Cambridge English Teaching Framework

Cambridge English Language Assessment

The most valuable English qualifications in the world
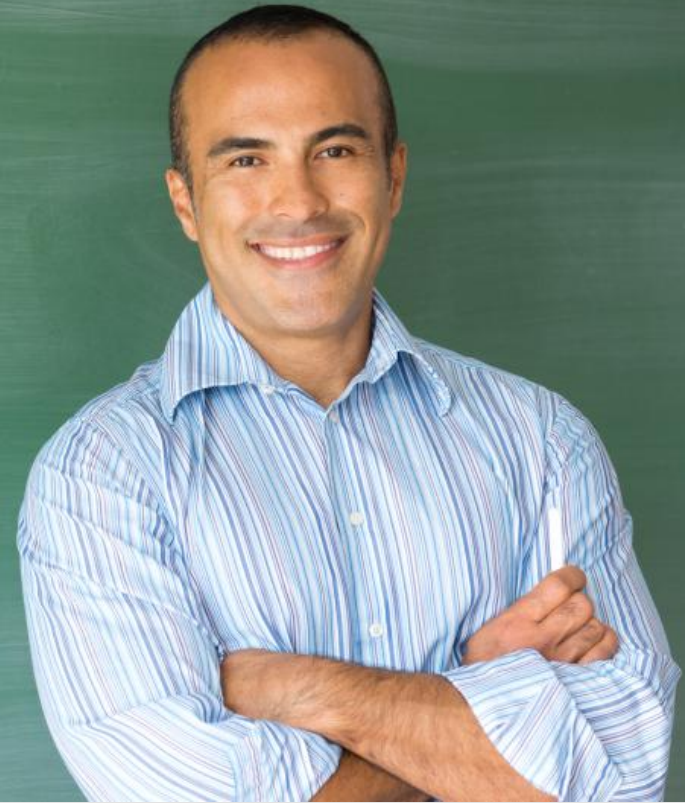
Part of Cambridge University

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

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

Cambridge English

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.
Language Knowledge and Awareness for Teaching	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.
Teaching, Learning and Assessment	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.	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.	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.	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.
Professional Development and Values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	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.	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.

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?

Decide on the number of levels and the categories

Write competency statements

1. 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?

2. Decide on the number of levels and the categories

Write competency statements

1. 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?

2. Decide on the number of levels and the categories

3. Write competency statements

1. 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

2. Decide on the number of levels and the categories

3. Write competency statements

4. Revise all categories and statements after internal and external feedback

Cambridge English Teaching Framework levels

Level	1	2	3	4
	→	→	→	

Cambridge English Teaching Framework levels

Level	1	2	3	4 Expert

Cambridge English Teaching Framework levels

Level	1 Foundation	2	3	4 Expert
		→	→	

Cambridge English Teaching Framework levels

Level	1 Foundation	2 Developing	3 Proficient	4 Expert

Cambridge English Teaching Framework categories

Level	Foundation	Developing	Proficient	Expert
Category				
1. **Learning and the Learner**				
2.				
3.				
4.				

Cambridge English Teaching Framework categories

Level Category	Foundation	Developing	Proficient	Expert

1. **Learning and the Learner**

2. **Language Knowledge and Awareness for Teaching**

3.

4.

Cambridge English Teaching Framework categories

Level	Foundation	Developing	Proficient	Expert
Category				

1. **Learning and the Learner**

2. **Language Knowledge and Awareness for Teaching**

3. **Teaching, Learning and Assessment**

4. **Professional Development and Values**

A Learning and the Learner	Planning language learning
B Language Knowledge and Awareness for Teaching	Using language learning resources and materials
C Teaching, Learning and Assessment	Managing language learning · Teaching language systems
D Professional Development and Values	Teaching language skills · Assessing language learning

Planning language learning

Using language learning resources and materials

Teaching language systems

C **Teaching, Learning and Assessment**

Managing language learning

Teaching language skills

Assessing language learning

Planning language learning

Using language learning resources and materials

Teaching language systems

C Teaching, Learning and Assessment

Managing language learning

Teaching language skills

Assessing language learning

Cambridge English Teaching Framework categories

Level Category	Foundation	Developing	Proficient	Expert

3. Teaching, Learning and Assessment
3.1 Planning language learning

A. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.
B. Can plan and deliver detailed lessons with good awareness of learners' needs using a wide range of teaching techniques.
C. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.
D. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.

Cambridge English Teaching Framework categories

Level / Category	Foundation	Developing	Proficient	Expert

3. Teaching, Learning and Assessment
3.1 Planning language learning

A. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.

B. Can plan and deliver detailed lessons with good awareness of learners' needs using a wide range of teaching techniques.

C. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.

D. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.

Cambridge English Teaching Framework categories

Level / Category	Foundation	Developing	Proficient	Expert

3. Teaching, Learning and Assessment
3.1 Planning language learning

A. **Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.**

B. Can plan and deliver detailed lessons with good awareness of learners' needs using a wide range of teaching techniques.

C. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.

D. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.

Cambridge English Teaching Framework categories

| Level

Category	Foundation	Developing	Proficient	Expert

3. Teaching, Learning and Assessment
3.1 Planning language learning

A. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.

B. **Can plan and deliver detailed lessons with good awareness of learners' needs using a wide range of teaching techniques.**

C. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.

D. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.

Cambridge English Teaching Framework categories

Level Category	Foundation	Developing	Proficient	Expert

3. Teaching, Learning and Assessment

3.1 Planning language learning

C. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.

A. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.

B. Can plan and deliver detailed lessons with good awareness of learners' needs using a wide range of teaching techniques.

D. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.

Cambridge English Teaching Framework categories

Level Category	Foundation	Developing	Proficient	Expert

3. Teaching, Learning and Assessment
3.1 Planning language learning

C. Can plan and deliver **simple** lessons with a basic awareness of learners' needs, using core teaching techniques.
A. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.
B. Can plan and deliver **detailed** lessons with good awareness of learners' needs using a wide range of teaching techniques.
D. Can plan and deliver **detailed and sophisticated** lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.

Cambridge English Teaching Framework categories

Level Category	Foundation	Developing	Proficient	Expert

3. Teaching, Learning and Assessment
3.1 Planning language learning

C. Can plan and deliver **simple** lessons with a **basic** awareness of learners' needs, using core teaching techniques.

A. Can plan and deliver lessons with **some** awareness of learners' needs, using a number of different teaching techniques.

B. Can plan and deliver **detailed** lessons with **good** awareness of learners' needs using a wide range of teaching techniques.

D. Can plan and deliver **detailed and sophisticated** lessons with a **thorough understanding** of learners' needs, using a comprehensive range of teaching techniques.

Cambridge English Teaching Framework categories

| Level

Category	Foundation	Developing	Proficient	Expert

3. Teaching, Learning and Assessment

3.1 Planning language learning

C. Can plan and deliver **simple** lessons with a **basic** awareness of learners' needs, using **core** teaching techniques.

A. Can plan and deliver lessons with **some** awareness of learners' needs, using a **number of different** teaching techniques.

B. Can plan and deliver **detailed** lessons with **good** awareness of learners' needs using a **wide range of** teaching techniques.

D. Can plan and deliver **detailed and sophisticated** lessons with a **thorough understanding** of learners' needs, using a **comprehensive range** of teaching techniques.

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

Cambridge English

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.
Language Knowledge and Awareness for Teaching	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.
Teaching, Learning and Assessment	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.	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.	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.	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.
Professional Development and Values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	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.	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.

Case Study: **Ursula**

On my CELTA I learned some basic concepts of language learning

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.
Language Knowledge and Awareness for Teaching	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.
Language Knowledge and Awareness for Teaching	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.

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

	Foundation	**Developing**	**Proficient**	**Expert**
Learning and the Learner	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.
Language Knowledge and Awareness for Teaching	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.
Language Knowledge and Awareness for Teaching	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.

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.

Case Study: Ursula

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

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

Teaching, Learning and Assessment	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.	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.	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.	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.
Professional Development and Values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	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.	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.

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

Teaching, Learning and Assessment	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.	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.	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.	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.
Professional Development and Values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	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.	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.

Case Study: **Ursula**

I like being observed and I welcome any feedback on my teaching so I can improve

I like being observed and I welcome any feedback on my teaching so I can improve

Teaching, Learning and Assessment	Has a basic understanding of some key principles of teaching, learning and assessment.	Has a reasonable understanding of many key principles of teaching, learning and assessment.	Has a good understanding of key principles of teaching, learning and assessment.	Has a sophisticated understanding of 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 plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.	Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.	Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.
	Can use simple tests and assessment procedures to support and promote learning.	Can design simple tests and use some assessment procedures to support and promote learning.	Can design effective tests and use a range of assessment procedures to support and promote learning.	Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Professional Development and Values	Can reflect on a lesson with guidance and learn from feedback.	Can reflect on a lesson without guidance and respond positively to feedback.	Can reflect critically, actively seeks feedback and is willing to be observed by colleagues.	Consistently reflects critically, observes other colleagues and is highly committed to professional development.
	Requires guidance in self-assessing own needs.	Can self-assess own needs and identify some areas for improvement.	Can identify own strengths and weaknesses as a teacher, and can support other teachers.	Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

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
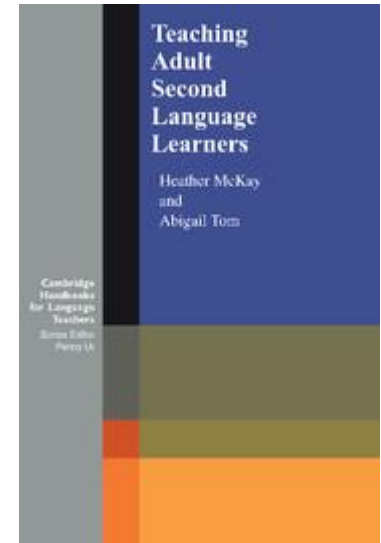
Ursula: development opportunities

- 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.

Cambridge English

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Has a basic understanding of some language learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language learning concepts. Consistently demonstrates a high level of this understanding when planning and teaching.
Language Knowledge and Awareness for Teaching	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions without the need for reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail without the need for reference materials.
Teaching, Learning and Assessment	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.	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.	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.	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.
Professional Development and Values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	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.	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.

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:

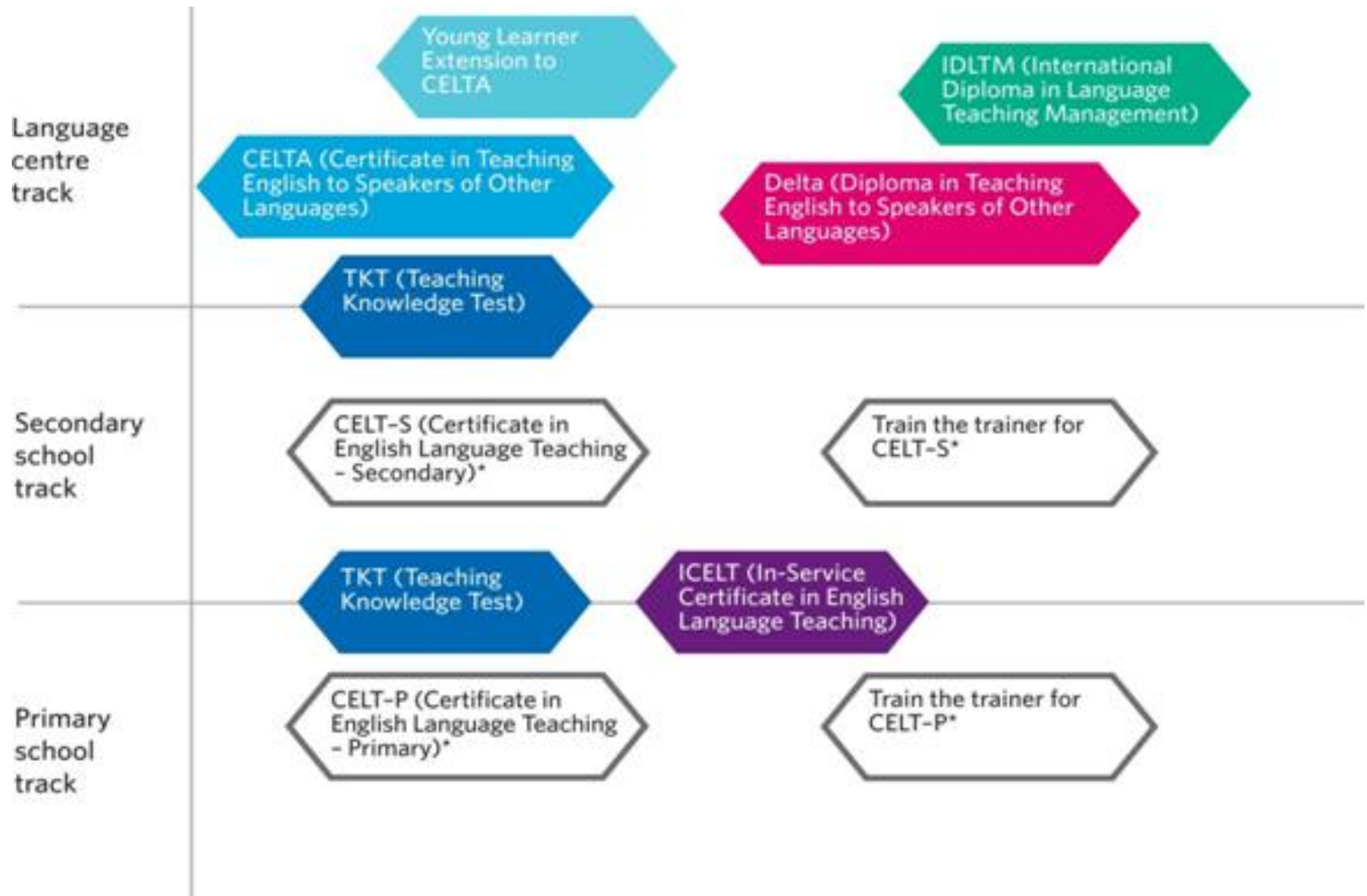- find appropriate professional development activity/resource.

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?

Language centre track

- Young Learner Extension to CELTA
- CELTA (Certificate in Teaching English to Speakers of Other Languages)
- TKT (Teaching Knowledge Test)
- IDLTM (International Diploma in Language Teaching Management)
- Delta (Diploma in Teaching English to Speakers of Other Languages)

Secondary school track

- CELT–S (Certificate in English Language Teaching – Secondary)*
- Train the trainer for CELT–S*

Primary school track

- TKT (Teaching Knowledge Test)
- ICELT (In-Service Certificate in English Language Teaching)
- CELT–P (Certificate in English Language Teaching – Primary)*
- Train the trainer for CELT–P*

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?

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

University of Cambridge
Cambridge English Language Assessment
1 Hills Road, Cambridge, CB1 2EU, UK
Tel: +44 (0)1223 553997
Fax: +44 (0)1223 553621
Email: helpdesk@cambridgeenglish.org

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