Going forward: Continuing Professional Development for English Language Teachers in the UK
Introduction

So, you’re working in English language teaching and want to find the best ways to develop. But how do you progress as an English language teacher? What career pathways are open to you? What can you do to develop your skills and prospects? Where can you find the right support?

These are some of the questions this handbook aims to answer.

This handbook is for English language teachers working in the UK. It provides information to help you develop, whether you are just starting out as an English language teacher, or you are already highly experienced. At every stage of your career there are opportunities to further develop your skills, knowledge and prospects.

The information here is based on the principle that the effective teacher is the developing teacher: it is never possible to effectively stand still in your work as an English language teacher. Continuing Professional Development is a process that helps teachers and managers meet the challenges of their work and achieve their goals, as well as those of their learning centre.

It incorporates the idea of ‘reflective practice’ – the importance of reflecting upon what you are doing as an essential part of the development process.

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The British Council’s Continuing Professional Development portal for UK ELT

My Continuing Professional Development Log
Why Continuing Professional Development?

I’ve been teaching English for 12 years now and I love the job and want to keep doing it, but I need to find some fresh inspiration.

I’ve just started as a senior teacher and am finding it quite a challenge. I’ve been teaching English for eight years and thought I knew the business, but there’s a lot I need to catch up on and I want to know how.

I’ve been teaching for four years, mostly to adults. Now my boss wants me to teach young learners. Help! How can I skill up?

‘I’ve just finished my diploma in TEFL. I want to know how to really use my understanding in my teaching and find out ways to progress from here.’

‘I’m a DOS in a small language school and I’d like to improve some of the skills I need for my job.’

‘I’m just starting in my first job as an EFL teacher. I realise there’s a lot I still need to know. I want to know the best ways to find out.’

‘School held regular workshops – I started to keep a portfolio to record what I learned and to keep materials in.’

‘Group runs regular workshops – helps me develop my skills and get new ideas. Builds my PLN.’

‘My line manager has encouraged me to take the DELTA – have booked a place.’

‘Learned a lot about teaching teenagers from a more experienced colleague.’

What is Continuing Professional Development?

Keith Harding (in Modern English Teacher Volume 18 Number 3, July 2009) suggests that the characteristics of Continuing Professional Development (CPD) are that it is:

- continuous – professionals should always be looking for ways to deal with new challenges and improve performance
- the responsibility of the individual teacher – who identifies his or her own needs and how to meet those needs
- evaluative rather than descriptive – so that the teacher understands the impact of the activity
- an essential component of professional life, not an extra.

CPD is also an important part of belonging to an organisation. It helps teachers build professional relationships, sharing and learning from each other, and helps managers get the best of their teachers.

CPD takes place across all the stages of a teacher’s career. At each stage there are common needs in meeting the challenges of the stage you are at and in progressing onward. But you will also want to achieve your own personal objectives. This handbook provides guidance to help you with all the objectives you might have.

Here is an example of how one teacher, Clare, has managed some of her CPD in her first few years of English language teaching. It shows the different jobs she’s had as an English language teacher, some of the CPD activity she’s done at different stages of her career, and some of her notes on how she benefited from her CPD activity:
Types of Continuing Professional Development activity

There are many types of CPD, which can help teachers at every stage of their career, and suit their own interests and availability of time.

The main areas of activity are:

- developing a reflective approach to your work
- expanding your skills and knowledge through working with resources
- sharing and learning with other teachers
- participating in training workshops and courses.

Conferences

A great way to develop yourself is to participate in conferences for English Language Teachers. You will be able to meet and talk with other teachers and learn from sessions given by experts. When you are experienced and confident enough, giving a presentation yourself is a way to share your experience with other teachers and is a good professional development activity for you.

IATEFL (the International Association of Teachers of English as a Foreign Language) has a major conference in the UK every year:

www.iatefl.org

Also check our conferences page:

www.teachingenglish.org.uk/transform/conferences
and conferences organised by EnglishUK:

www.englishuk.com

Groups

Networking with other teachers is one of the most stimulating ways to develop. There are many ELT Facebook and Twitter groups you can join. You can follow the British Council’s TeachingEnglish website on both. You can also join or set up a local CPD group to discuss common issues and share experience with other teachers. You can start small and you don’t need to be an expert to share a teaching idea or introduce an issue you’d like to discuss.

Magazines

Subscribing to a magazine or journal is a good way to keep up-to-date with new ideas and themes in ELT. Most magazines and journals are available online as well as in hard-copy:

www.teachingenglish.org.uk/elt-directory/journals

Materials

Trying out new teaching materials is a relevant way of developing – whatever your experience. You can find new teaching ideas in published books and on websites, such as here:

www.teachingenglish.org.uk/try

You can ask colleagues for classroom activities they recommend. You can also start to develop your own materials to meet the needs of your own learners and your own teaching style.

Membership

Professional associations offer a range of activities for your development, including conferences, journals, special interest groups, research activities and projects.

The national organisation for all teachers of English is IATEFL. The association has a number of special interest groups (SIGs) on specific areas of ELT:

www.iatefl.org

There are also other professional bodies for specific areas of ELT:

www.teachingenglish.org.uk/transform/professional-associations

Mentoring

Learning from a more experienced colleague is an invaluable way to gain insight into teaching English. Find such a colleague, observe them and talk to them about what works in English language teaching.

Similarly, if you are an experienced teacher, it is a good developmental activity to mentor a less experienced colleague. If you want to learn more about mentoring, read this book from Cambridge University Press:


Observation

Being observed and getting feedback from a trusted colleague can give you a fresh perspective on your teaching and help you identify areas you would like to develop. Look at these articles on how to make observation work for you:

www.teachingenglish.org.uk/transform/teachers/teacher-development-tools/peer-observation

www.teachingenglish.org.uk/think/articles/peer-observation

Here are also two easy ideas for peer observation:

1. ‘Ghost observation’: If you’re not confident about someone sitting in your class, talk to a colleague about the lesson you are going to teach, and describe one or two areas you’d like to develop. The colleague does not observe your lesson, but afterwards you discuss the lesson and the areas of focus with your colleague.
2. ‘Stealing’: You agree with a colleague to observe each other’s classes and look for ideas, activities or techniques to ‘steal’. Afterwards discuss with your colleague what you would steal and why.

Publishers

The UK’s publishing houses offer a vast range of resources to support your work. There are resources to support specific course books and more:

www.teachingenglish.org.uk/elt-directory/publishers

Reflection

The ability to reflect upon your own practice is an essential skill for the teacher. What are your strengths? What do you need to develop in order to improve? Here are two articles showing you how you can develop your skills as a reflective practitioner:

www.teachingenglish.org.uk/think/articles/reflective-teaching-exploring-our-own-classroom-practice

www.teachingenglish.org.uk/transform/teacher-development-tools

Research

Small-scale classroom action research can help you find out more about classroom processes and so develop your professional understanding and skills. Look at these links for more information:

www.teachingenglish.org.uk/transform/teachers/teacher-development-tools/action-research

www.teachingenglish.org.uk/blogs/virdian/classroom-action-research-a-professional-development-process

Specialisation

You may find that your career moves you in the direction of a particular ELT specialisation such as Business English, Young Learners or CLIL. Find out more about how to develop specialist areas here:

www.teachingenglish.org.uk/transform/specialist-areas

www.teachingenglish.org.uk/specialist-areas

Training

At certain stages of your career, taking a training course can help you make significant progress in your teaching. You can find out about teacher training courses on the EnglishUK website here:

www.englishuk.com/en/training

You can also access teacher training modules here:

www.teachingenglish.org.uk/train

Workshops

Many organisations offer workshops for EL teachers. They’re a good way to stimulate your everyday teaching with new classroom ideas and reflection on practice.

There are video seminars here:

www.teachingenglish.org.uk/seminars

Also check out the events calendars of local associations and providers, for example: EnglishUK at www.englishuk.com

NATESOL (Northern Association of TESOL) at www.natesol.org
The British Council’s Continuing Professional Development framework

An important part of CPD is having a recognised framework of stages and pathways through which you can progress. The British Council framework is presented on the next few pages. Using the framework is part of a cycle of reflective practice. You can identify the stage you are at and compare your skills, behaviour and knowledge to those represented in the framework. In this way you can identify what areas of development you might need to focus on. The process can be represented in this way:

This is our framework of stages of a teacher’s career. It provides an easy way to identify which stage you are at.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Inexperienced teachers</th>
<th>Teachers with experience</th>
<th>Teachers progressing into more advanced roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting</td>
<td>3 Developing</td>
<td>5 Advanced</td>
</tr>
<tr>
<td>2 Newly qualified</td>
<td>Putting principles into practice</td>
<td>4 Proficient</td>
<td>Exemplifying good practice</td>
</tr>
<tr>
<td></td>
<td>Learning the principles</td>
<td>Building confidence and skills</td>
<td>You are a highly experienced TELF-Q diploma qualified teacher, who may be taking on further responsibilities and roles, for example as a senior teacher or a mentor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>You are a TEFL-Q diploma qualified teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>You have taken on leading and advising roles, such as director of studies, teacher trainer, materials writer, inspector.</td>
</tr>
</tbody>
</table>

The following pages provide you with more detailed information about the different stages of the framework and the areas in which you may need to develop in order to progress.
### The British Council’s Continuing Professional Development framework Stage 1

#### Stage 1: Starting – Learning the principles

<table>
<thead>
<tr>
<th>At this stage you will have some of these characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ You are studying for an initial teaching qualification.</td>
</tr>
<tr>
<td>■ You are intending to become a teacher of English as a foreign language in the private language school sector in the UK or overseas.</td>
</tr>
<tr>
<td>■ You have limited teaching experience so far – most of your experience of teaching has been as a learner of English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You may have some of these needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Help with course assignments.</td>
</tr>
<tr>
<td>■ Help with observing teachers.</td>
</tr>
<tr>
<td>■ Help with teaching practice.</td>
</tr>
<tr>
<td>■ Examples of good teaching.</td>
</tr>
<tr>
<td>■ Help with confidence in your English as a teacher.</td>
</tr>
<tr>
<td>■ Contact with peers.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How you progress at this stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Typically, you progress by learning about the principles of effective teaching of English, about effective techniques for teaching particular aspects of the subject, by observing other teachers and by putting what you have learned into practice in the classroom on organised teaching practice.</td>
</tr>
<tr>
<td>■ You will be learning about principles and practice in these aspects of English language teaching:</td>
</tr>
<tr>
<td>■ planning lessons and courses</td>
</tr>
<tr>
<td>■ understanding learners</td>
</tr>
<tr>
<td>■ managing the lesson</td>
</tr>
<tr>
<td>■ evaluating and assessing learning</td>
</tr>
<tr>
<td>■ knowing the subject</td>
</tr>
<tr>
<td>■ managing professional development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority focus for your CPD activity at this stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Learn from experienced teachers.</td>
</tr>
<tr>
<td>■ Learn from learners.</td>
</tr>
<tr>
<td>■ Learn about resources available.</td>
</tr>
<tr>
<td>■ Discuss teaching issues and problems with colleagues and experienced teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Going forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ You will pass your initial qualification successfully and will find your first job.</td>
</tr>
<tr>
<td>■ Try to take a longer view. Where do you see yourself as a teacher in a number of years? What experience will help you get there? What do you need to do?</td>
</tr>
</tbody>
</table>

#### Stage 1: Starting – Learning the principles

<table>
<thead>
<tr>
<th>Do you show these positive signs of development at this stage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ You are enthusiastic and want to succeed.</td>
</tr>
<tr>
<td>■ You seek guidance and input.</td>
</tr>
<tr>
<td>■ You want feedback on your performance and use feedback to improve.</td>
</tr>
<tr>
<td>■ You find extra sources to support your learning.</td>
</tr>
<tr>
<td>■ You ask for/share and try new ideas.</td>
</tr>
<tr>
<td>■ You build an understanding of how you would like to progress in teaching English.</td>
</tr>
<tr>
<td>■ You respond positively to pressures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are there areas where you could improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ You are reluctant to do more than you are asked.</td>
</tr>
<tr>
<td>■ You rely on what your trainers tell you and don't read widely.</td>
</tr>
<tr>
<td>■ You don't find feedback on your teaching useful.</td>
</tr>
<tr>
<td>■ You don't share your ideas and concerns with colleagues and trainers.</td>
</tr>
<tr>
<td>■ You take a teacher-centred view of the classroom.</td>
</tr>
</tbody>
</table>
## The British Council's Continuing Professional Development framework Stage 2

### Stage 2: Newly qualified – Consolidating skills taught on the TEFL-I course

#### At this stage you will have these characteristics
- You have a TEFL-I Certificate in TEFL/TESOL.
- You work in a particular context such as the private language school sector.
- You have 0–2 years experience, some of it full-time.
- You are consolidating skills from your initial qualification.

#### 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.

#### How you progress at this stage
- You progress by consolidating the skills learnt at Certificate level, and by learning the skills and building the resources required for everyday teaching.
- You understand, and are on the way to, mastering the knowledge, competencies and skills you learned in your TEFL-I course.
- You are also learning how to teach in a real context, including:
  - Focusing less on your plan and more on your learners.
  - Managing your time efficiently in planning and classroom management.
  - Planning for the longer term – week/month/course.
  - Being open to feedback and constructive criticism.
  - Ability to reflect on training and teaching experience and use reflection to improve practice.
- You are also learning the outside class skills you need:
  - Working in the school system.
  - Contributing to the team, including building resources.
  - Record keeping.
  - IT skills.

#### Priority focus for your CPD activity at this stage
- Learn from more experienced teachers.

#### Going forward
- You show that the skills from your initial qualification have been consolidated, the skills and resources for everyday teaching are present, and you are beginning to find your place in the ELT profession.

### Stage 2: Newly qualified – Consolidating skills taught on the TEFL-I course

#### Do you show these positive signs of development at this stage?
- You attend workshops and actively look for ways to develop teaching.
- You ask for/share and try new ideas.
- You view asking for assistance as a positive form of development.
- You are enthusiastic and like to talk about what went well.
- You keep a record of what worked well.
- You seek guidance and input.
- You understand and seek to meet student needs.
- You show general positive signs of professionalism (punctuality, appropriate dress, appropriate behaviour).
- You understand the importance of good administration.
- You ensure that your role in the learning centre supports the other roles.
- You get positive feedback from students.
- A lot of teaching techniques are becoming ‘second nature’ to you.
- You respond positively to pressures.

#### Are there areas where you could improve?
- You are reluctant to attend trainings and workshops.
- You teach straight from the book and are not interested in supplementing it.
- You don’t like to plan lessons.
- You overplan by micromanaging classes and don’t allow lessons to emerge.
- You don’t take into account the needs of the students and only teach according to your own preset judgements.
- You feel that asking for help is a form of weakness.
- You’re often late, absent, or inappropriately dressed.
- You tend to ignore the importance of administration.
- You act independently of others in the learning centre and don’t support their work.
- You get negative feedback from students.
- You still struggle with basic teaching techniques.
### Stage 3: Developing – Building confidence and skills

#### At this stage you will have some of these characteristics
- You have a TEFL-I certificate in TEFL/TESOL with more than two years’ experience.
- You have a variety of learners, levels and materials.
- You have general experience of the EFL environment.
- You may have taught overseas as well as in the UK.
- You may have some of these needs
  - Starting a TEFL-Q diploma course.
  - Developing teaching skills further.
  - Continuing to do a job you find satisfying and enjoyable.
  - Expanding teaching experience into different areas.
  - Increasing specialisation in ELT – young learners, business or another area.

#### Where you start at this stage
You have successfully achieved a recognised initial teaching qualification and have completed your first two years at this stage. You may, however, have taught many more years than this, but recognise that you have a number of professional development needs:
- You may need extra training in specific areas.
- You may want to start participating in more events and networks with other teachers.
- You may want to get to know more resources for teaching English.
- You may need to respond to changed circumstances in your English teaching context – new syllabus, new requirements, new types of learners, new materials.

At this stage you are beginning the process of dealing with the issues that arise in mid and later career – of sustaining your own development and responding to changes in your context and profession.

#### How you progress at this stage
Your main way of developing at this stage is to start a TEFL-Q course. You may also need to develop in some of these areas:
- Planning regular involvement in CPD.
- Ability to reflect and self-analyse.
- Organisation of skills.
- Resource development.
- Time management.
- Relationship/people management.

It is also possible that some TEFL Masters courses are relevant at this stage.

#### Priority focus for your CPD activity at this stage
- Experiment with new teaching ideas, methods and resources.
- Observe TEFL-Q qualified teachers.
- Learn about and develop your own strengths and interests.
- Develop specialisation in ELT.

#### Going forward
You move onto the next stage when you have completed your TEFL-Q qualification.

### Stage 3: Developing – Building confidence and skills

#### Do you show these positive signs of development at this stage?
- You are positive about ELT as a career.
- You want to become TEFL-Q qualified.
- You are interested in the reasons behind techniques (theory) as well as the techniques themselves.
- You are keen to try new approaches.
- You share materials and lessons with colleagues.
- You are keen to attend INSETT.
- You are keen to be observed by peers or management.
- You always prepare for the lesson (may not involve formal planning).
- You fully understand your role in the learning centre.
- You want to mentor new staff.
- You actively seek to improve the learning centre.
- You receive positive feedback from students.
- You adapt teaching techniques to better suit your own teaching style.

#### Are there areas where you could improve?
- You view yourself as having a main profession other than teaching (writer, musician, actor etc).
- You have an ‘it’s just a job’ mentality and tend to look for the easiest options.
- You don’t usually prepare; you rely on the book.
- You’ve reached a plateau and feel you’ve ‘seen it all before’.
- You dislike feedback and avoid situations that generate criticism.
- You act independently of others in the learning centre.
- You get negative feedback from students.
The British Council’s Continuing Professional Development framework Stage 4

<table>
<thead>
<tr>
<th>Stage 4: Proficient – Demonstrating confidence, experience and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At this stage you will have some of these characteristics</strong></td>
</tr>
<tr>
<td>■■ You have a TEFL-Q diploma qualification in ELT/TEFL (newly or well-established).</td>
</tr>
<tr>
<td>■■ You demonstrate confidence, competence, versatility and independence in your teaching.</td>
</tr>
<tr>
<td>■■ You are willing to take on special responsibilities.</td>
</tr>
<tr>
<td>■■ You have strengths in teaching in special areas.</td>
</tr>
<tr>
<td>■■ You have solid experience across ELT.</td>
</tr>
<tr>
<td>■■ You have a strong understanding of teaching principles and pedagogical practice.</td>
</tr>
<tr>
<td>■■ You are active in your own CPD and are looking for ways to further and consolidate your skills through relevant training and other CPD activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You may have some of these needs and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are aiming to continue as a teacher, deepening and expanding your skills.</td>
</tr>
<tr>
<td>You may, for example:</td>
</tr>
<tr>
<td>■■ Take a Masters</td>
</tr>
<tr>
<td>■■ Become an examiner</td>
</tr>
<tr>
<td>■■ Mentor less experienced teachers</td>
</tr>
<tr>
<td>■■ Be active in groups related to your specialism.</td>
</tr>
</tbody>
</table>

Alternatively you may be aiming to move on into another role, including:

- Teacher training
- EAP, tertiary, academia
- Management
- Materials development.

<table>
<thead>
<tr>
<th>How you progress at this stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>You may need to develop in these areas:</td>
</tr>
<tr>
<td>■■ Self-awareness and reflection</td>
</tr>
<tr>
<td>■■ Interpersonal skills</td>
</tr>
<tr>
<td>■■ Observation skills</td>
</tr>
<tr>
<td>■■ Mentoring skills – working with less-experienced teachers</td>
</tr>
<tr>
<td>■■ Administrative skills</td>
</tr>
<tr>
<td>■■ Running CPD sessions</td>
</tr>
<tr>
<td>■■ CELTA training skills</td>
</tr>
<tr>
<td>■■ Management skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority focus for your CPD activity at this stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>■■ Developing mentoring and coaching skills.</td>
</tr>
<tr>
<td>■■ Furthering your expertise and specialisation.</td>
</tr>
<tr>
<td>■■ Keeping up with new developments across ELT.</td>
</tr>
<tr>
<td>■■ Following the career path, getting experience and qualifications, into an ELT-related role.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Going forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>You move on to the next stage when you develop your standing as a teacher in the profession and/or take on further roles.</td>
</tr>
</tbody>
</table>

Stage 4: Proficient – Demonstrating confidence, experience and reflection

Do you show these positive signs of development at this stage?

■■ You are always looking for more variety.
■■ You seek wider recognition.
■■ You want to use new knowledge to improve the learning centre.
■■ You are motivated by teaching others.
■■ You respond to feedback on your teaching and use it to improve.
■■ You want to get involved in new projects.
■■ You view teaching on a macro level.
■■ You show you are a reflective practitioner.
■■ You offer excellent feedback in peer observation.
■■ You have a strong personal learning network (PLN).

Are there areas where you could improve?

■■ You are reluctant to try new types and levels of class.
■■ You regard TEFL-Q as a way out of the classroom.
■■ Money is a bigger motivator than your professional work.
■■ You feel you are already an expert and don’t need to develop.
■■ You regard development as personal, not involving those around you or the learning centre as a whole.
■■ Achieving the TEFL-Q has not made much difference in the feedback on your teaching.
■■ You regard teaching mainly as a set of individual techniques.
■■ You don’t reflect on your job and learn from mistakes or successes.
■■ You are not interested in observing others or being observed.
■■ You don’t have a strong personal learning network (PLN).
### The British Council’s Continuing Professional Development framework Stage 5

#### Stage 5: Advanced – Exemplifying good practice

<table>
<thead>
<tr>
<th>At this stage you will have some of these characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- You are a highly experienced qualified teacher.</td>
</tr>
<tr>
<td>- You may work in a senior role.</td>
</tr>
<tr>
<td>- You have a TEFL-Q diploma qualification in ELT/TEFL and possible a Masters.</td>
</tr>
<tr>
<td>- You are competent, confident and creative as a teacher.</td>
</tr>
<tr>
<td>- You demonstrate advanced knowledge and skills in particular areas of interest.</td>
</tr>
<tr>
<td>- You are keen to take on new challenges, roles and responsibilities.</td>
</tr>
<tr>
<td>- You are able to support other teachers.</td>
</tr>
<tr>
<td>- You actively maintain your professional development through a range of activities, and by keeping up-to-date with new developments, through publications, websites, and teacher networks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You may have some of these needs and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Better rewards and more responsibilities</td>
</tr>
<tr>
<td>- Job security</td>
</tr>
<tr>
<td>- More respect in the profession</td>
</tr>
<tr>
<td>- Getting a higher level qualification</td>
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<tr>
<td>- Improving your range of skills</td>
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<tr>
<td>- Personal development (assertiveness, flexibility)</td>
</tr>
<tr>
<td>- Specialising – in YLs, business, IT etc.</td>
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<tr>
<td>- Becoming a senior teacher</td>
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<tr>
<td>- Becoming a better manager</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How you progress at this stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>You may need to develop your ELT skills in these areas:</td>
</tr>
<tr>
<td>- Teacher training skills</td>
</tr>
<tr>
<td>- Delivering workshops</td>
</tr>
<tr>
<td>- Mentoring skills</td>
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<tr>
<td>- Syllabus writing skills</td>
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<tr>
<td>- Research skills</td>
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<tr>
<td>You may also need to develop other skills:</td>
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<tr>
<td>- Computer skills</td>
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<tr>
<td>- Managerial skills</td>
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<tr>
<td>- Public speaking</td>
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<tr>
<td>- Pastoral care</td>
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<tr>
<td>- Time management</td>
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<tr>
<td>- Customer service skills</td>
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<tr>
<td>- People and team management skills</td>
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<tr>
<td>- Financial skills</td>
</tr>
<tr>
<td>- HR training</td>
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<tr>
<td>- Business understanding</td>
</tr>
<tr>
<td>- Project management skills</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority focus for your CPD activity at this stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifying clear goals and planning CPD towards those goals.</td>
</tr>
<tr>
<td>- Taking more leading roles as a professional, e.g. leading development sessions, speaking at conferences.</td>
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<tr>
<td>- Shadowing others in roles you’d like to develop in.</td>
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<tr>
<td>- Exploring the classroom through research and other means.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Going forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>You move on to the next stage when you take on a specialist role full-time, such as trainer, materials writer, manager.</td>
</tr>
</tbody>
</table>

#### Stage 5: Advanced – Exemplifying good practice

**Do you show these positive signs of development at this stage?**

- You can see how new areas of responsibility positively influence teaching e.g. mentoring improves understanding class needs.
- You enjoy the challenges of new responsibilities.
- You want to help other TEFL-Q teachers reach the same status.
- You take on new responsibilities due to your passion for that area.
- You are an inclusive expert, i.e. you use knowledge to reach out to others and not exclude them.
- You are not too proud to ask for help with new responsibilities.
- You recognise that there is always space for development.
- You remember issues from your teaching career and use your experience to help other teachers.

**Are there areas where you could improve?**

- You want responsibilities for monetary reasons and not due to interest in the job.
- You would like to find your way out of teaching.
- You feel overwhelmed by having new responsibilities.
- You tend to look down on others of different ‘status’.
- You tend to promote an ‘us and them’ mentality between management and teaching staff.
- You develop new skills often to the detriment of old skills.
- You use knowledge to exclude others and boost status by keeping others down.
- You feel that your teaching is perfect.
- You tend to hide issues if you have problems with new responsibilities.
- You no longer attend INSETT.
- You cannot relate to other teachers’ issues.
## The British Council’s Continuing Professional Development framework Stage 6

### Stage 6: Specialist – Leading and advising

**At this stage you will have these characteristics**

You are a fully qualified ELT practitioner, possibly with a Masters.

You work full-time in one or more of these roles:
- ELT manager
- Teacher trainer
- Materials developer
- Test writer
- Academic/researcher
- ELT writer
- ELT inspector.

**You may have some of these needs and goals**

- You want your interests to form the majority of your job.
- You want to increase your Personal Learning Network to discover other professionals you can work with.
- You want to be a leader in your field.
- You want to better the standards of excellence in your company and in your field.
- You want to improve the way English language is taught.

**How you progress at this stage**

- Use of reflective practice will help you develop in your current role.
- Making contacts helps you to find avenues into new areas.
- Learning more about other roles helps you to gain experience in new areas.
- Always staying abreast of change in the industry means you are aware of developments in ELT.

**Priority focus for your CPD at this stage**

- Developing your reflective practice in your current role.
- Building your personal learning network in this role.
- Sharing and collaborating with your peers.
- Setting yourself clear targets for your development and working towards them.

**Going forward**

You should take a longer-term view of your development – how can you continue to develop in your current role and what new opportunities do you want to work towards?

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### Do you show these positive signs of development at this stage?

- You recognises that there are stages of development within this stage – for example, you may be a beginner at management.
- You espouse a philosophy of CPD and have a reflective approach to your work.
- You are creative and thirst for new ideas.
- You are part of the group of people making positive changes in ELT.
- Other people are interested in you sharing your ideas.
- You seek the opinions of others and increase your PLN.
- You challenge accepted approaches to be better.

### Are there areas where you could improve?

- You view yourself as the expert that people must defer to.
- You do not reflect on your work.
- You want to continue in your role and avoid change.
- You shy away from others who are creating change.
- No-one external to your management structure views you as an expert.
- You do not seek to be involved in areas outside of your job role.
The British Council’s Continuing Professional Development portal for UK ELT

For further support go to the UK ELT CPD portal:

My Continuing Professional Development Log

Recording your CPD is important in keeping track of the activity you carry out.

A CPD log shows that you are a reflective teacher who puts professional development at the heart of your practice. Keeping a log on a regular basis also saves time, because you always have this information ready, whenever it is needed. For example:

- as evidence for your job appraisal
- if there is an inspection and evidence of CPD is asked for
- when you want to apply for a new job.

There are logs for the following activities that you can download from the CPD portal:
- Professional Development Courses I Have Attended
- Conferences/Workshops I Have Attended
- Journal Articles I Have Read
- Books I Have Read
- Internet Resources I Have Found Useful
- Thoughts and Ideas from Colleagues and Peers
- Reflection – My Thoughts and Ideas on My Own Teaching
- Action Research Projects
- Talks/Workshops I Have Given
- Papers/Books I Intend to Write.

You can use these logs to record activity you’ve done, what you’ve learned and what action you intend to take. Here is an example that Clare has done:

### Conferences/Workshops I Have Attended

<table>
<thead>
<tr>
<th>Dates</th>
<th>Conference/workshop title</th>
<th>Description/Impressions</th>
<th>Most important things I learnt</th>
<th>Action I intend to take</th>
</tr>
</thead>
</table>
| October 2010 | British Council Seminar – Using video in ELT by Jamie Keddie | I really enjoyed this – Jamie was very lively and full of good ideas. | 1. I can make video with my learners  
2. New websites  
3. I had an idea of using video for revision with students | 1. I’m going to plan more lessons creating video with my students  
2. Spend an afternoon exploring websites, and decide which will help me best  
3. Video students speaking and use it later for them to see their progress |
| April 2011   | IATEFL annual conference, Brighton                  | Big conference! You can meet all the experts! | 1. Don’t be afraid to talk even to famous writers!  
2. There was an interesting talk about children’s learning | 1. To follow an expert on Twitter  
2. To read the speaker’s book about children’s learning |