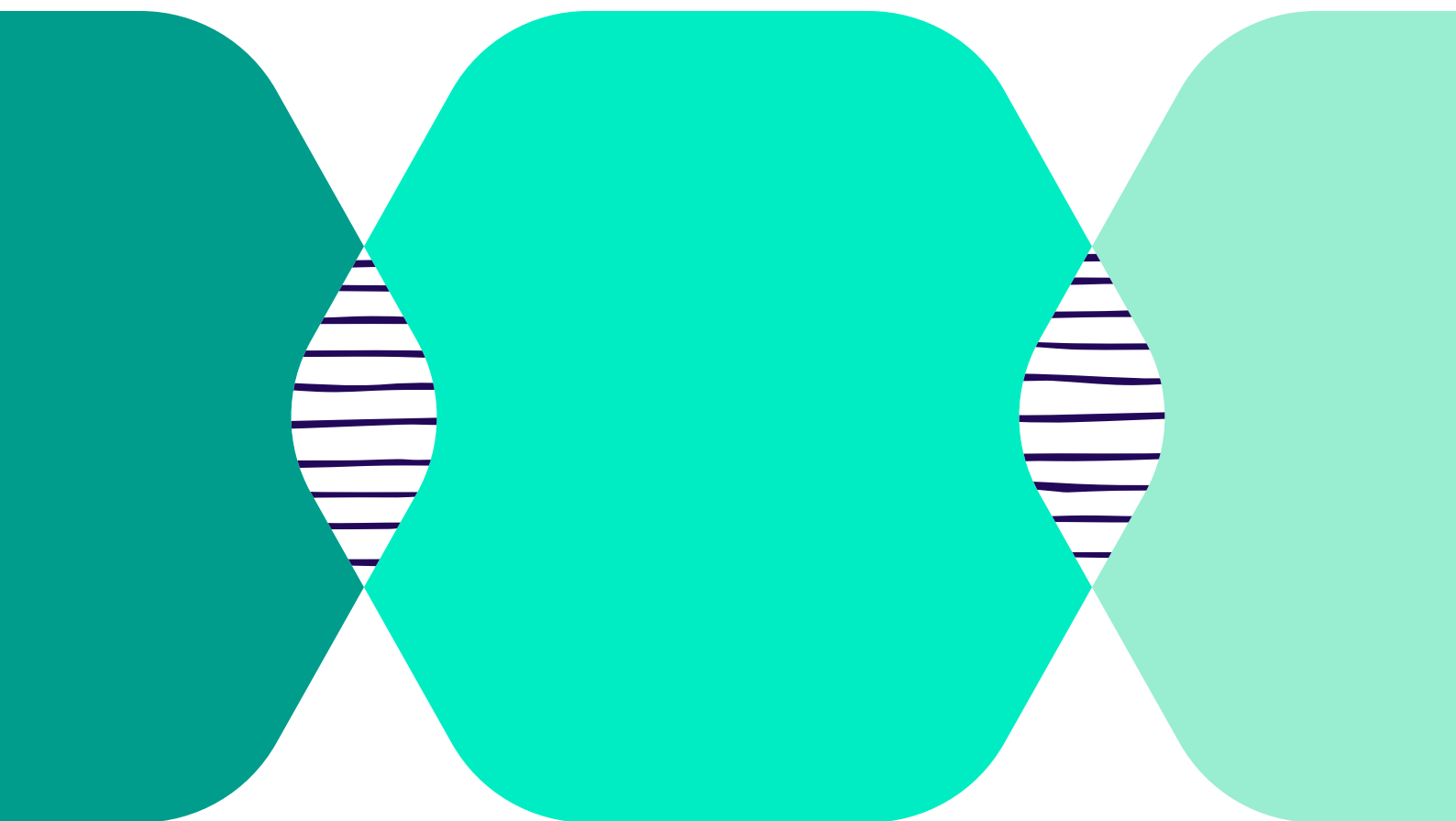


Teaching for Success

**Continuing Professional
Development (CPD)
Framework for teachers**



Introduction

The British Council’s Continuing Professional Development (CPD) Framework describes the professional practices that are considered relevant, along with professional qualifications¹, to promoting good teaching across contexts, particularly in public sector primary and secondary schools.

The framework recognises the need for teachers to be life-long learners, and can be used at any point in your teaching career as a tool to enable you to understand and plan your own development.

¹ Educational qualifications from school and university, English Language Teaching qualifications, English language proficiency qualifications

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Who is the framework for?

The framework is primarily intended for English language teachers and subject teachers who teach through the medium of English. Although the focus is on English, most professional practices are also relevant to teachers of any subject area. The framework can also be used by teacher educators and school leaders in their support of teachers, and by ministries of education and other educational stakeholders in their provision of development opportunities for teachers.

The framework recognises that there are many English language teachers and teachers who teach in and through English, who need to develop their teaching practices. How you use the framework depends on where and who you are teaching, and whether you are teaching face-to-face, in a hybrid / blended context, or exclusively online. For example, a teacher teaching a small monolingual class online might focus on different practices compared to a teacher teaching a large class, face-to-face in a remote, resource-constrained, multilingual context.

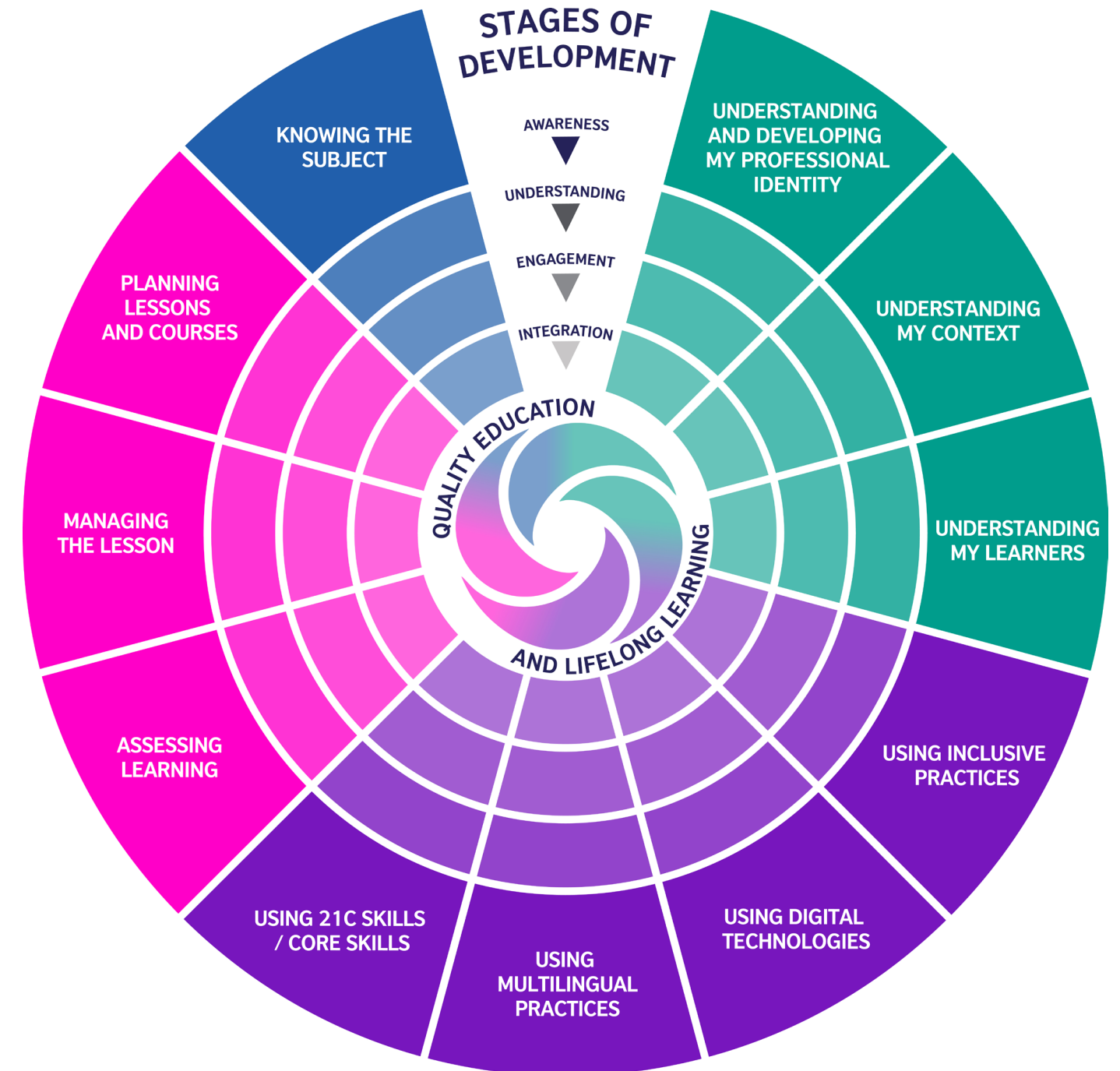
How is it organised?

The framework consists of 11 professional practices (See Figure 1) which provide a description of knowledge, skills, behaviours and attributes that you can develop and put into practice in your context. You can start anywhere on the framework, depending on the areas you wish to develop at a particular point in time. The practices are deeply interconnected and not meant to stand alone. For example, when thinking about *Planning lessons and courses*, you would also want to refer to the professional practice, *Understanding my context*. Similarly, when looking at *Managing the lesson*, you may need to consider *Using digital technologies* and/or *Using multilingual approaches*.



[Watch the CPD Framework for teachers video.](#)

Figure 1: The framework



The professional practices

Subject knowledge, pedagogical knowledge and the knowledge base for each professional practice are fundamental for good teaching:

Knowing the subject

There are three professional practices that inform the decisions you make about teaching and learning in relation to where you are working, who you are teaching, and how you see yourself as a teacher now and in the future:

Understanding my context

Understanding my learners

Understanding and developing my professional identity

There are three professional practices that describe general teaching and learning processes:

Planning lessons and courses

Managing the lesson

Assessing learning

There are four cross-cutting professional practices:

Using digital technologies

Using inclusive practices

Using multilingual practices

Using 21st century skills / core skills ²

The development journey

The framework aims to be a practical tool that helps you to reflect, to observe, to research and to engage in professional development activities by providing guidance, ideas and a structure around which you can organise and plan your professional development journey at different stages in your career.

Teacher development is a lifelong and not necessarily linear process and the framework uses the following terms to talk about developmental stages:

- ▼ **Awareness:** You have heard of this professional practice, but do not yet know enough to include it in your teaching.
- ▼ **Understanding:** You know what the professional practice is and why it is important, and have started to include it in your teaching.
- ▼ **Engagement:** You demonstrate your understanding and confidence in this professional practice in areas of your work.
- ▼ **Integration:** You demonstrate a high level of competency in this professional practice, and this consistently informs what you do at work.

A new teacher might have strengths in some areas (nearer the Integration level in relation to *Using digital technologies*, for example), perhaps transferred from a previous profession or job. A more experienced teacher might find themselves in a very different context where they need to develop new practices (nearer the Awareness level in relation to *Using digital technologies*, for example) or deploy them differently. The rapid increase in the use of generative AI in education and the acceleration in moving to the online environment because of the impact of the Covid-19 pandemic are examples of how teachers at all career stages needed to develop new practices, or develop existing practices to a deeper level, to navigate a changing teaching and learning context.

As stated above, you can enter the framework at any point, find the professional practice that you wish to develop and then look at how the development of this particular practice interconnects with the other professional practices.

For example, you may have a learner in your class with dyslexia, and you wish to make sure that they are able to participate fully in the lesson. You could begin with the professional practices *Understanding my learners* and *Using inclusive practices*, and think about which areas within these professional practices you might need to develop further. While doing this, you may identify other areas you need to investigate and understand in order to help you make your classes more inclusive (*Knowing the subject*). You might then consider changing some of your teaching objectives (*Planning lessons and courses*); adjusting the materials and resources you use (*Managing the lesson*) and using differentiated assessment to meet your learner's needs (*Assessing learning*).

² The framework uses these terms interchangeably

How to use the framework

The framework can be used in different ways by different people. It is designed to be flexible because teachers work in varied contexts, with learners who have varied needs and in a world that is constantly changing. It also recognises that teachers are often impacted by decisions made elsewhere in the education system at a school, national and sometimes global level. For example:

Teachers:

You can use the framework at any stage of your career to assess your own teaching practices and identify areas that you would like to develop on your own, with other teachers informally or as part of a more formal CPD programme.

You can use the framework if you change jobs or schools and would like to reassess your professional practices in that new context.

Teacher Educators:

You can use the framework to develop and plan a variety of types of teacher education, perhaps focusing on a particular professional practice or area within that practice, or building further on an existing set of practices.

You can use it as a diagnostic tool before a formal intervention at a school, regional, or national level.

You can use it to design and develop learning materials for teachers.

Educational authorities and school leaders:

The framework can be used by a school, a local educational authority, or a ministry of education to review, inform and innovate their existing professional development programmes for teachers and their CPD frameworks.



Knowing the subject

There are three elements to this professional practice. Subject knowledge, pedagogical knowledge – relating to teaching English as a subject and teaching through the medium of English – and the knowledge base for each professional practice, for example, a knowledge of assessment principles, or of digital technologies.

Subject knowledge

- Developing my awareness of the language system and its different components, such as grammar, phonology, lexis, register and genre.
- Developing my awareness of language as a social practice, for example for communicative, aesthetic, educational and personal purposes.
- Demonstrating my ability to analyse language to an appropriate level for teaching purposes.
- Developing and demonstrating the necessary target language skills in order to provide an appropriate model for my learners.
- Acknowledging and exposing my learners to different varieties of English.
- Developing an understanding of different literacies, the knowledge, skills and understanding to navigate specific domains, for example, digital literacies, information literacies, critical literacies, plurilingual literacies and subject specific literacies. [\[See: Using 21st century skills / core skills\]](#)
- Developing an understanding of the role of language in relation to foundational learning.

Knowledge of pedagogy

- Developing my understanding of theories of:
 - teaching and learning
 - language learning and assessment
 - bi- and multilingualism
- and applying them to my context and learners.
- Developing my awareness of different methodological approaches to teaching, learning and assessment (including critical pedagogies, digital pedagogies [\[See: Using digital technologies\]](#) and multilingual and translanguageing pedagogies. [\[See: Using multilingual practices\]](#)
- Developing my awareness of different methodological approaches suitable for the teaching of English as a subject or for the teaching of subjects through the medium of English.
- Demonstrating my ability to select appropriate methodological approaches and techniques to achieve my lesson and course learning objectives (e.g. in relation to language systems, social practices or subject knowledge).

Knowledge of other professional practices

- Extending my knowledge of what underpins all of the professional practices in order to strengthen the effectiveness of my teaching.
- Reflecting on any areas of development in relation to my subject knowledge and its application.

Understanding my context

All teaching takes place in a certain place, at a certain time, and is influenced by many factors. This professional practice describes the knowledge, skills, behaviours and attributes teachers need to be able to understand their context so that teaching is relevant and appropriate. It involves:

Understanding my context

Understanding and describing my context at the level of:

- my classroom
- my school or institution
- my community, my region
- my education system
- my country, the wider world.

Understanding and evaluating the appropriacy of educational policies, practices and available resources and how they impact on my teaching.

Developing an understanding of why people are learning English, and learning through English; developing an understanding of the extent to which English may facilitate access to educational and employment opportunities and how this affects how and what I teach.

Developing an understanding of attitudes to English and to the role that English plays in relation to other subjects.

Understanding the implications of using English as a language of teaching and learning in comparison with learning English as a subject.

Identifying and describing the possibilities and limitations for teaching and learning in my context (e.g. being creative and innovative with the available resources; identifying possibilities to exercise my own agency and decision making; identifying opportunities to work with other subject teachers and/or English language teachers).

Reflecting on my approach to understanding my context and the impact that has on teaching and learning.

Understanding my learners

We need an understanding of our learners to be able to plan teaching and support learning that enables them to develop to their full potential. This professional practice describes the knowledge, skills, behaviours and attributes we need to develop to inform the way we practise our teaching and support learning with learners who are individuals and part of a particular group of learners.

Understanding my learners

Developing an awareness of the diversity of my learners in relation to their:

- cultural background
- linguistic background
- socio-economic background
- educational background.

Understanding the diversity of my learners in relation to their:

- aspirations
- goals
- social, emotional and learning needs
- motivations to learn.

Recognising and valuing diversity among my learners in relation to their:

- age
- gender
- religion and belief
- special educational needs
- race/ethnicity
- sexual orientation.

[\[See: Using inclusive practices\]](#)

Identifying the knowledge, resources, skills and attributes that my learners bring to the learning process; such as their ability in the subject, interests, personality, behavioural differences, preferred ways of learning, level of autonomy. [\[See: Planning lessons and courses\]](#)

Using my awareness, understanding and recognition of the diversity of my learners to make decisions about my practice and providing additional support where appropriate.

Understanding the impact that instances of conflict, displacement and trauma may have on the possibilities and outcomes of learning.

Understanding the impact on girls of barriers to the opportunities and outcomes of learning.

Developing learner agency through training in areas such as: learning how to learn, developing independent learning skills, goal setting and identifying preferred learning strategies and preferences.

Applying an understanding of the impact of the learning environment and group dynamics on my learners.

Reflecting on my approach to understanding my learners and the impact this has on their learning.



Understanding and developing my professional identity

This professional practice covers the knowledge, skills, behaviours and attributes that a teacher can develop to enable them to thrive in the profession. It is divided into two key areas: understanding my professional identity and developing my professional identity. The rationale for this is that a teacher continues learning and growing throughout their career.

Understanding my professional identity

Being aware of my professional identity with reference to my:

- cultural background and experiences
- linguistic background and linguistic resources
- educational background and experiences
- socio-economic background and experiences
- learning and communication preferences.

Being aware of my professional identity in relation to:

- other teachers
- the teaching profession
- professional networks and communities of practice
- the institution where I work and the wider community it is part of
- the education system I belong to.

Being aware of my values, attitudes and beliefs in relation to my professional practice (e.g. towards diversity and inclusion in my classroom), and how they affect my levels of motivation.

Understanding my behaviour, including being aware of any bias I may have, and how it affects my professional practice.

Being mindful of my physical and emotional well-being and my levels of motivation and resilience.

Being aware of how any specific challenges teachers experience (e.g. changes to national curricula, teacher shortage in particular subjects, meeting quality assurance requirements, availability of professional development support and opportunities) impact on my identity as a teacher.



Developing my professional identity

Understanding my professional needs, interests and learning preferences in order to identify areas for development.

Defining my short-, medium- and long-term career goals in order to plan my professional development.

Identifying the developmental pathways available to reach my learning and career goals.

Engaging in appropriate professional development opportunities and critically selecting resources to inform my classroom practice, including:

- reflecting continuously on my practice
- observing other teachers and being observed
- carrying out classroom research and other kinds of practitioner inquiry
- reviewing self-access resources (e.g. reading research articles and lesson plans to develop, for example, my language awareness and pedagogical knowledge)
- collaborating with colleagues and other professionals (e.g. in a community of practice, in a social media network)
- participating in training, following qualification programmes
- attending and presenting at conferences
- writing blogs, publishing in journals
- joining teacher associations.

Staying up-to-date with developments in (language) teaching and learning.

Developing my technological skills and using my digital literacies and available technology to facilitate my professional development.

Developing my resilience (for example adapting to challenging circumstances), my well-being and my motivation as a teacher.

Reflecting on my identity as a teacher and evaluating the benefit of my continuing professional development and its impact on my classroom practice and my learners' achievements.



Planning lessons and courses

This professional practice covers what a teacher needs to do before the lesson or course begins and is informed by *Understanding my context* and *Understanding my learners*.

Planning lessons and courses

Defining intended learning outcomes and course objectives that meet my learners' needs and take into account their diversity. [\[See: Understanding my learners\]](#)

Planning a broad outline for a sequence of lessons that links a lesson to those before and after it, and includes the recycling of learning content.

Identifying, selecting and planning for the use of appropriate learning modalities to achieve the intended learning outcomes (e.g. synchronous, hybrid, virtual, in-class, homework, etc.).

Selecting, developing and/or adapting appropriate activities, resources and learning materials (e.g. coursebook, digital resources, board work) which:

- engage my learners
- take into account their diversity,

and achieve the intended teaching purposes, and where appropriate, reflect real-world scenarios and global issues (e.g. climate change, poverty and migration).

Planning for inclusive and differentiated learning (e.g. for different ability levels or early finishers). [\[See: Using inclusive practices\]](#)

Planning for feedback and assessment. [\[See: Assessing learning\]](#)

Dividing lessons into coherent and linked stages with realistic estimates of timing.

Selecting and planning for various interaction patterns throughout the lesson (e.g. group work, pair work, individual work).

Anticipating problems that may arise during the lesson and planning how to respond to these.

Planning classroom language (e.g. giving instructions, using language at an appropriate level for my learners, using multiple languages, translanguaging).

Planning activities that help my learners to develop agency, autonomy and learning strategies.

Planning activities that help my learners develop their 21st century skills / core skills. [\[See: Using 21st century skills / core skills\]](#)

Reflecting on the effectiveness of my planning.

Managing the lesson

This professional practice is directly related to lesson planning and focuses on managing classroom environments and learning in physical and virtual spaces.

Managing the lesson

Establishing and maintaining a positive, safe and supportive learning environment through for example:

- adjusting the physical (e.g. layout, temperature, noise, etc), or online classroom (distractions, technology failures, turn-taking, etc.) to support learning
- making effective use of resources and equipment
- responding to unexpected events in the physical and online classroom
- establishing and maintaining appropriate classroom discipline
- monitoring learner engagement and responding to emergent needs in order to maintain motivation.

Explaining, negotiating and agreeing the lesson aims and content.

Employing effective lesson management skills in relation to:

- setting up activities that include a variety of interaction patterns
- giving instructions effectively
- checking understanding [\[See: Assessing learning\]](#)
- managing the pace and timing of activities
- signalling transitions between stages of the lesson
- adjusting plans to take advantage of opportunities for learning that emerge during lessons.

Using inclusive pedagogies and strategies as appropriate. [\[See: Using inclusive practices\]](#)

Making appropriate decisions about which languages I use, and my learners use. [\[See: Using multilingual practices\]](#)

Using language appropriate to my learners' level. [\[See: Understanding my learners\]](#)

Using multilingual and translanguaging pedagogic strategies as appropriate. [\[See: Using multilingual practices\]](#)

Reflecting on my lesson management, identifying strengths and areas to develop, and making adjustments as needed. [\[See: Understanding and developing my professional identity\]](#)



Assessing learning

This professional practice is about mine and my learners’ assessment literacy. It includes applying the principles and practice of assessment to design tasks to assess my learners’ level and measure their progress, taking into account the assessment systems used in my context and local education policies and practice. It is about using types of assessment (e.g. formative and summative) appropriately, and providing feedback for learning purposes.

Assessing learning

- Applying the principles and practice of assessment to design appropriate assessment tasks.
- Using formative and summative assessment appropriately at different points in the learning process to monitor and evaluate my learners’ understanding, improve their learning outcomes, identify their potential for progression and inform subsequent teaching.
- Defining appropriate assessment criteria and applying assessment criteria consistently.
- Planning for differentiated and inclusive assessment.
- Analysing my learners’ errors and helping them to understand their errors through constructive feedback.
- Engaging my learners in self- and peer assessment and developing their self- and peer assessment skills.
- Preparing my learners for formal assessment, including enabling them to manage stress.
- Administering, grading and keeping records of assessment.
- Sharing and explaining assessment results appropriately.
- Analysing and using data about learning, where available, to support the management of learners, improve their learning outcomes, and make curriculum choices.
- Reflecting on the relevance and effectiveness of my assessment of my learners’ progress (my assessment literacy).



Using digital technologies

This professional practice includes identifying and describing the possibilities for using digital pedagogies and digital technologies in my context, taking into account access to devices (e.g. locally, institutionally and girls’ access vs boys’ access) and the internet.

Digital pedagogies

- Developing my awareness of the growing range of (critical) digital pedagogies available and considering these for my context (e.g. mobile learning, hybrid and blended learning and flipped learning).
- Critically evaluating the reliability of digital sources, potential effectiveness and appropriacy of digital content, for achieving desired learning outcomes, for providing feedback and for assessment.
- Developing effective strategies for locating digital content within a safe environment.
- Following guidelines for e-safety, data protection and ethical approaches to digital technologies.
- Setting up activities and tasks that support learning by exploiting appropriate digital content, tools and platforms.
- Working with my learners to develop their skills in using technology safely for analysing sources and evaluating algorithmic biases.
- Promoting autonomous learning and learner agency by exploiting digital content and technologies inside and outside the formal learning environment.
- Promoting collaborative and participatory learning by exploiting online communities, tools and platforms.

Digital technologies

- Developing a critical understanding of the increasing range of technologies that can be used to support teaching and learning (e.g. generative artificial intelligence, augmented reality, virtual reality, apps, laptops, tablets, mobile phones and interactive whiteboards).
- Evaluating the effectiveness of digital tools and platforms.
- Developing strategies for locating suitable digital tools and platforms.
- Using technology (e.g. generative AI, adaptive learning tools and assistive technologies) in the production of teaching and learning materials.
- Developing my own and my students’ critical digital literacy (e.g. create, manage and communicate information, e-safety and identifying misinformation).
- Developing effective strategies for resolving potential technical issues.
- Reflecting on my ability to use digital pedagogies and digital technologies effectively in my context.



Using inclusive practices

This professional practice is about identifying, understanding and addressing the diversity of learners and their needs. This includes identifying the barriers and challenges that marginalised learners face, understanding the pedagogical strategies that impact learner outcomes, addressing the diversity of learners during the teaching and learning processes, and demonstrating and encouraging inclusive behaviour in and outside the classroom (e.g. with colleagues, parents, and other learners).

Inclusive practices

Developing awareness of my beliefs and behaviours and how they impact on establishing and maintaining an inclusive learning environment. [\[See: Understanding and developing my professional identity\]](#)

Recognising and demonstrating inclusive practices that are appropriate to my context, and treating all my learners equitably and with respect. [\[See: Understanding my learners\]](#)

Using appropriate pedagogical strategies that encourage inclusive education within a safe, secure, supportive learning environment (e.g. appropriate and fair assessment and feedback processes for learners with special educational needs, developing positive gender-sensitive social interactions, developing positive attitudes towards different languages, etc.).

Choosing and/or creating appropriate resources and materials in relation to the diversity of my learners; asking for, and responding to, feedback from my learners about the choice of resources and materials.

Understanding the benefits assistive technologies can make to inclusive practices. [\[See: Using digital technologies\]](#)

Developing trusting and respectful relationships with and between my learners, and intentionally removing barriers so that all learners:

- are represented,
- feel included and valued,
- have a sense of well-being,

and have equal opportunities to learn.

Encouraging understanding and raising awareness of justice, equality, diversity and inclusion among my learners.

Supporting my learners to develop their voice, identify their own strengths and interests and learning goals, by making reasonable adjustments to remove any barriers.

Identifying and collaborating with appropriate specialists and other relevant individuals (e.g. parents, other learners and local organisations) to create an inclusive learning environment.

Reflecting on how inclusive my learning environment is, how I meet the needs of all individuals and how I incorporate learners' voices. [\[See: Understanding and developing my professional identity\]](#)

Using multilingual practices

This professional practice is about identifying, understanding and addressing the linguistic diversity of learners and their needs. It recognises that in teaching, multilingual approaches are an important part of building inclusive classrooms.

Using multilingual practices

Recognising and valuing the multilingual nature of societies, schools and classrooms.

Developing an awareness of beliefs about languages, their domains of use, of their speakers, and how these beliefs can impact on establishing and maintaining an inclusive learning environment.

Developing my understanding of approaches to the use of English as the language of teaching and learning and the teaching of English as a subject in order to promote collaborative working between English teachers and teachers of other subjects.

Giving my learners appropriate opportunities to use their home languages or familiar language(s) to develop their language skills and promote learning.

Developing my understanding of multilingual approaches **[See: Knowing the subject]** in order to make principled pedagogical choices that respect and capitalise on my learners' linguistic diversity.

Assessing my learners in a way that takes their linguistic background into account.

Reflecting on how effective my use of multilingual practices is in promoting learning.



Using 21st century skills / core skills

This professional practice is about the skills that learners and teachers need in order to develop agency, navigate a fast-changing and connected world and to participate actively and critically in learning and in life.

Using 21st century skills / core skills

Developing my own awareness of and proficiency in:

Learning skills

- critical thinking and problem-solving
- communication
- collaboration and interpersonal skills
- creativity and innovation
- learning to learn and metacognition.

Life skills

- active citizenship around social, political, environmental or economic issues and responsibilities
- cultural awareness
- intercultural competence
- developing and building on student agency, autonomy and leadership
- developing life-long learning skills to support employability.

Literacy skills

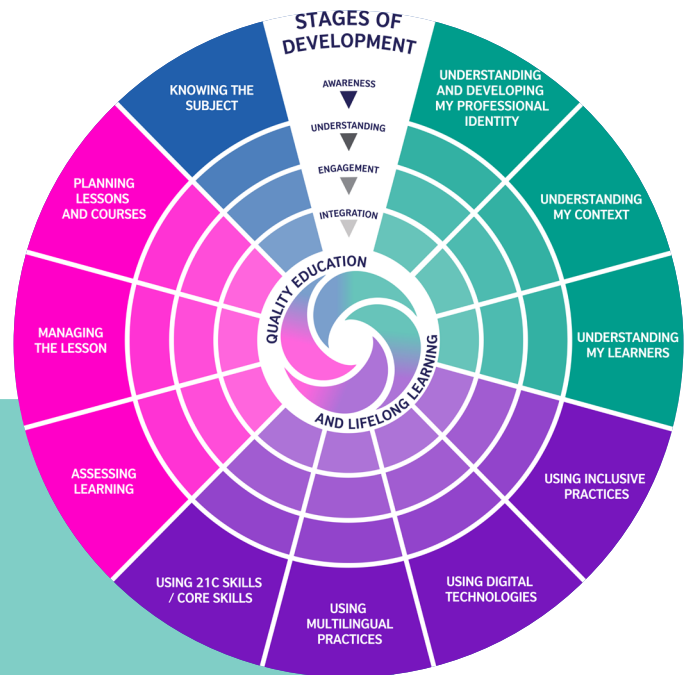
- digital literacy and critical digital literacy (including information literacy)
- emotional literacy (e.g. self-awareness, maintaining well-being, resilience and motivation)
- media literacy (e.g. receiving information, understanding and summarising it and then communicating it to others).

Selecting appropriate methodologies, activities and resources for introducing, developing and evaluating my learners' skills in these areas.

Demonstrating the value and importance of 21st century skills / core skills for my learners (e.g. modelling my own development of literacy skills as part of my life-long learning).

Reflecting on my strengths and weaknesses in relation to my own proficiency in 21st century skills / core skills and my ability to develop my learners' proficiency in these areas.





The British Council's **Continuing Professional Development (CPD) Framework for teachers** describes the professional practices that are considered relevant to promoting good teaching across contexts.

It consists of **11 professional practices** providing a description of knowledge, skills, behaviours and attributes that you can develop and put into practice in your context. The practices are deeply interconnected.

The framework recognises the need for teachers to be life-long learners, and can be used at any point in your teaching career as **a tool to enable you to understand and plan your own development**. How you use the framework depends on where and who you are teaching.

The framework aims to be a practical tool that helps you to reflect, to observe, to research and to engage in professional development activities by providing **a structure** around which you can organise and plan your professional development journey at different stages in your career.

The framework describes your **development journey in relation to four stages**; from an initial awareness of a professional practice to its fuller integration into your work as a teacher.

The framework is not only for teachers to use. It can also be **used by teacher educators** and **school leaders** in their support of teachers, and by **ministries of education** and other educational stakeholders in their provision of development opportunities for teachers.

www.teachingenglish.org.uk

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