.</li> <li>● keeps clear, well-organised records of lessons.</li> <li>● hands in documents and feedback by time requested.</li> </ul>	<ul style="list-style-type: none"> <li>● handles administrative tasks around the job efficiently.</li> <li>● anticipates regular but less frequent tasks and completes them in good time.</li> <li>● deals with learners' issues, enquiries, feedback appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● coordinates administrative tasks with others; collates information, reports, opinions, etc. if asked to do so.</li> <li>● takes responsibility for certain administrative tasks such as organising teachers' meetings, gathering, analysing and reporting on end of course feedback etc.</li> </ul>	<ul style="list-style-type: none"> <li>● acts as <i>course coordinator</i> if asked to do so</li> <li>● liaises with enrolment dept / finance dept / sponsors / parents etc. as necessary</li> <li>● contributes actively to the design or review of administrative systems</li> </ul>

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