Cambridge

English Teaching

Framework competency statements

Full level descriptors

Introduction

The following stage descriptions are intended to be representative of a specific range of abilities under each category, and as such are intended to be relative rather than absolute. It is expected that each teacher will progress through the stages in individual and unique ways, at varying speeds, although it is also recognised that for teachers in some teaching contexts the goal may be to become a good 'foundation' teacher. It is also likely that teachers may demonstrate aspects of two adjacent stages at any one time, and that it may not always be possible to place themselves neatly within one distinct stage.

While factors such as specific qualifications obtained, training undertaken or number of hours/years of formal teaching experience are all important, they may not necessarily be directly related to specific stages and are, therefore, not specified in the framework as such.

It is acknowledged that a certain level of language ability is required in order to teach language effectively, however any minimum language level required of the teacher is likely to vary depending on the teaching context and language levels of the group of learners being taught.

The detailed descriptions below are intended to capture the notion that gradual development of teachers' expertise over time involves growing understanding of teaching and learning, growing awareness of their own strengths, weaknesses and potential as a teacher, increasing sophistication in their planning, decision-making, teaching skills and reflection, as well as the ability to respond to a more complex range of classroom situations. Each of the paragraphs at each stage refers to the five categories of the Cambridge English Teaching Framework ('Learning and the Learner'; 'Teaching, Learning and Assessment'; 'Language Ability'; 'Language Knowledge and Awareness'; 'Professional Development and Values').

Stages	Foundation	Developing	Proficient	Expert
1. Learning and the learner				
Learning theories	• Has started to develop a basic understanding of general learning theories and language-learning concepts, and is aware of some key terms. • Lesson plans and classroom practice may demonstrate some of this understanding.	• Has a reasonable understanding of general learning theories and many of the key language-learning concepts, and has started to use some of the key terms. • Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning.	• Has a good understanding of general learning theories and many of the key language-learning concepts, and often uses many of the key terms. • Lesson plans and classroom practice demonstrate frequent use of this understanding and the link between the theories and concepts and student learning.	• Has a sophisticated understanding of general learning theories and most of the key language learning concepts, and regularly uses most of the key terms. • Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.
FLA and SLA	• Has started to develop a basic understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and is aware of some key terms. • Lesson plans and classroom practice may demonstrate some of this understanding.	• Has a reasonable understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and has started to use some of the key terms. • Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning.	• Has a good understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and often uses many of the key terms. • Lesson plans and classroom practice demonstrate frequent use of this understanding and links between the theories and concepts and student learning.	• Has a sophisticated understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and regularly uses most of the key terms. • Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.
Language-teaching methodologies	• Has started to develop a basic understanding of approaches and methods for language teaching and language-learning concepts, and is aware of some key terms. • Lesson plans and classroom practice may demonstrate some of this understanding.	• Has a reasonable understanding of approaches and methods for language teaching and language-learning concepts, and has started to use some of the key terms. • Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning.	• Has a good understanding of approaches and methods for language teaching and language-learning concepts, and often uses many of the key terms. • Lesson plans and classroom practice demonstrate frequent use of this understanding and links between the theories and concepts and student learning.	• Has a sophisticated understanding of approaches and methods for language teaching and language-learning concepts, and regularly uses most of the key terms. • Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.
Understanding learners	• Has started to develop a basic understanding of concepts such as intercultural competence, learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and is aware of some key terms. • Lesson plans and classroom practice may demonstrate some of this understanding.	• Has a reasonable understanding of concepts such as intercultural competence, learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and has started to use some of the key terms. • Lesson plans and classroom practice demonstrate some grasp of the connection between the concepts and student learning.	• Has a good understanding of concepts such as intercultural competence, learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and often uses many of the key terms. • Lesson plans and classroom practice demonstrate frequent use of this understanding and links between the concepts and student learning.	• Has a sophisticated understanding of concepts such as intercultural competence, learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and regularly uses most of the key terms. • Lesson plans and classroom practice consistently demonstrate a high level of understanding of the concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.

Stages	Foundation	Developing	Proficient	Expert
2. Teaching, learning and assessment				
2.1 Planning language learning				
Lesson planning	• Has a basic understanding of some key principles of lesson planning, and uses this understanding to plan basic systems and skills lessons according to a given template with basic awareness of learners' needs and difficulties and some linking of activities within a lesson. • Usually follows the lesson plan without much adaptation, may not yet be able to respond to unforeseen classroom events, and has started to see some clear links between planning and teaching choices and subsequent student learning.	• Has a reasonable understanding of many key principles of lesson planning and uses this understanding to plan reasonably detailed systems and skills lessons according to a given template with some awareness of learners' needs and difficulties and some linking of activities within one/more lessons. • Sometimes adapts the lesson plan according to the flow of the lesson, is able to respond to some unforeseen classroom events, and can see some clear links between planning and teaching choices and subsequent student learning.	• Has a good understanding of many key principles of lesson planning, and uses this understanding to plan detailed systems, skills and integrated lessons according to their own template, with good awareness of learners' needs and difficulties and linking of activities within/across a series of lessons. • Adapts the lesson plan where necessary, is able to respond appropriately to most unforeseen classroom events, and can see clear links between planning and teaching choices and subsequent student learning.	• Has a sophisticated understanding of key principles of lesson planning and uses this understanding to plan detailed and sophisticated systems, skills and integrated lessons (often unconsciously without the need for detailed plans and has internalised sufficient routines and resources), with a clear rationale and thorough understanding of learners' needs and difficulties and linking activities across a number of lessons to support learners and their learning. • Adapts the lesson plan where necessary, is able to respond appropriately, confidently and automatically to almost all unforeseen classroom events and has developed a sophisticated understanding of the link between planning and teaching choices and subsequent student learning.
Course planning	• Has a basic understanding of some key principles of course planning. • Is able to plan a short series of lessons with simple links between them.	• Has a reasonable understanding of many key principles of course planning. • Is able to plan a series of lessons with clear links between them.	• Has a good understanding of many key principles of course planning. • Is able to plan a series of lessons and/or a whole course which meet the requirements of a prescribed syllabus.	• Has a sophisticated understanding of key principles of course planning. • Is able to plan a series of lessons and/or whole course in a creative and sophisticated way, and is able to work creatively within the constraints of a prescribed syllabus.
2.2 Using language-learning resources and materials				
Selecting, adapting, supplementing and using learning materials	• Has a basic understanding of how to select and exploit coursebook and supplementary materials. • Lesson plans and classroom practice demonstrate selection of reasonably appropriate materials, including web-based materials, without much improvisation and with basic awareness of learners' needs.	• Has a reasonable understanding of a variety of ways of selecting and exploiting coursebook and supplementary materials. • Lesson plans and classroom practice demonstrate selection of appropriate materials, including web-based materials, with some improvisation and with some awareness of learners' needs.	• Has a good understanding of how to select, adapt and exploit coursebook and supplementary materials. • Lesson plans and classroom practice demonstrate selection of appropriate materials, including web-based materials, improvising and supplementing where necessary and with good awareness of learners' needs.	• Has a sophisticated understanding of how to select, adapt and exploit coursebook and supplementary materials. • Lesson plans and classroom practice demonstrate selection of appropriate and engaging materials, including web-based materials, improvising and supplementing consistently with a clear rationale and detailed understanding of learners' needs.
Using teaching aids	• Has a basic understanding of some key techniques for using teaching aids. • Lesson plans and classroom practice demonstrate simple use of the board and other equipment.	• Has a reasonable understanding of many key techniques for using teaching aids. • Lesson plans and classroom practice demonstrate reasonably effective use of the board and other equipment.	• Has a good understanding of many key techniques for using teaching aids. • Lesson plans and classroom practice demonstrate effective use of a variety of teaching aids to motivate and engage learners.	• Has a sophisticated understanding of key techniques for using teaching aids. • Lesson plans and classroom practice demonstrate consistently effective use of a wide range of teaching aids to motivate and engage learners.

Stages	Foundation	Developing	Proficient	Expert
Using digital resources	• Has a basic understanding of key concepts of digital teaching/learning. • Lesson plans and classroom practice demonstrate use of some digital resources, where available, but may not yet demonstrate detailed understanding of how to integrate them appropriately into day-to-day teaching.	• Has a reasonable understanding of key concepts of digital teaching/learning. • Lesson plans and classroom practice demonstrate use of digital resources, where available, and have started to demonstrate understanding of how to integrate them appropriately into day-to-day teaching.	• Has a good understanding of key concepts of digital teaching/learning. • Lesson plans and classroom practice demonstrate use of digital resources, where available, and good understanding of how to integrate them effectively and appropriately into day-to-day teaching, as well as improvisation when necessary.	• Has a sophisticated understanding of key concepts of digital teaching/learning. • Lesson plans and classroom practice demonstrate use of digital resources, where available, and sophisticated understanding of how to integrate them effectively and appropriately into day-to-day teaching, as well as confident improvisation when necessary.

2.3 Managing language learning

Stages	Foundation	Developing	Proficient	Expert
Creating and maintaining a constructive learning environment	• Has a basic understanding of classroom-management techniques for creating and maintaining a constructive learning environment, and ways of motivating learners. • Lesson plans and classroom practice sometimes demonstrate a balance between teacher-centred and learner-centred activities, and basic classroom management techniques to keep learners on task whilst maintaining discipline.	• Has a reasonable understanding of many classroom-management techniques for creating and maintaining a constructive learning environment, and ways of motivating learners. • Lesson plans and classroom practice often demonstrate a balance between teacher-centred and learner-centred activities, and reasonably effective classroom management techniques to keep learners on task whilst maintaining discipline.	• Has a good understanding of classroom-management techniques for creating and maintaining a constructive learning environment, and ways of motivating/engaging learners. • Lesson plans and classroom practice regularly demonstrate a balance between teacher-centred and learner-centred activities, and effective classroom management techniques to keep learners on task whilst maintaining discipline.	• Has a sophisticated understanding of classroom-management techniques for creating and maintaining a constructive learning environment, and ways of motivating/engaging learners. • Lesson plans and classroom practice consistently demonstrate a balance between teacher-centred and learner-centred activities, and consistently effective classroom management techniques to keep learners on task whilst maintaining discipline.
Responding to learners	• Has a basic understanding of key techniques for responding to learners. • Lesson plans and classroom practice demonstrate basic techniques for responding to learners with some understanding of learner differences.	• Has a reasonable understanding of many key techniques for responding to learners. • Lesson plans and classroom practice demonstrate a reasonable variety of techniques for responding to learners with reasonable understanding of learner differences.	• Has a good understanding of a wide range of techniques for responding to learners. • Lesson plans and classroom practice demonstrate a variety of techniques for effectively responding to learners with good understanding of learner differences.	• Has a sophisticated understanding of a wide range of techniques for responding to learners. • Lesson plans and classroom practice demonstrate a wide range of techniques for effectively responding to learners with sophisticated understanding of learner differences.
Setting up and managing classroom activities	• Has a basic understanding of key techniques for setting up and managing classroom activities. • Lesson plans and classroom practice demonstrate simple, clear instructions and basic techniques for setting up and managing activities.	• Has a reasonable understanding of many key techniques for setting up and managing classroom activities. • Lesson plans and classroom practice demonstrate a clear instructions and a number of techniques for setting up/managing activities, supporting and monitoring learning.	• Has a good understanding of a wide range of techniques for setting up and managing classroom activities. • Lesson plans and classroom practice demonstrate a variety of techniques for effectively setting up/managing activities, supporting groups and individuals within the class, monitoring learner performance and encouraging interaction between learners.	• Has a sophisticated understanding of a wide range of techniques for setting up and managing classroom activities. • Lesson plans and classroom practice demonstrate a wide range of techniques for consistently and effectively setting up and managing activities, supporting groups and individuals at different levels within the class, monitoring learner performance and encouraging interaction between learners.

Stages	Foundation	Developing	Proficient	Expert
Providing feedback on learner language	• Has a basic understanding of key techniques for providing feedback on learners' written and spoken language. • Lesson plans and classroom practice demonstrate basic techniques for providing feedback on learners' written and spoken language with some understanding of learner differences.	• Has a reasonable understanding of many key techniques for providing feedback on learners' written and spoken language. • Lesson plans and classroom practice demonstrate a reasonable variety of techniques for providing clear and accurate feedback on learners' written and spoken language with reasonable understanding of learner differences.	• Has a good understanding of key techniques for providing feedback on learners' written and spoken language. • Lesson plans and classroom practice demonstrate a variety of techniques for providing clear and accurate feedback on learners' written and spoken language, with good understanding of learner differences, and using the feedback to further support classroom learning.	• Has a sophisticated understanding of key techniques for providing feedback on learners' written and spoken language. • Lesson plans and classroom practice demonstrate a wide range of techniques for providing consistently clear and accurate feedback on learners' written and spoken language, with a sophisticated understanding of learner differences, using the feedback to further consolidate classroom learning.
2.4 Teaching language systems				
Teaching vocabulary	• Has a basic understanding of key principles and techniques for vocabulary teaching and learning. • Lesson plans and classroom practice demonstrate a basic repertoire of techniques for teaching vocabulary activities.	• Has a reasonable understanding of many key principles and techniques for vocabulary teaching and learning. • Lesson plans and classroom practice demonstrate a number of techniques for teaching vocabulary activities and lessons.	• Has a good understanding of key principles and techniques for vocabulary teaching and learning. • Lesson plans and classroom practice demonstrate a variety of techniques for teaching vocabulary, and strategies to encourage learner autonomy.	• Has a sophisticated understanding of key principles and techniques for vocabulary teaching and learning. • Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching vocabulary and strategies to encourage learner autonomy.
Teaching grammar	• Has a basic understanding of principles and techniques for grammar teaching and learning. • Lesson plans and classroom practice demonstrate a basic repertoire of techniques for teaching grammar using a fixed lesson shape.	• Has a reasonable understanding of many principles and techniques for grammar teaching and learning. • Lesson plans and classroom practice demonstrate a number of techniques for teaching grammar, and an awareness of different lesson shapes to support learners and their learning.	• Has a good understanding of principles and techniques for grammar teaching and learning. • Lesson plans and classroom practice demonstrate a variety of techniques for teaching grammar using appropriate lesson shapes to support learners and their learning.	• Has a sophisticated understanding of principles and techniques for grammar teaching and learning. • Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching grammar using different lesson shapes to support learners and their learning.
Teaching phonology	• Has a basic understanding of principles and techniques for phonology teaching and learning, and how to use the phonemic script as a learning tool. • Lesson plans and classroom practice demonstrate a basic repertoire of techniques for teaching sounds and word stress when teaching vocabulary and/or grammar.	• Has a reasonable understanding of many principles and techniques for phonology teaching and learning, and how to use the phonemic script as a learning tool. • Lesson plans and classroom practice demonstrate a number of techniques for teaching sounds, word and sentence stress through isolated and integrated phonology activities.	• Has a good understanding of principles and techniques for phonology teaching and learning, and how to use the phonemic script as a learning tool. • Lesson plans and classroom practice demonstrate a variety of techniques for teaching sounds, word/sentence stress, and intonation through isolated and integrated phonology activities.	• Has a sophisticated understanding of principles and techniques for phonology teaching and learning, and how to use the phonemic script as a learning tool. • Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching sounds, word/sentence stress, connected speech and intonation through isolated and integrated phonology activities.

Stages	Foundation	Developing	Proficient	Expert
Teaching discourse	• Has a basic understanding of principles and techniques for teaching discourse. • Lesson plans and classroom practice demonstrate a basic repertoire of techniques for teaching simple discourse features in writing.	• Has a reasonable understanding of many principles and techniques for teaching discourse. • Lesson plans and classroom practice demonstrate a number of techniques for teaching simple discourse features in writing and speaking.	• Has a good understanding of principles and techniques for teaching discourse. • Lesson plans and classroom practice demonstrate a variety of techniques for teaching different discourse features in writing and speaking.	• Has a sophisticated understanding of principles and techniques for teaching discourse. • Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching many different discourse features in writing and speaking.
2.5 Teaching language skills				
Teaching listening	• Has a basic understanding of principles and techniques for teaching listening. • Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing listening skills using a simple template.	• Has a reasonable understanding of many principles and techniques for teaching listening. • Lesson plans and classroom practice demonstrate a number of techniques and activities for developing listening skills, with an awareness of pre/while/post stages.	• Has a good understanding of principles and techniques for teaching listening. • Lesson plans and classroom practice demonstrate a variety of techniques for developing listening skills using appropriate staging, often integrating with other skills.	• Has a sophisticated understanding of principles and techniques for teaching listening. • Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing listening skills using different stages in a principled way according to learner needs, frequently integrating with other skills.
Teaching speaking	• Has a basic understanding of principles and techniques for teaching speaking. • Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing speaking skills using a simple template.	• Has a reasonable understanding of principles and techniques for teaching speaking. • Lesson plans and classroom practice demonstrate a number of techniques and activities for developing speaking skills, with an awareness of pre/while/post stages.	• Has a good understanding of principles and techniques for teaching speaking. • Lesson plans and classroom practice demonstrate a variety of techniques for developing speaking skills using appropriate staging, often integrating with other skills.	• Has a sophisticated understanding of principles and techniques for teaching speaking. • Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing speaking skills using different stages in a principled way according to learner needs, frequently integrating with other skills.
Teaching reading	• Has a basic understanding of principles and techniques for teaching reading. • Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing reading skills using a simple template.	• Has a reasonable understanding of many principles and techniques for teaching reading. • Lesson plans and classroom practice demonstrate a number of techniques and activities for developing reading skills, with an awareness of pre/while/post stages.	• Has a good understanding of principles and techniques for teaching reading. • Lesson plans and classroom practice demonstrate a variety of techniques for developing reading skills using appropriate staging, often integrating with other skills.	• Has a sophisticated understanding of principles and techniques for teaching reading. • Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing reading skills using different stages in a principled way according to learner needs, frequently integrating with other skills.
Teaching writing	• Has a basic understanding of principles and techniques for teaching writing. • Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing writing skills using a simple template.	• Has a reasonable understanding of many principles and techniques for teaching writing. • Lesson plans and classroom practice demonstrate number of techniques and activities for developing writing skills, with an awareness of pre/while/post stages.	• Has a good understanding of principles and techniques for teaching writing. • Lesson plans and classroom practice demonstrate a variety of techniques for developing writing skills using appropriate staging, often integrating with other skills.	• Has a sophisticated understanding of principles and techniques for teaching writing. • Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing writing skills using different stages in a principled way according to learner needs, frequently integrating with other skills.

Stages	Foundation	Developing	Proficient	Expert
2.6 Assessing language learning				
Assessment principles	• Has started to develop a basic understanding of assessment principles, different types of assessment and the role of external exams in the wider world. • Uses available tests, although is not yet able to design their own.	• Has some understanding of assessment principles, different types of assessment and the role of external exams in the wider world. • Selects and designs simple tests, and conducts more detailed tests with materials provided.	• Has good understanding of assessment principles and different types of assessment, is aware of different levels, and also understands the role of external exams in the wider world. • Selects and designs oral and written tests to regularly assess learners' progress.	• Has a detailed understanding of assessment principles and different types of assessment, has a thorough understanding of different levels, and also clearly understands the role of external exams in the wider world. • Designs oral and written tests to consistently and regularly assess learners' progress at all levels.
Using assessment to inform learning	• Has started to develop a basic understanding of the role of assessment in learning. • Provides simple feedback to learners on their performance in class and after assessment.	• Has some understanding of the role of assessment in learning. • Provides clear feedback to learners on their performance in class and after assessment.	• Has good understanding of the role of assessment in learning and of the importance of learning-oriented assessment. • Regularly provides clear and detailed feedback to learners on their strengths and weaknesses, both in class and after assessment, and uses the feedback to design further activities/lessons.	• Has a detailed understanding of the role of assessment in learning and of the importance of learning-oriented assessment. • Regularly provides consistently clear and detailed individualised feedback to learners on their strengths and weaknesses, both assessing learning in class and after more formal assessment, and uses the knowledge gained to set priorities for individuals and the class.
3. Language ability				
Classroom language	• Uses basic classroom language which is mostly accurate. • Responds accurately and appropriately to their learners' output some of the time, in planned situations.	• Uses classroom language which is mostly accurate. • Responds accurately and appropriately to their learners' output most of the time, in planned situations, and occasionally in spontaneous situations.	• Uses classroom language which is consistently accurate throughout the lesson. • Responds accurately and appropriately to their learners' output most of the time, in both planned and spontaneous situations.	• Uses a wide range of classroom language which is consistently accurate throughout the lesson. • Consistently responds accurately and appropriately to their learners' output in both planned and spontaneous situations, using a wide range of language.
Language models	• Provides accurate examples of the language points being taught at A1 and A2 levels of the CEFR.	• Provides accurate examples of the language points being taught at A1, A2 and B1 levels of the CEFR.	• Provides accurate examples of the language points being taught at A1, A2, B1 and B2 levels of the CEFR.	• Provides accurate examples of the language points being taught at A1–C2 levels of the CEFR.
Recognising learner errors	• Recognises basic errors that their learners make.	• Recognises most errors that their learners make.	• Recognises almost all errors that their learners make.	• Recognises all errors that their learners make.
Communicating with other professionals	• Interacts with other teachers in simple and routine professional contexts.	• Interacts appropriately with other teachers in simple and routine, and some unfamiliar, professional contexts.	• Interacts appropriately with other teachers in most professional contexts.	• Interacts appropriately with other teachers in all professional contexts.
CEFR level	• At least A2.	• At least B1.	• At least B2.	• At least C1.

Stages	Foundation	Developing	Proficient	Expert
4. Language knowledge and awareness				
Language awareness	• Has not yet developed strategies to check and develop their own language awareness. • Lesson plans and classroom practice have started to demonstrate the ability to analyse common language points, choose very simple models of language usage and answer simple learner questions about language with the help of reference materials.	• Has started to develop strategies to check and develop their own language awareness. • Lesson plans and classroom practice demonstrate the ability to analyse most language points, provide accurate models of usage for many language points, and answer most learner questions with the help of reference materials.	• Uses strategies to regularly check and develop their own language awareness. • Lesson plans and classroom practice demonstrate the ability to correctly analyse most language points, provide accurate models of usage for most language points, and answer most learner questions, with minimal use of reference materials.	• Consistently uses strategies to effectively check and develop their own language awareness. • Lesson plans and classroom practice demonstrate the ability to correctly analyse all language points, provide consistently accurate models of usage for all language points, and answer all learner questions accurately, confidently and comprehensively with minimal use of reference materials.
Terminology for describing language	• Is aware of some key terms for describing language. • Lesson plans and classroom practice have started to demonstrate some knowledge of key terms for describing language.	• Has a reasonable awareness of many key terms for describing language, and has started to use some of the key terms. • Lesson plans and classroom practice demonstrate some knowledge of key terms for describing language.	• Has a good awareness of key terms for describing language, and often uses many of the key terms. • Lesson plans and classroom practice demonstrate good knowledge and accurate use of key terms for describing language.	• Has a sophisticated awareness of key terms for describing language, and regularly uses most of the key terms. • Lesson plans and classroom practice consistently demonstrate a high level of knowledge and accurate use of key terms for describing language.
Reference materials	• Is aware of some available reference materials. • Lesson plans and classroom practice demonstrate limited use of these materials.	• Is aware of many available reference materials. • Lesson plans and classroom practice demonstrate some use of these materials.	• Has good knowledge of available reference materials. • Lesson plans and classroom practice demonstrate use of a variety of these materials.	• Has sophisticated knowledge of available reference materials. • Lesson plans and classroom practice consistently demonstrate sophisticated and creative use of a wide range of materials.
5. Professional development and values				
Classroom observation	• Has started to develop a basic understanding of the value of classroom observation and receiving feedback. • Has started to learn from observation feedback.	• Is aware of the importance of classroom observation and receiving feedback. • Actively seeks observation and feedback on their own teaching, and responds constructively to feedback after being observed.	• Recognises the importance of classroom observation and receiving feedback. • Actively seeks observation and feedback on their own teaching, responds constructively to feedback after being observed, identifies many of their own strengths and weaknesses as a teacher, and is willing to be observed by colleagues.	• Fully appreciates the importance of classroom observation and receiving feedback and is highly committed to self-improvement. • Actively seeks observation and feedback on their own teaching, responds constructively to feedback after being observed, regularly re-assesses their own strengths and weaknesses as a teacher, and is often involved in formally supporting the development of other teachers through workshops, observations and/or career guidance.

Stages	Foundation	Developing	Proficient	Expert
Reflecting on teaching and learning	• Has started to develop a basic understanding of the importance of reflecting on their own teaching, but has limited awareness of their own beliefs about teaching and learning and their strengths/weaknesses as a teacher. • Has started to reflect simply on a lesson with guidance, but may not be able to recognise where there is a mismatch between their own beliefs and good practice.	• Is aware of the importance of reflecting on teaching, and has some awareness of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher. • Reflects simply on a lesson even without guidance, and is able to recognise some areas where there is a mismatch between their own beliefs and good practice.	• Recognises the importance of reflecting on teaching, and has good awareness of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher. • Reflects critically on a lesson leading to action, and recognises areas where there is a mismatch between their own beliefs and good practice, and actively seeks answers to questions they have.	• Fully appreciates the importance of reflecting on teaching, and is highly aware of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher. • Consistently reflects critically on teaching, regularly taking action as a result, and actively seeks feedback from a range of sources, is highly aware of their own beliefs about teaching and learning, recognises areas where there is a mismatch between their own beliefs and good practice, and has a good understanding of the theoretical rationale for their pedagogical decisions.
Planning own development	• May be aware of some available professional development options/activities. • Requires guidance in self-assessing their needs, and may participate in professional development opportunities if and when encouraged.	• Is aware of available professional development options and activities. • Is able to self-assess their needs, and participates in professional development activities often with guidance.	• Is very aware of available professional development options and activities. • Is able to self-assess their needs and plan how to achieve their goals, and actively seeks the most appropriate professional development activities in line with their career goals.	• Is constantly aware of available professional development options and activities. • Regularly re-assesses their own strengths and weaknesses as a teacher, identifies their needs and makes detailed plans for how best to achieve their goals, and has a good understanding of how best to participate in professional development activities they have chosen in order to meet specific career goals.
Teacher research	• Has some understanding of teacher research and how it can help better understand teaching. • Is unlikely to have conducted any teacher research.	• Is aware of different types of teacher research and how they can be used to help better understand and improve teaching. • May have done some informal research on their own class or teaching, as requirement for a training course taken.	• Has a good understanding of different types of teacher research and how they can be used to help better understand and improve own teaching and that of colleagues. • Has carried out some small-scale informal research on their own class or teaching, not necessarily as requirement for a course taken.	• Has a sophisticated understanding of different types of teacher research and how they can be used to improve own teaching and that of colleagues, and to contribute to the profession. • Often carries out informal classroom research and shares the findings with colleagues, and may have engaged in more formal research as part of an academic qualification.
Teamwork and collaboration	• Has some awareness of the need for collaboration and teamwork. • Seeks advice from colleagues when lesson planning and discussing learners.	• Understands the benefits of collaboration and teamwork. • Liaises with colleagues when lesson planning and discussing learners, and sometimes seeks support/guidance from more experienced colleagues.	• Clearly understands the importance of collaboration and teamwork. • Initiates collaboration and teamwork, actively seeks support/guidance from more experienced colleagues, and provides informal guidance to other colleagues when approached.	• Has a sophisticated understanding of how teams work and why this is important. • Facilitates collaboration and teamwork, often by leading teams, and provides support/guidance for less experienced colleagues when needed.

Stages	Foundation	Developing	Proficient	Expert
Professional roles and responsibilities	• Has some awareness of institutional issues and of different roles within their institution. • Fulfils job-related responsibilities inside and outside the classroom.	• Has started to develop understanding of institutional issues, and awareness of different roles and responsibilities within their institution. • Is aware of teacher responsibilities outside the classroom and takes on additional roles as required.	• Has a good understanding of institutional issues and of the professional, social and moral responsibilities of teachers in the modern world, and is aware of different roles within the institution and opportunities within the wider profession. • Demonstrates good professional conduct, effectively takes on different roles and responsibilities within the workplace, is involved in supporting the development of other teachers, either formally or informally, and contributes to the development of the institution.	• Has a sophisticated understanding of institutional issues and of the professional, social and moral responsibilities of teachers in the modern world, and is highly aware of different roles within the institution and opportunities within the wider profession. • Consistently demonstrates good professional conduct, effectively takes on many different roles and responsibilities within their place of work, is involved in formally supporting the development of other teachers through workshops, observations and/or career guidance, and contributes actively to the institution and the wider profession.

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