

STAGE 5 An experienced EAP teacher	
<p><b>1. At this stage you may have some of these characteristics</b></p> <ul style="list-style-type: none"> <li>• Have a number of years working as an EAP teacher</li> <li>• Demonstrate in your teaching the competencies in the BALEAP competency framework for teachers of EAP <a href="http://www.baleap.org.uk/teap/index.aspx">www.baleap.org.uk/teap/index.aspx</a></li> <li>• Be providing in-session support for students already on academic courses</li> <li>• Be a course leader</li> <li>• Have some delegated managerial roles such as resources, staff development, syllabus design and assessment co-ordination, and therefore have some responsibility for QA (Quality Assurance)</li> <li>• Be expected to develop materials for a course</li> </ul>	
<p><b>2. You may have some of these needs</b></p> <ul style="list-style-type: none"> <li>• to develop further your awareness of the variety of academic contexts, possibly through links with one or two academic departments</li> <li>• to deepen your understanding of academic authenticity for the EAP classroom</li> </ul>	
<p><b>3. Understanding and skills you need to develop</b></p> <ul style="list-style-type: none"> <li>• Principles of EAP syllabus design</li> <li>• Principles of assessment of EAP</li> <li>• Evaluating materials and assessments for academic authenticity</li> <li>• The development of scholarship in your classroom, particularly autonomy and criticality</li> <li>• Understanding and skills relating to specific delegated roles, e.g. staff development</li> </ul>	
<p><b>4. How you progress at this stage</b></p> <ul style="list-style-type: none"> <li>• Researching your own practice, for example through Exploratory Practice, see <a href="http://www.prodait.org/approaches/exploratory">www.prodait.org/approaches/exploratory</a></li> <li>• Reading the literature and contributing articles about EAP</li> <li>• Attending and speaking at workshops, seminars and conferences</li> </ul>	

<p><b>Positive signs of development at this stage</b></p> <p><i>You recognise weak areas of your practice and are willing to explore these</i>  <i>You share the findings of your own reflective research with colleagues</i>  <i>You welcome peer observation</i></p>	<p><b>Ways in which you should be supported by your institution</b></p> <p><i>Support to participate in conferences and external workshops</i>  <i>Opportunities for formal and informal information sharing</i></p>
<p><b>Things to beware of at this stage</b></p> <p><i>Feeling overwhelmed and so not taking time to reflect or share issues</i>  <i>Withdrawing from participation in observation through perceived lack of time</i>  <i>Avoiding leading staff development sessions through perceived lack of time</i>  <i>Avoiding discussion of work-related issues</i></p>	<p><b>Ways in which these can be tackled by your institution</b></p> <p><i>Coaching by the buddy system</i>  <i>Sabbatical or similar study periods</i>  <i>Refresher courses for experienced teachers</i>  <i>Managers with an open office or classroom door policy</i></p>