Cambridge English Teaching Framework
Cambridge English Language Assessment
The most valuable English qualifications in the world

Part of Cambridge University

100 years’ experience

Not for profit

Delivering world-class assessment

Largest dedicated research programme of its type

Continuous evolution and development of exams to ensure fitness for purpose
Cambridge English Teaching Framework

Webinar overview

- What is the Framework?
- Why/how was it developed?
- Competency statements
- Teacher profiles
- How to use the framework
# Cambridge English Teaching Framework

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<tr>
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What is the Cambridge English Teaching Framework?

A teacher profiling grid which shows stages of a teacher’s development.

The framework will help teachers to:

- identify where they are in their career
- decide where they want to go next
- plan what will help them to progress
Why was the Cambridge English Teaching Framework developed?

Based on years of developing and reviewing CELTA, Delta, ICELT, TKT

1. World renowned syllabuses
2. Teacher assessments which give evidence of what really happens in the classroom:
   • at different stages of a teacher’s career
   • in different contexts around the world
How was the Cambridge English Teaching Framework developed?

- Decide on the number of levels and the categories
- Write competency statements
- Conduct a literature review of existing frameworks
- Revise all categories and statements after internal and external feedback
How was the Cambridge English Teaching Framework developed?

1. Conduct a literature review of existing frameworks

Write competency statements

Decide on the number of levels and the categories

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Cambridge English Teaching Framework levels

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[Two men smiling]
# Cambridge English Teaching Framework levels

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C Teaching, Learning and Assessment

D Professional Development and Values

Planning language learning

Using language learning resources and materials

Managing language learning

Teaching language systems

Teaching language skills

Assessing language learning
C Teaching, Learning and Assessment

- Teaching language systems
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Case Study: Ursula

Did her CELTA last year and has been working in a language school for just over a year.
Case Study: Ursula

On my CELTA I learned some basic concepts of language learning
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On my CELTA I learned some basic concepts of language learning

Has a basic understanding of some language learning concepts
Case Study: Ursula

One of my main strengths is my ability to analyse language - I love grammar - and I can confidently answer most questions my beginner learners ask me.
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I like being observed and I welcome any feedback on my teaching so I can improve
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Case Study: Ursula

• Learning and the Learner
On my CELTA I learned some basic concepts of language learning

FOUNDATION

• Language Knowledge and Awareness for Teaching
One of my main strengths is my ability to analyse language - I love grammar - and I can confidently answer most questions my beginner learners ask me

FOUNDATION/DEVELOPING

• Teaching, Learning and Assessment
I have good rapport with my learners and they give me good feedback on my lessons, but I find it hard to design lessons which achieve what I want them to learn

DEVELOPING

• Professional Development and Values
I like being observed and I welcome any feedback on my teaching so I can improve

DEVELOPING
Ursula: development opportunities

• Learning and the Learner
  – Read a book, e.g. Teaching Adult Second Language Learners

• Language Knowledge and Awareness for Teaching
  – Take a course, e.g. Grammar for Teachers: Language Awareness

www.CambridgeEnglishTeacher.org
Ursula: development opportunities

- **Teaching, Learning and Assessment**
  - Use example lesson plans, e.g. Cambridge English Teaching Support
    www.teachers.cambridgeesol.org
  - Take a course, e.g. Lesson Planning and Classroom Management
    www.CambridgeEnglishTeacher.org

- **Professional Development and Values**
  - Ask a colleague to observe
How to use the framework

Profiling grid to help teachers’ professional development:

• help teachers identify their own level
• serve as a tool to reflect on own strengths/weaknesses.
<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and the Learner</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a basic understanding of some language learning concepts.</td>
<td></td>
<td>Has a reasonable understanding of many language learning concepts.</td>
<td>Has a good understanding of many language learning concepts.</td>
<td>Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.</td>
</tr>
<tr>
<td>Demonstrates a little of this understanding when planning and teaching.</td>
<td></td>
<td>Demonstrates some of this understanding when planning and teaching.</td>
<td>Frequently demonstrates this understanding when planning and teaching.</td>
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<tr>
<td><strong>Language Knowledge and Awareness for Teaching</strong></td>
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<tr>
<td>Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.</td>
<td></td>
<td>Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.</td>
<td>Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.</td>
<td>Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.</td>
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<tr>
<td><strong>Teaching, Learning and Assessment</strong></td>
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<tr>
<td>Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use simple tests and assessment procedures to support and promote learning.</td>
<td></td>
<td>Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning.</td>
<td>Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning.</td>
<td>Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</td>
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<tr>
<td><strong>Professional Development and Values</strong></td>
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<tr>
<td>Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.</td>
<td></td>
<td>Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.</td>
<td>Can reflect critically, actively seeks feedback and is willing to be observed by colleagues. Can identify own strengths and weaknesses as a teacher, and can support other teachers.</td>
<td>Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</td>
</tr>
</tbody>
</table>
How to use the framework

Profiling grid to help teachers’ professional development:
• help teachers identify their own level
• serve as a tool to reflect on own strengths/weaknesses.

After self-assessing own level and strengths/weaknesses:
• find appropriate professional development activity/resource.
Ideas for Professional Development

• Attend workshops
• Attend conferences
• Deliver workshops
• Enrol on courses
• Prepare for a new qualification
Why was the Cambridge English Teaching Framework developed?
Ideas for Professional Development

• Read articles, journals etc.
• Take part in action research
• Observe colleagues teaching
• Team teaching
• Mentoring
• Find online resources
Cambridge English Teaching Framework

Webinar overview

- What is the Cambridge English Teaching Framework?
- Competency statements
- Teacher profiles
- How to use the framework
- Why/how was it developed?
Professional development for teachers

Whether you are a new or experienced teacher, you can benefit from continuing professional development.

The Cambridge English Teaching Framework provides the structure for this. The framework helps you to identify where you are in your career and plan your professional development, from Foundation through to Expert level.

Cambridge English Teaching Framework
Use our framework to set and achieve your professional development goals.

Get a teaching qualification
See which Cambridge English Teaching Qualification is best for you.

Join Cambridge English Teacher
With online professional membership you benefit from interactive self-study courses, access to expert knowledge, networking and much more.

www.cambridgeenglish.org/cambridge-english-for/teachers/professional-development/
Professional Development

• Teaching qualifications

• Cambridge English Teacher
  – Online professional membership with interactive self-study courses, access to expert knowledge, networking and much more.

• Free resources for teachers
  – To help your students succeed in Cambridge English exams

• Free webinars and seminars

• Cambridge English Exams
Cambridge English Teacher

Online professional development for teachers:

- Short 10-hour courses
- Online resources
- Webinars
- Online discussion forums

www.CambridgeEnglishTeacher.org
Teaching Support website

- Information about all Cambridge English Language Assessment examinations and teaching qualifications
- Teaching resources for each part of each exam
- Lots more features to support teachers

www.cambridgeenglish.org/teachingsupport
Further information

Writing skills for Cambridge English: Preliminary for Schools
19 & 21 May 2014

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Keep up to date with what’s new via the Cambridge English Language Assessment website:
www.cambridgeenglish.org

For information on Cambridge English webinars for teachers:
www.cambridgeenglish.org/webinars