Teaching for Success

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Continuing Professional Development (CPD) Framework for teacher educators

The British Council's Continuing Professional Development (CPD) Framework for teacher educators is a guide to the professional development of all those involved in the education and training of teachers.

This booklet shows you:

- four stages of development
- eleven professional practices organised under three headings:
  Knowledge, Skills and Approaches to development

Stages of development

1. Foundation

you have the foundations of teaching skills and knowledge on which to build your role as a teacher educator.

2. Engagement

you have developed your skills and knowledge as a teacher educator through practical experience and professional training.

3. Integration

you have achieved a high level of competence as a teacher educator.

4. Specialisation

you act as a point of reference for other teacher educators and as a source of expert opinion.

KNOWING THE
SUBJECT

CONTRIBUTING
TO THE
PROFESSION

TAKING RESPONSIBILITY
FOR YOUR OWN
PROFESSIONAL
DEVELOPMENT

UNDERSTANDING THE
EDUCATIONAL CONTEXT

UNDERSTANDING
TEACHER LEARNING

PLANNING TEACHER
LEARNING

SUPPORTING
REMOTE
LEARNING

MANAGING TEACHER
LEARNING

ADOPTING
INCLUSIVE
PRACTICES

EVALUATING
TEACHER
COMPETENCE

SUPPORTING
ONGOING TEACHER
PROFESSIONAL
DEVELOPMENT

**QUALITY IN
TEACHER
EDUCATION**

- Foundation
- Engagement
- Integration
- Specialisation

Professional Practices

Knowledge

Knowing the Subject

Understanding the Educational Context

Understanding Teacher Learning

Skills

Planning Teacher Learning

Managing Teacher Learning

Evaluating Teacher Competence

Supporting Ongoing Teacher Professional Development

Adopting Inclusive Practices

Supporting Remote Learning

Approaches to development

Taking Responsibility for your own Professional Development

Contributing to the Profession

Knowing the Subject

Teacher educators need:

- proficiency in the subject, such as communicating effectively in English
- explicit knowledge about language systems, such as grammar, vocabulary and pronunciation
- subject–specific theoretical knowledge regarding teaching methods, student learning and assessment
- knowledge of a wide range of current teaching and learning resources (print and digital) that are available in the subject area
- awareness of key themes and findings in current research and professional debates in the subject area

Understanding the Educational Context

Teacher educators' work is informed by an understanding of:

- key features of the socio-cultural context and educational system (including educational policies) that influence teaching and learning
- local pre-service and in-service teacher education systems
- key aspects of teachers' profiles, such as qualifications, experience and motivation
- teachers' professional learning needs
- features of their educational system that support and hinder teacher learning and change

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Understanding Teacher Learning

Teacher educators' work is informed by an understanding of:

- the competences teachers need to be effective practitioners
- key theories of adult and professional learning and behavioural change
- key processes in professional learning, such as collaboration, reflection and inquiry
- how teacher attitudes, beliefs and motivations affect professional learning
- overcoming barriers to effective professional learning

Planning Teacher Learning

In planning effective teacher education courses and sessions (such as workshops, lectures and seminars), teacher educators should be able to:

- use needs analysis and evaluations of any previous courses and sessions to inform planning decisions
- define teacher learning objectives that are clear, achievable, appropriate given the teachers' profile and (where relevant) linked to previous courses or sessions
- identify and select appropriate learning channels (F2F, virtual, hybrid)
- identify, select, design and adapt appropriate resources (including digital content) and activities to support these objectives
- organise the course and sessions into coherent and logically ordered stages
- identify how and when teachers' skills and knowledge will be assessed

Managing Teacher Learning

While delivering teacher education sessions, teacher educators should be able to:

- communicate clearly, for example, when presenting new information or giving instructions
- use a range of participant-centred and interactive strategies, activities and resources to promote learning and the development of 21 Century skills
- make effective use of technology
- manage teacher learning activities effectively for example, by controlling pace, time, and interaction patterns
- monitor teachers' level of understanding and, as a result, make formative instructional decisions
- model effective teaching behaviour (in F2F, virtual and hybrid settings)

Evaluating Teacher Competence

To evaluate teacher competence effectively, teacher educators should be able to:

- define appropriate criteria for evaluating teachers' skills and knowledge
- evaluate teachers' skills and knowledge using a range of tools and methods, such as observation, self-assessment and student feedback
- give teachers oral and written feedback that is clear, specific and related to the evaluation criteria
- evaluate teachers formatively and use the results to support teacher learning
- evaluate teachers in a manner that is transparent, fair and which supports their professional learning

Supporting Ongoing Teacher Professional Development

To support teachers' ongoing professional development, teacher educators should be able to:

- explain, in a manner that motivates teachers, the value of professional development
- increase teachers' awareness and experience of a range of individual and collaborative professional development activities, including those that make use of technology
- advise and mentor teachers, including through developmental lesson observations and post-lesson discussions
- provide regular opportunities for teachers to develop their reflective skills
- guide teachers in defining their own career goals and identifying professional development action plans to support these goals

Adopting Inclusive Practices

To be inclusive, teacher educators should be able to:

- recognise, value and promote positive attitudes to diversity among teachers
- identify barriers to inclusivity and take action to address these
- use teacher education practices that create an inclusive learning environment
- treat all teachers fairly and with respect
- use assessment and evaluation methods that give all teachers the opportunity to demonstrate what they know and can do

Supporting Remote Learning

To support remote learning, teacher educators should be able to:

- use different learning channels (F2F, virtual, hybrid), and synchronous and asynchronous tools and platforms both generally and in order to support teacher learning
- identify, select and create digital content that supports teacher learning
- create a motivating, supportive and inclusive remote learning environment for teachers
- manage remote learning effectively, including basic technical troubleshooting
- use and integrate technology in a way that is safe, legal, ethical and responsible

Taking Responsibility for Own Professional Development

Teacher educators who take responsibility for their own professional development:

- reflect regularly and seek feedback on their work to assess both their strengths as teacher educators and areas for further development
- strengthen awareness of the impact of their behaviour as it relates to openness, conscientiousness, interactivity, empathy and resilience
- seek professional improvement by identifying and engaging in independent and collaborative professional development activities (including online) relevant to teacher educators
- keep up-to-date with current trends in their field
- define career goals for both the shorter and longer term

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Contributing to the Profession

In contributing to the profession teacher educators:

- share their own practices and experiences with other teacher educators, including through social media
- create and support teacher communities of practice
- conduct (individually and collaboratively) small-scale research and share the results with other professionals
- organise and contribute to professional events, discussions, articles and associations, including online and through social media
- display attitudes and behaviour that promote trust, respect, professional identity, motivation, agency, well-being and resilience

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