Continuing professional development framework for teachers of ESOL in the UK

Routes to excellence

<table>
<thead>
<tr>
<th>Key</th>
<th>Qualifications required to teach in FE/HE</th>
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<tbody>
<tr>
<td>1</td>
<td>Postgraduate (or Professional) Certificate in Education / Certificate in Education</td>
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<tr>
<td>2</td>
<td>Professional Development Award</td>
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Useful websites

- Excellence Gateway 'Supporting your CPD' [http://tlp.excellencegateway.org.uk/tlp/cpd/]
- Learning and Skills Improvement Service (LSIS) [www.lsis.org.uk]
- Professional Development for ESOL Practitioners in Scotland [http://www.esolscotland.com/professionaldevelopmentforpractitioners.cfm]
- SQA TESOL Qualifications Framework [http://www.esolscotland.com/pdfp_sqatesol.cfm]
- Professional Standards for Lecturers in Scotland's Colleges [http://www.scotland.gov.uk/Publications/2006/06/13164029/0]
- Essential Skills Tutor Education policy [http://www.delni.gov.uk/es_tutor_5_3_08_issued.pdf]

The Government is currently reviewing professionalism in the further education and skills sector, including teacher qualifications.

The Scottish government has endorsed a professional development framework for ESOL Practitioners which includes a suite of TQFE Qualifications. The TQFE Qualification in Further Education (TQFE) which meets the Professional Standards for Lecturers in Scotland's Colleges.

All new entrants to teaching in the further education sector are required to undergo teacher training and to complete a professional teaching qualification. There is no specific requirement regarding gaining an ESOL subject specialist qualification.

Qualifications

- Preparatory award in teaching in the Lifelong Learning Sector, e.g. PTLLS
- Initial TESOL qualification, e.g. CELTA, Trinity CertTESOL
- PDA in Applied Practitioner Studies in TESOL
- Cambridge DELTA
- Trinity DipTESOL
- Additional Diploma in teaching English (ESOL) in the Lifelong Learning Sector
- Subject specialist qualification, e.g. Trinity DipTESOL, Cambridge DELTA
- PGCE Post-compulsory Education
- PGCE (Further Education)
Continuing professional development (CPD) framework

This is an overview of the stages in the British Council’s Continuing Professional Development Framework for ESOL Practitioners.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Potential development needs at this stage</th>
<th>Ways of developing teaching skills</th>
<th>Other CPD activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting: learning the principles of teaching and understanding the ESOL context</td>
<td>Trainee teacher of ESOL on an initial training course Not yet qualified ESOL teacher Volunteer ESOL tutor School teacher moving into ESOL sector</td>
<td>Develop own knowledge of the English language Understand the ESOL sector and ESOL learners Watch examples of good teaching Achieve an initial ESOL teaching qualification</td>
<td>Observe experienced ESOL teachers Join a teachers’ association such as NATECLA or relevant social networks Find appropriate teaching materials and useful articles through e.g. books and ESOL websites Find out about ESOL provision in your local area Keep a journal reflecting on your experiences as you learn to be a teacher</td>
</tr>
<tr>
<td>2</td>
<td>Newly qualified: first steps to gaining experience and developing teaching skills P = ‘becoming qualified in many contexts’</td>
<td>Qualified ESOL teacher in the first or second year of practice Recently trained EFL or school teacher with no experience within ESOL contexts</td>
<td>Understand your learners’ needs Plan and deliver a coherent lesson Learn to select and adapt teaching materials, including authentic materials Develop your knowledge of English and other languages Build confidence as a teacher of ESOLs Develop the ability to reflect on practice</td>
<td>Observe and talk to experienced ESOL teachers Join a teachers’ association Use social networking/blogs to communicate with other ESOL teachers Seek help and advice from a supportive mentor or manager Start your own development portfolio to help you reflect on your learning, identify your needs and plan activities to meet them Subscribe to an ESOL newsletter or journal</td>
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<tr>
<td>3</td>
<td>Developing: building teaching skills, knowledge and understanding</td>
<td>Experienced EFL or school teacher without experience within ESOL contexts ESOL teacher beyond the newly-qualified stage, who needs to consolidate subject knowledge and teaching skills and deepen understanding of the needs of ESOL learners</td>
<td>Develop a range of effective teaching strategies Develop your own teaching materials Consolidate knowledge and skills, including awareness of the needs of ESOL learners in a range of sectors Develop the ability to differentiate effectively to meet learners’ individual needs Reflect on practice</td>
<td>Discuss practice with colleagues Shadow or team teach with more experienced colleagues Undertake peer observations Become involved in coaching and mentoring Attend conferences, seminars and workshops Contribute to blogs and groups Read and reflect on relevant articles and reports to help you develop further</td>
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<tr>
<td>4</td>
<td>Proficient: demonstrating consistently good teaching skills, expertise and reflection</td>
<td>Experienced EFL teacher with evidence of further training and all-round competence, active in keeping up-to-date professionally May have added responsibilities, e.g. curriculum management and enrolment assessment</td>
<td>Reflect and build on teaching and learning Improve the quality of teaching and learning through innovative practice Gain new knowledge and skills through further specialist training Learn how to create teaching and learning materials for use by others Develop specialist skills, e.g. mentoring of colleagues Reflect and build on teaching and learning</td>
<td>Reflect and build on teaching and learning</td>
</tr>
<tr>
<td>5</td>
<td>Advanced: demonstrating excellent teaching skills, knowledge and understanding</td>
<td>Highly experienced ESOL teacher who is capable of advising other teachers on the quality of their teaching Often has wider responsibilities and specialist role, e.g. mentoring other teachers, working as an external examiner</td>
<td>Maintain and refresh knowledge and expertise in a changing profession Review new knowledge and skills and adapt teaching Practice your specialist knowledge and skills, e.g. by carrying out action research Undertake specialist advanced study Learn how to deliver specialist training and seminars at conferences Continue to contribute to blogs and groups</td>
<td>Reflect and build on teaching and learning</td>
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<tr>
<td>6</td>
<td>Specialist: leading and developing</td>
<td>Senior expert who develops policy, guidance, programmes, and accessible teaching strategies and materials, or a master teacher who is working as an external examiner</td>
<td>Conduct advanced study and research in specialist areas Publish in e.g. research and methodology Play a leading role in a teachers’ association Work with others to present at an international conference Contribute to national/government/research and policy Run a project Undertake research for publication Write an article or book Publish new learning and teaching materials</td>
<td>Reflect and build on teaching and learning</td>
</tr>
</tbody>
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Assess and Access

Using the framework to plan development

At each stage of the CPD Framework, teachers should assess themselves, reflect on their practice and develop their skills and knowledge in both general aspects of teaching/learning and the specialist area of ESOL:

**Understand your learners**
- Understand your learners’ individual skills and needs and circumstances and how this may impact on their learning
- Effectively manage learners as individuals and groups, applying your understanding of the learning process to specific groups of learners

**Plan lessons & courses**
- Work as part of a team and collaborate with colleagues in order to plan and provide effective teaching and learning
- Plan programmes and individual lessons that meet learners’ needs, use appropriate methodology and technology and fulfil course objectives

**Manage the lesson**
- Deliver lessons that facilitate learning and interaction, using a variety of resources and techniques that respond to the individual needs of the learners

**Evaluate and assess**
- Assess learners’ needs and progress and provide useful feedback to them on their performance and progress
- Prepare learners effectively for national assessments
- Evaluate the effectiveness of lessons and courses

**Know the subject of English**
- Use the English language appropriately and effectively
- Use knowledge of English and other languages effectively
- Analyse and describe aspects of English and its use, and communicate this effectively to learners

**Manage your professional development**
- Actively plan and take up opportunities for your own professional development

What is ESOL in the UK?

‘English for Speakers of Other Languages’ (ESOL) refers to post-16 English language provision for learners who have come to settle in the UK, such as migrants and refugees. ESOL practitioners work in a variety of sectors, e.g. voluntary or community learning, adult learning, further education, offender learning, work based learning.

What does the British Council framework offer?

It provides teachers of ESOL, managers and organisations with suggested pathways for teacher development. Stages are not necessarily sequential and elements from one stage may well overlap with another.

What qualifications do ESOL teachers need?

The qualifications regulations are complex. Each of the four nations has its own set of requirements for teachers of ESOL. See overleaf for some sources of guidance.

Certificates in teaching English to Adults (e.g. CELTA or Trinity CertTESOL) are often recognised as entry level qualifications for delivering ESOL in the UK.