

## Routes to excellence



Routes to excellence

## CPD Framework for the UK ELT sector

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## Routes to excellence



"It's time for my monthly report. What's a productive way of saying, surfed the web and hung out in chat rooms?"

CPD –

Is it the compliant  
teacher ....?

Or

Is it the growing teacher?

## Routes to excellence

# The case for CPD

### For teachers

- Help teachers meet their professional needs
- Maintain teachers' motivation
- Support career development

### For employers

- Maximise potential of teaching staff
- Improve the reputation of the institution

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### In your experience

- How do you manage your CPD?
- Where do you look for support?
- In your institution, is there a CPD programme or policy?

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### CPD issues

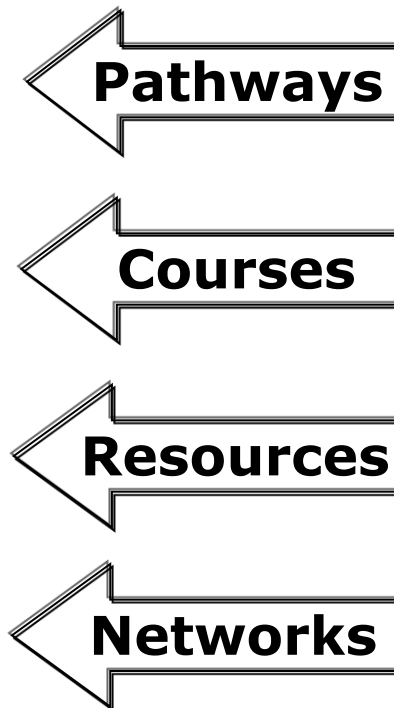
- Finding what is relevant to particular needs
- Seeing the bigger picture – setting goals, finding pathways
- Clear evidence – that is understandable to others
- Incentives – from the teacher, from the institution, from the profession

## Routes to excellence

Stage		
1	Starting	In initial training, studying for TEFLI certificate in ELT/TESOL
2	Newly-qualified	In the first two years of practice after initial training
3	Developing	A practising teacher of English with more than 2 years of experience, not TEFLQ diploma in ELT/TEFL qualified
4	Proficient	A teacher of English who is TEFLQ diploma in ELT/TEFL qualified
5	Advanced	An experienced qualified teacher, who has taken on a more senior role
6	Specialist	In leading and advising roles, such as teacher trainer, manager, materials writer, researcher, ELT adviser

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1	Starting	<i>Learning the principles</i>
2	Newly-qualified	<i>Putting principles into practice</i>
3	Developing	<i>Building confidence and skills</i>
4	Proficient	<i>Demonstrating confidence, experience and reflection</i>
5	Advanced	Exemplifying good practice
6	Specialist	Leading and advising



## Routes to excellence

## Newly-qualified stage

**TEFL I Cert in TEFL/TESOL qualified in your first or second year of practice**

At this stage you will have some of these characteristics

**Have an initial qualification**

**Work in a particular context – private language school sector**

**0-2 years experience, some of it full-time**

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## Newly-qualified stage B

You may have some of these needs

**Finding your career pathway**

**Understanding your learners**

**Building your confidence as a teacher of English**

**Knowing what good teaching of English is**

**Getting feedback on your teaching**

**Turning theory into practice and knowing how/where to get more theoretical knowledge that's relevant**

**Knowing where to find classroom resources especially to match those resources to learners needs**

**Learning more about specific areas of ELT such as business English or young learners**

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## Newly-qualified stage C

<p>Teaching skills and knowledge you will need to develop to progress at this stage</p>	<p><b>Phonemes &amp; phonology</b>  <b>Correction techniques</b>  <b>Grammar structures</b>  <b>Student-centred learning</b>  <b>Lesson/syllabus design</b>  <b>Use of the board</b>  <b>Grading &amp; instructions</b>  <b>Class management</b>  <b>Lexical/usage awareness</b></p>	<p><b>Knowledge of ESP</b>  <b>Materials design/exploitation</b>  <b>Learning styles/theory</b>  <b>Attention to the 4 skills</b>  <b>Taking a professional approach in the classroom</b>  <b>Use of a variety of techniques/methodologies</b>  <b>Reflective habits and skills</b></p>
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## Newly-qualified stage D

Other skills and knowledge you may need to develop to progress at this stage

**Organisation – school systems**

**Organisation – building a bank of resources**

**Record keeping**

**IT Skills**

**Being open to feedback and constructive criticism**

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## Newly-qualified stage E

CPD  
opportunities to  
help you develop  
at this stage

**Attend teacher conferences**

**Join local CPD groups**

**Attend in-house CPD sessions**

**Work with DoS to identify areas for improvement**

**Peer, self, pop-in observation**

**Keep a lesson journal**

**Get online support – blogs / portals / publisher sites**

**Mentor / buddy system**

**Compile a useful reading list**

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## Newly-qualified stage F

Progressing to the next stage

**The progression to the next stage is the continued learning of Diploma level skills. An interest in theory and analysis is also required for progression to the next stage.**

**Another element of progression to the next level is an interest in management and administration. The Diploma is often a path for teachers looking to gain a more senior role in a school so a prior interest in administration and/or management is often valuable.**

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### CPD at different stages

1. What characteristics do teachers have at this stage?
2. What goals are common for teachers at this stage?
3. What skills do they need to develop? (both teaching skills and other skills relevant to their work)
4. What CPD activity is useful at this stage of their development and is relevant to typical goals?

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### Using the framework

- Managing the development of staff – institutions can use the pathways and guidance to manage their own CPD
- Enabling self-development - teachers can access CPD resources and opportunities relevant to their level of development

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## A CPD Portal

<b>Home page</b>	<b>What is CPD?</b>	<b>For teachers</b>	<b>For institutions</b>	<b>Events and links</b>
Introduction Register New content The stages – click on your stage	Articles Video Blogs/ Forums	Benefits Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Recording your CPD	Benefits Implementing CPD Practical CPD ideas	Events list Other activities Links to relevant organisations and other sites

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### Discussion of issues

1. How to develop the framework further
2. How to encourage institutions to implement the CPD framework
3. How to encourage teachers to involve themselves in the CPD framework, not just as a tick the box exercise - what are the incentives and rewards?
4. How to get broader acceptance of the framework by the industry in the UK