

BRITISH COUNCIL BEHAVIOURS



CREATING SHARED PURPOSE

I gain the active support of other people so they are fully engaged and motivated to contribute effectively. I do this by communicating our purpose in a way that others can understand and that achieves shared clarity. I help them understand the part they play, so that our aims are clear to all.

Essential	More demanding	Most demanding
Communicating an engaging picture of how we can work together	Creating energy and clarity so that people want to work purposefully together	Inspiring others to want to take a specific role as part of a shared purpose
Do I create clear, focused messages?	Do I use a variety of ways to check the understanding of others and build engagement?	Do I regularly link others' efforts to a long-term goal?
Do I back up my examples with facts?	Do I adapt what I say for different individuals, groups and cultures?	Do I use my understanding of others' concerns and values to inspire them?
Do I use culturally relevant stories and examples to help others understand our current situation and purpose?	Do I act creatively to inspire others to ensure they focus their efforts appropriately?	Do I engage the passion and commitment of others towards a shared purpose, rather than only focusing on getting the job done?
Do I ensure others know what to do and how they can contribute?	Do I link my team's vision to the British Council's vision?	Do I make complex ideas clear and understandable?

What it is not	
Failing to communicate with others	Using jargon
Failing to explain key messages	Not considering their impact on others
Not checking whether others have understood the messages	Hiding important information from others
Relying on logic alone to persuade	

CONNECTING WITH OTHERS

I find common ground and build relationships and connections to support British Council goals. I do this by building trust with others, by paying attention to their concerns and needs, and showing that I understand their interests. I achieve understanding and trust in a culturally sensitive way – whatever my role.

Essential	More demanding	Most demanding
Making regular opportunities to understand others better	Actively appreciating the needs and concerns of myself and others	Building trust and understanding with people who have very different views
Do I make myself approachable to others?	Do I apply my understanding of the underlying feelings, emotions and concerns of others?	Do I share my own thoughts and concerns where appropriate to build trust?
Do I take steps to learn about other people, cultures and organisations?	Do I adjust my behaviour to respond to how other people think and behave in different cultures or environments?	Do I use my understanding of individuals and situations to build stronger relationships with people who have very different views?
Do I apply my learning about how things are achieved in different cultures or environments?	Do I use openness and honesty with others in order to build greater understanding and empathy?	Do I develop international contacts for business development?
Do I interact with others openly and honestly?	Do I create mutual understanding by exploring different ways of seeing and doing things?	Do I build relationships – both internally and externally – that promote trust and cause others to turn to me for advice?
Do I make connections between the aims of different people or organisations?	Do I integrate people of different backgrounds into teams in order to achieve business objectives?	Do I engage positively with politics and informal relationships within and beyond the British Council?
Do I listen to others' points of view?		Do I defuse potential problems arising from cultural conflict or misunderstanding?

What it is not

Ignoring other peoples' feelings or opinions	Not thinking about other people's needs
Seeing different views as threatening or not important	Stereotyping groups
Failing to understand other people's emotions	

WORKING TOGETHER

Knowing that we will achieve more with other people than we can do separately, by sharing goals and resources to add more value, I work towards common goals with others. I do this by agreeing effective and respectful ways of sharing success. I generate mutual support, shared benefits and promote interdependence.

Essential	More demanding	Most demanding
Establishing a genuinely common goal with others	Ensuring that others benefit as well as me	Creating the environment in which others who have different aims can work together
Do I readily seek others to work with when it is right to do so? Do I establish clarity about what we want to achieve together and what our respective roles are? Do I establish effective ways of working together? Do I willingly support others who are dealing with difficulties or problems in their work? Do I actively seek out others' ideas? Do I seek out and use creatively what people of different backgrounds have to offer? Do I share leadership or other roles as appropriate?	Do I ask for feedback from others and check they are getting what they want as well as me? Do I agree expectations and work with others to deliver benefits for everyone? Do I make changes or exchange resources to create mutual benefits? Do I use my understanding of team dynamics to harmonise working and enhance results? Do I share praise with others? Do I share responsibility when there are problems? Do I help others to work together more effectively? Do I work with clients to come up with solutions and gain their support?	Do I maintain long-term partnerships with others? Do I constantly reinforce the opportunities and benefits of collaborative working? Do I carefully consider situations and commit resources where I can see that others require my support? Do I create an environment where different groups share a purpose and resources for mutual benefit? Do I ensure people develop themselves and continue to work effectively with others at the same time?

What it is not	
Working alone when it is better to work together	Focusing on my own concerns
Not acting to help others	Being stubborn
Ignoring other people's needs	Being selfish with resources

BEING ACCOUNTABLE

I show accountability and commitment to the British Council and I demonstrate resilience and determination. I hold myself and others responsible for delivering goals in line with the shared purpose of the British Council. I give and accept constructive feedback to maximise high performance and manage under-performance.

Essential	More demanding	Most demanding
Delivering my best work in order to meet my commitments	Putting the needs of the team or British Council ahead of my own	Showing real dedication to the long-term mission of the British Council or the team
Do I focus my time on the activities that will deliver benefits for the British Council?	Do I do more than what is required of me if it will have a positive impact on others or on outcomes?	Do I systematically identify and robustly tackle under-performance?
Do I always meet my commitments and take personal responsibility for the results?	Do I put extra energy into dealing with obstacles or setbacks?	Do I have difficult discussions about my own and others' behaviour in order to create greater responsibility and commitment?
Do I give constructive feedback to others in a way they can understand and accept?	Do I stick to my promises, even when it is difficult to do so?	Do I remain positive even when I face significant difficulties or challenges?
Do I give praise and recognition when appropriate?	Do I control my emotions to minimise negative impact?	Do I provide a role-model of accountability, determination and commitment to the British Council?
Do I know my own strengths and weaknesses?	Do I act on feedback about my own behaviour?	
Do I remain determined when faced with obstacles or setbacks?	Do I seek support when dealing with difficult or emotional situations?	
	Do I adapt easily to different cultural settings?	
	Do I hold others accountable for delivering what they have agreed to do?	

What it is not

Being committed but not delivering	Avoiding difficult situations or conversations
Letting myself or others get away with under-performance	Focusing on 'why we can't', rather than 'how we can'
Giving up	Focusing on personal agendas at the expense of the British Council's aims

MAKING IT HAPPEN

I deliver excellent results, achieve challenging goals and develop myself and others. I do this by setting clear and demanding objectives to deliver what is required. I stay focused on measurable outcomes, while building longer-term capability. I demonstrate standards of excellence and deliver value for money. I measure progress and adapt plans when necessary.

Essential	More demanding	Most demanding
Delivering clear results for the British Council	Challenging myself and others to deliver and measure better results	Achieving stretching results when faced by change, uncertainty or major obstacles
Do I take action promptly when necessary?	Do I regularly review results and look for ways of raising levels of achievement for myself and others?	Do I have a track record of delivering challenging results in a way that makes others feel they share in success?
Do I consistently meet my objectives?	Do I exceed challenging objectives?	Do I continue to push for successful outcomes even in difficult situations?
Do I develop my own knowledge, expertise and learning?	Do I identify barriers to success and tackle them before they become an issue?	Do others see me as representing a standard of excellence in what I do and how I achieve it?
Do I actively support the learning and development of others?	Do I commit resources to support the learning and development of others?	Do I deliver outstanding results while at the same time encouraging a culture of learning by developing myself and others for business benefit?
Do I set myself and others clear goals and high standards?	Do I look for new responsibilities and assignments in order to develop?	
Do I willingly take on challenges?	Do I take advantage of opportunities and mitigate risks?	

What it is not	
Failing to implement agreed actions	Not pursuing personal development activity
Being easily distracted and therefore not completing	Focusing on gathering information at the expense of taking action
Putting things off	Focusing on action without monitoring progress or results
Not being concerned by failure	Breaking regulations or even laws when implementing action

SHAPING THE FUTURE

I achieve better business, innovation and growth by using my professionalism, knowledge and expertise to create a clear focus on what I want to achieve. I spot opportunities, plan appropriately and create innovative solutions that recognise ambiguity and deliver business benefit.

Essential	More demanding	Most demanding
Looking for ways in which we can do things better	Exploring ways in which we can add more value	Changing the nature of what we do and the benefits we gain by thinking and planning with creativity
Do I recognise and react to opportunities or issues so that we improve what we do?	Do I notice trends and innovations and plan to take practical advantage of the opportunities they present?	Do I identify and create genuinely new solutions that may not be obvious?
Do I use my knowledge, skills and experience to create better ways of doing things?	Do I actively plan to build new solutions in order to deliver current objectives?	Do I create practical solutions that extend the scale or scope of the British Council's influence?
Do I make plans to achieve clear results?	Do I apply complex analysis and intuition to create new approaches?	Do I make significant improvements in the way we do things by being innovative and avoiding ambiguity?
Do I demonstrate how I add value in what I do day by day?	Do I combine analytical and conceptual thinking with commercial intent?	Do I help others to stand back from day-to-day activities in order to review our direction and approach?
Do I ask why we do things in a certain way?	Do I investigate beyond what is expected in my role to create more effective ways of delivering benefits?	Do I use an understanding of the bigger picture to navigate ambiguity?
	Do I challenge wasteful activity?	

What it is not

Discouraging new ideas	Innovation for the sake of it
Closing discussions down too quickly	Designing solutions that are impractical or do not create financial benefits

BRITISH COUNCIL TEACHING SKILLS

Inspiring teaching excellence



TEACHING SKILLS

NAME.....

DATE

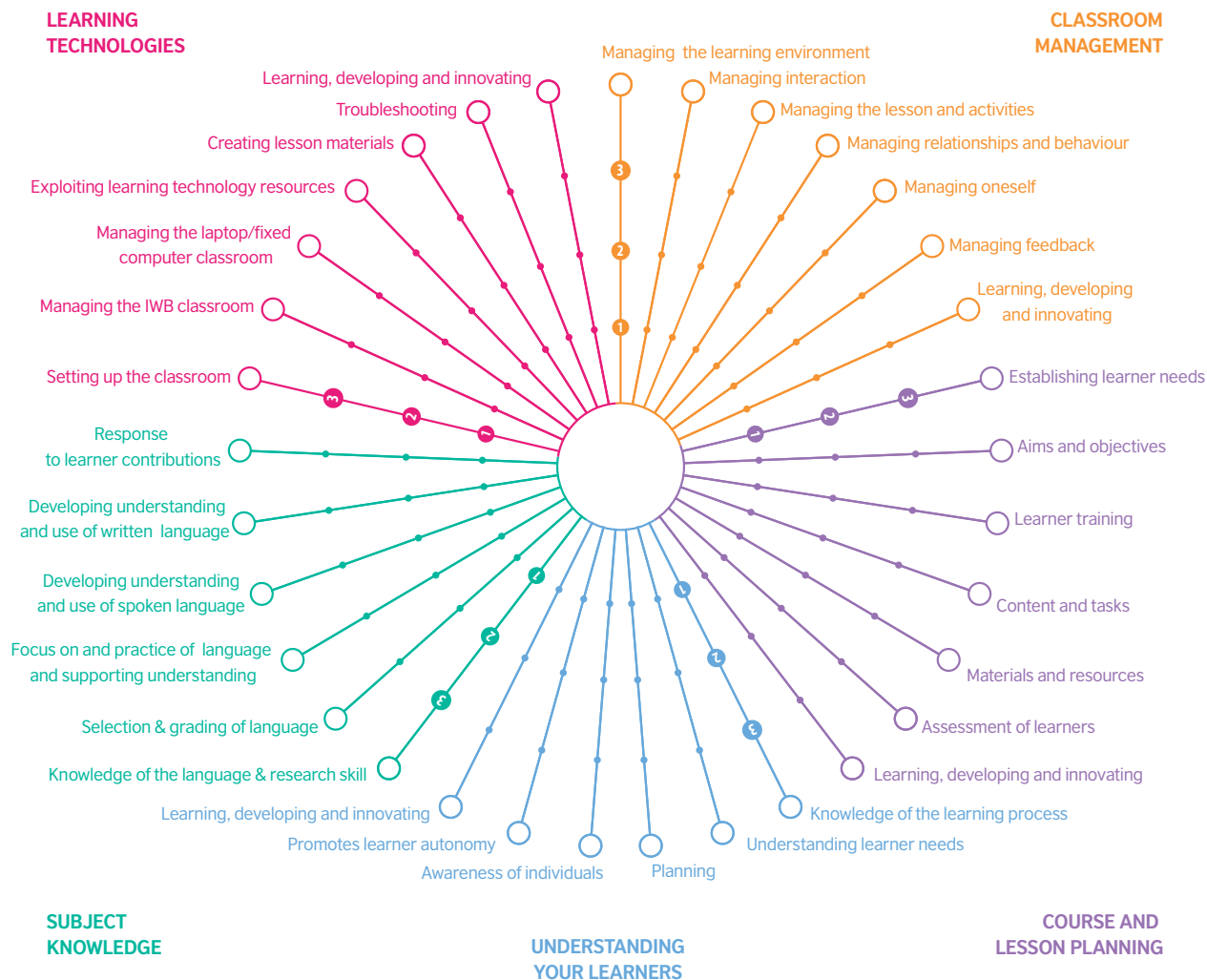
AGE GROUP/COURSE TYPE.....

Use this Teaching Skill profile to analyse your sub-skills set and identify development areas.

INSTRUCTIONS – USE THIS PROFILE TO ANALYSE YOUR TEACHING SKILLS.

1. Decide which age group or course type to focus on.
2. Put an 'X' on each skill area/line (0 = no skill, 3 = highly skilled). If needed use the Teaching Skills descriptors for sub skill details.
3. Join all your 'X's. This shows your current Teaching Skills profile for this age group.
4. Next, think about your career, changes in the ELT market, and centre priorities. Put new Xs on the profile in the areas you want to develop. The profile now shows your skills gap.
5. Decide if your development areas are short/long term. Discuss your findings with your development manager

Note: Get a complete overview of your Teaching Skills by repeating steps 1–4 for each age group/course type.



COURSE AND LESSON PLANNING

The ability to prepare courses and individual lessons that fulfill course objectives, employ appropriate methodology and meet learners' needs. In addition, lessons demonstrate cultural awareness and reflect the diversity of host country and UK.

WHY IS IT IMPORTANT?

Clear course and lesson planning is vital to ensuring aims and objectives are met and that learners' needs are catered for appropriately. Planning facilitates the selection, development and sequencing of relevant activities. It helps the teacher anticipate issues that might arise during lessons. It further allows the teacher to be flexible without losing sight of the main aim of the lesson.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
ESTABLISHING LEARNER NEEDS	Demonstrates awareness of learner needs and responds to these in lesson planning.	Establishes learner needs through appropriate means.	Establishes and fully understands learners' needs. Uses understanding of second language acquisition processes and observation of learners to inform planning.
AIMS AND OBJECTIVES	Has clear and appropriate aims for individual lessons within the context of the syllabus. Considers problems and how to deal with them.	Plans series of lessons with clear and appropriate aims and learning outcomes within the context of the syllabus. Ensures appropriate level of challenge. Anticipates problems and identifies how to deal with them.	Balances awareness of course aims with clear understanding of learner needs. All lessons are purposeful with clear learning outcomes. Has full awareness of what problems may arise and strategies for dealing effectively with these.
LEARNER TRAINING	Includes some focus in lessons on raising learner awareness of what and how they are learning.	Balances awareness of course aims with clear understanding of learner needs.	Demonstrates high level of awareness of the importance of involving learners in the learning process through building in appropriate focus on process of learning.
CONTENT AND TASKS	Lesson content and tasks are appropriate to aims. Lessons have useful learning outcomes. Plans interesting and age-appropriate tasks and activities. Sequences the activities logically. Plans timing.	Develops a range of different types of lessons according to different learning objectives. Demonstrates a principled approach to planning. Plans varied and motivating tasks and activities with clear learning outcomes. Allocates appropriate timing.	Plans a wide range of lesson types. Demonstrates flexibility and creativity in lesson and course design. Can relate lesson and course design to learning theory and recent developments in teaching approaches.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
MATERIALS AND RESOURCES	Uses a range of materials and resources appropriate to the lesson aims and learners. Respects copyright and branding.	Uses a range of motivating materials and resources appropriate to lesson and course aims effectively. Creates high quality learning materials as necessary. Respects copyright and branding.	Designs, develops and evaluates learning materials making a significant contribution to high-quality course design and delivery.
ASSESSMENT OF LEARNERS	Incorporates assessment into lessons and courses.	Uses a varied and appropriate range of approaches to assess learners' performance.	Demonstrates a clear understanding of assessment principles and is able to plan and incorporate effective assessment procedures into courses and lessons. Shares knowledge with others.
LEARNING, DEVELOPMENT AND INNOVATION	Reflects on success of lessons and makes changes accordingly to future planning.	Invites learners' feedback and takes this into account in own evaluation of lessons. Uses insights gained to inform future planning.	Uses a range of tools to evaluate success of lessons and courses. Shares findings with others. Uses this to inform future planning.

WHAT IT IS

- Course objectives are achieved.
- Teacher, learners and/or parents clear about course objectives and how activities in individual lessons relate to these objectives.
- Evidence of thorough preparation, e.g. research into target areas, staging and selection of materials and activities.
- Selects and adapts materials appropriately.
- Learners and parents report sense of learning and direction.
- Teacher can articulate rationale behind adapting courses and materials.
- Ensures balance and variety in materials and activities.
- Orders lesson stages logically so that each lesson builds on previous work.
- Is able to adapt lesson plans appropriately to respond to the needs of the students.
- Develops clear personal overviews of courses for specific groups of learners.
- Is a reflective practitioner and shares knowledge with others.

WHAT IT IS NOT

- Teacher, learners and/or parents unclear about course objectives and how activities in individual lessons relate to these objectives.
- Teacher regularly runs over or under time in course or lessons.
- Teacher does not adapt materials and lessons to meet students' needs
- Lesson aims are not apparent or are inappropriate.
- There is no clear link between series of activities or lessons.
- Teacher is unaware of the benefits of learner training and fails to encourage learners to adopt appropriate strategies.

CLASSROOM MANAGEMENT

The ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity, promotes learning, takes into account different needs and abilities of learners and demonstrates an awareness of equal opportunities and diversity issues.

WHY IS IT IMPORTANT?

It enables the teacher to manage energy levels, ensure appropriate learner participation and create working patterns that have a positive impact on learning. It helps to motivate learners and ensures that different styles of learning are catered for and different needs met.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
MANAGING THE LEARNING ENVIRONMENT	Sets up the classroom in a way that facilitates learning. Uses an appropriate variety of resources and equipment to facilitate learning. Demonstrates sensitivity to the safety and well-being of students.	Varies the classroom set-up in a way that is appropriate to the learners and activity. Uses a wide variety of resources and equipment effectively. Ensures a safe and supportive learning environment.	Is fully aware of the effect of the learning environment on learners and learning. Innovates and experiments with different learning resources and equipment. Evaluates their effectiveness and shares findings with others. Demonstrates flexibility and skill in setting up a safe and purposeful learning environment.
MANAGING INTERACTION	Varies role according to the type of learners and the type and stage of lesson. Makes use of individual, pair and group work. Is aware of the need to balance teacher and learner talking time.	Varies role effectively. Varies interaction according to the type of learners, stage of the lesson and the activity type. Demonstrates good awareness of useful and inappropriate teacher talk and achieves a good balance between teacher and learner talking time.	Varies role flexibly and intuitively to maximise effectiveness of interaction. Demonstrates a principled approach in varying interaction to fully engage all students throughout the lesson.
MANAGING THE LESSON AND ACTIVITIES	Uses a variety of tasks and manages time appropriately. Gives clear instructions.	Ensures learner engagement through appropriate and varied tasks and the use of clear classroom routines. Demonstrates flexibility in accordance with learner needs.	Consistently demonstrates a high level of skill in lesson execution. Manages the learning of individuals, groups and the whole class effectively.
MANAGING RELATIONSHIPS AND BEHAVIOUR	Has good rapport with the learners and aims to provide a positive learning environment for all. Deals appropriately with student problems when they arise.	Creates and maintains a positive learning environment for all learners. Establishes routines and has a range of strategies for promoting appropriate learner participation and behaviour.	Inspires motivation. Learners and the teacher demonstrate mutual respect. Manages learner behaviour constructively by establishing and maintaining a clear and positive behaviour framework in the classroom.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
MANAGING ONESELF	Treats students with respect. Adjusts own use of language to the type and level of the class. Explains clearly. Uses questioning and elicitation techniques to involve students in the lesson.	Treats all learners with respect and consideration. Demonstrates and promotes positive values through their own behaviour. Successfully adjusts own use of language to the type and level of the class. Uses a range of effective questioning and elicitation techniques to involve students in the lesson.	Is a role model for learners and other teachers. Uses language in a natural way while ensuring it is always comprehensible to learners. Promotes critical thinking skills through use of effective questioning.
MANAGING FEEDBACK	Demonstrates awareness of learner strengths and difficulties in teaching decisions. Chooses appropriate moments and appropriate strategies for giving feedback and correcting learners' language.	Responds appropriately to and builds on learner contributions. Monitors students' work and gives appropriate feedback to learners on their performance. Encourages learner reflection on own and others' performance.	Has clear insights into individual learners and their progress, strengths and weaknesses. Gives accurate, timely and constructive feedback to learners. Actively involves learners in reflection on own and others' performance.
LEARNING, DEVELOPING AND INNOVATING	Evaluates own performance and demonstrates commitment to further development.	Has a creative and constructively critical approach to innovation. Initiates experimentation in own practice and is prepared to change or adapt practice where benefits and improvements can be identified.	Researches and evaluates innovative practice and uses this to inform own practice. Reflects on own and others' practice and shares findings with others. Is a role model for other teachers.

WHAT IT IS

- Clearly stages activities and lessons.
- Gives clear, checked instructions.
- Monitors participation and task achievement.
- Is aware of the affect that learners' age has on the need for pace and focus change.
- Shows awareness of learners' needs, learning styles and backgrounds.
- Responds flexibly to issues that arise.
- Maintains good discipline in class, referring to line manager where necessary.
- There is variety in grouping and room layout.
- Teacher has excellent rapport with class, and learners have excellent rapport with each other.
- Uses praise appropriately.

WHAT IT IS NOT

- Individual learners dominate and disrupt classroom activity.
- Learners reluctant to participate in tasks and/or do not understand what is required.
- Learners do not complete tasks or are consistently unable to achieve objectives.
- Teacher uses or allows inappropriate language, e.g. sarcasm, derision or racist/sexist remarks.
- Uses an insufficient range of techniques for giving learners feedback and correction.
- Does not set and keep to time limits as appropriate.
- Teacher responds inappropriately to students' behaviour, e.g. shouting or aggression.
- Teachers regularly ill-prepared, e.g. often leaves the classroom during lesson to collect resources.

LEARNING TECHNOLOGIES

The ability to integrate learning technologies into everyday classroom practice to enhance language learning.

WHY IS IT IMPORTANT?

Learners expect teachers to use a wide range of learning technologies effectively in the language learning environment to help them in their learning. In addition, competence in learning technologies enables teachers to draw on a variety of resources to make lessons interactive, motivating and useful for learners.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
SETTING UP THE CLASSROOM	Is able to use a limited range of learning technologies in the classroom including a CD player/DVD player/ computer/IWB and data projector. Arranges classroom furniture, lighting, etc. to maximize students' ability to see the board.	Is comfortable using a range of learning technologies in their teaching including laptops, learner software and online resources. Troubleshoots minor problems such as audio levels, projector modes and computer problems.	Uses a wide range of learning technologies appropriately. Is able to complement learning technologies to enhance learning, and is able to set up and train others in their use and troubleshooting. Shares techniques with colleagues.
MANAGING THE IWB CLASSROOM	Uses shutter/freeze options to avoid distracting students. Toggles smoothly between flipcharts/ PowerPoint slides and other applications. Works from the side of the IWB, standing out of the projector beam when talking to students. Blanks the projector image to manage smooth transitions between digital resources.	Uses a range of ACTIVstudio tools effectively. Regularly integrates a range of resources from other digital sources, e.g. the internet, audio files, Word documents, etc. Encourages students to use the board. Thinks about the IWB from the students' perspective.	Consistently demonstrates a high level of skill in using the IWB appropriately in the classroom including a variety of student interaction patterns. Seamlessly integrates a wide range of resources from digital sources, including student produced materials. Shares techniques and materials with colleagues and is involved in delivering IWB training.
MANAGING THE LAPTOP/ FIXED COMPUTER CLASSROOM	Has a clear routine, especially at the start and end of the lesson. Provides clear instructions. Monitors students to check they are on task. Uses effective strategies or signals to gain students' attention. Ensures that environment (e.g. IT equipment and furniture) is ready for another class at the end of their lesson.	Encourages student interaction through appropriate computer activities. Provides clear language learning aims and critical thinking activities. Confidently demonstrates computer activities. Provides students with process language to carry out tasks (e.g. 'scroll down', 'click here').	Consistently manages language learning using computers effectively. Experiments with student/ computer interaction patterns. Confidently uses new technologies such as digital language labs and online tools/web-based tools in the classroom.
EXPLOITING LEARNING TECHNOLOGY RESOURCES	Accesses and selects ready prepared teaching materials, digital language learning activities and appropriate webpages. Uses Word and PowerPoint with students to create and save work. Takes into account students' learning preferences when planning computer-based activities. Seeks advice from experienced colleagues on ICT resources.	Plans tasks to lead in to and follow on from computer activities. Includes a balance of traditional and learning technologies content and clearly communicates aims to students. Confidently demonstrates and recommends language learning software to students for self-study use. Evaluates websites for EFL use and creates classroom activities from these. Shares ideas with colleagues for exploiting learning technology resources.	Fully exploits learning technology resources in the classroom. Experiments with different approaches. Contributes learning technology resources to shared teaching resources. Encourages students to explore and use self-study ICT/learning technology resources. Plans activities that require a variety of focus and student interaction with and away from learning technology resources. Actively participates in network wide forums/discussion list to share knowledge and promote good practice.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
CREATING LESSON MATERIALS	Creates and saves basic lesson materials using Word, PowerPoint and ACTIVstudio including inserting images in the back office and accesses them in the classroom. Saves tried and tested teaching materials in a shared space for colleagues to use. Sources copyright friendly resources and follows British Council copyright guidelines.	Prepares visually attractive and professional materials using correct British Council templates in Word, PowerPoint and ACTIVstudio. Adds interactive elements to flipcharts and appropriate animation to PowerPoints. Inserts phonemic script into materials. Directs students to appropriate digital resources for self-study. Adds teacher's notes for colleagues to exploit teaching materials.	Consistently creates professional standard British Council branded lesson materials for the classroom and shares these with colleagues in the local office and the network. Authors materials from a variety of language learning programs.
TROUBLESHOOTING	Uses the classroom troubleshooting guide to troubleshoot common technology problems in the classroom. Knows where to find help with on-the-spot ICT problems. Reports problems to the ICT co-ordinator/IT support team and records them in the appropriate place.	Demonstrates ability to find solutions to common application problems. Uses the Help function in ACTIVstudio and Microsoft Office applications. Can help colleagues with basic troubleshooting.	Demonstrates a high level of skills in troubleshooting ICT/learning technologies problems. Is a resource for colleagues to seek help from in the staffroom and classroom.
LEARNING, DEVELOPING AND INNOVATING	Seeks to expand skills and knowledge of ICT in order to demonstrate basic competence in the classroom.	Willing to experiment with learning technologies and integrate new approaches into everyday classroom practice.	Continually experiments and innovates with learning technology in the classroom to inform and update teaching skills. Shares findings with others and helps to shape future use of technologies in the classroom.

WHAT IT IS

- Teacher integrates a variety of learning technologies into everyday classroom practice.
- Learners regularly access learning technology resources outside the classroom.
- Teacher promotes learning technologies to colleagues in the staffroom.
- ICT resources (such as computer room/laptops/visualisers/IWBs) are used regularly by teachers and left in good condition.
- Lesson materials created by teachers are attractive, correctly formatted and British Council branded.
- Teacher helps other teachers in the staffroom and classroom.
- Teacher regularly attends professional development/training to update learning technology skills.
- Learning technology activities are managed in a timely fashion/pace of lesson is maintained before during and after learning technology activities.
- Learners are confident and keen to use learning technology resources and supportive of each other.
- Learners are clearly aware of learning outcomes/purpose.
- Learners are on task throughout the activities.

WHAT IT IS NOT

- Teacher is afraid of technology and avoids using it in the classroom.
- Teacher regularly requires troubleshooting assistance in the classroom.
- Teacher doesn't save materials in correct drive, or is frequently unable to locate previously saved materials.
- Learners are noisy and disruptive whilst teacher is setting up technology.
- Teacher is unable to access lesson materials or adapt/create own resources.
- Computer room/laptops/visualisers/IWBs are left untidy/not working/broken.
- Teacher-produced resources are scruffy, are not British Council branded and break copyright guidelines.
- There is no link between a computer activity and the rest of the lesson.
- Teacher is unaware of the benefits of using technology in the classroom.
- Learners do not access ICT resources outside the classroom.
- Teacher relies on students to explain computer activities to other students.
- Learners are not on task during activities/are unable to complete activities.
- Teacher uses learning technologies ubiquitously, regardless of their appropriateness.

SUBJECT KNOWLEDGE

This refers to the ability to analyse and describe language systems (lexis, discourse, grammar and phonology) and language use (through spoken and written text). It also refers to the ability to communicate this knowledge effectively and in ways that are appropriate to the learners.

WHY IS IT IMPORTANT?

Learners expect the teacher to be an expert and to use this knowledge to help them in their learning. A sound knowledge of the target subject allows teachers to analyse the issues learners face and anticipate issues. It also helps them to select appropriate ways to focus on and develop language and language use.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
KNOWLEDGE OF THE LANGUAGE AND RESEARCH SKILLS	Makes use of reference materials and colleagues to develop understanding of language and language use. Understands important terminology used in ELT to talk about language, language use and skills.	Researches, discusses and reflects on language and language use with colleagues and helps less-experienced teachers informally. Is confident with terminology used to describe language and language use.	Demonstrates a wide and detailed understanding of the English language and how it is used in different contexts and genres.
SELECTION AND GRADING OF LANGUAGE	Selects/grades language and examples of language use appropriate to the learners. Demonstrates understanding of the language area or skill focussed on in the lesson and provides accurate examples for the learners.	Demonstrates clear awareness of learner needs and difficulties when selecting/grading language and examples of language use. Demonstrates a thorough understanding of the language or skill area that the lesson objectives refer to. Provides accurate and useful models.	Shares subject knowledge, classroom application of language and language use with others through training, individual coaching and/or line management.
FOCUS ON AND PRACTICE OF LANGUAGE AND SUPPORTING UNDERSTANDING	Demonstrates the ability to give basic information about language form, meaning and use and uses different techniques and materials effectively to facilitate this.	Demonstrates the ability to provide accurate and appropriate information about language form, meaning and use. In addition, uses a range of strategies and techniques to recycle language and extend practice, and selects and supplements/adapts materials appropriately to facilitate this.	Displays a high level of sensitivity, creativity and skill in providing accurate and appropriate information about language and its use. Supports learners and colleagues in their own analysis and exploration of language and language use. In addition, creates and shares accurate and appropriate materials to facilitate this.
DEVELOPING UNDERSTANDING AND USE OF SPOKEN LANGUAGE	Uses basic techniques and procedures for developing and practising listening and speaking skills appropriate to the age, needs and level of the learners.	Demonstrates a range of techniques for developing as well as practising listening and speaking skills and sub skills. Includes appropriate focus on learner strategies.	Demonstrates a wide range of techniques for developing and practising skills and sub-skills. Integrates work on learning skills and strategies. Innovates and shares ideas with others.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
DEVELOPING UNDERSTANDING AND USE OF WRITTEN LANGUAGE	Uses basic techniques and procedures for developing and practising literacy skills appropriate to the age, needs and level of the learners.	Demonstrates a range of techniques for developing as well as practising literacy skills and sub-skills. Includes appropriate focus on learner strategies.	Demonstrates a wide range of techniques for developing and practising literacy skills and sub-skills. Integrates work on learning skills and strategies. Innovates and shares ideas with others.
RESPONSE TO LEARNER CONTRIBUTIONS	Demonstrates some awareness of learner difficulties and responds appropriately to learner contributions.	Demonstrates awareness of factors which may cause difficulties with language items or language use as a result of cultural, L1 or other factors. Responds appropriately to learner contributions.	Demonstrates full and sympathetic understanding of factors affecting learner language and can respond effectively to learner contributions. Shares knowledge with others through training, individual coaching and/or through line management.
LEARNING, DEVELOPING AND INNOVATING	Seeks to expand understanding of language and language use, e.g. through reading and discussion with colleagues.	Researches and reflects upon language and language use. Experiments and innovates in lessons.	Keeps up to date with current developments in understanding and interpretation of language and language use. Uses knowledge to inform teaching content. Experiments, innovates and evaluates.

WHAT IT IS

- Receives positive feedback from learners.
- Can provide meaningful practice activities in class.
- Makes wise judgements in class about how and when to deal with learners' questions.
- Contributes to the training and development of other teachers in this area.
- Keeps abreast of the latest professional reading.
- Is frequently asked for help by colleagues.
- Contextualises language, language use and skills appropriate to learners needs.
- Uses a range of strategies and techniques for focussing on language, language use and skills.
- Demonstrates awareness of language style, register and how language is used in different contexts and genres.

WHAT IT IS NOT

- Does not research content area in sufficient depth.
- Teacher makes errors during explanation and/or does not provide accurate and/or appropriate information about language, language use and skills.
- Learners do not understand the explanations.
- Ignores learners' requests for explanations or clarification.
- Does not adapt own classroom language appropriately.
- Teacher tests, rather than develops, learners' skills.
- Teacher maintains own perspective on content area to the exclusion of different perspectives and viewpoints from learners.
- Language selected is not appropriate to learners' level, age or needs.
- Shows little awareness of language appropriateness.

UNDERSTANDING YOUR LEARNERS

This refers to the understanding that a teacher demonstrates towards their learners and of the learning process.

WHY IS IT IMPORTANT?

Understanding of these areas means that the teacher is able to employ appropriate strategies to guide and support learners and maximise their learning potential.

SUB SKILLS	ESSENTIAL (1)	MORE DEMANDING (2)	MOST DEMANDING (3)
KNOWLEDGE OF THE LEARNING PROCESS	Has a basic understanding of what is involved in learning a foreign language and how age, culture, learning styles and other factors may influence this.	Has a good understanding of the range of factors affecting learning and the process of second language acquisition. Can relate what happens in lessons to this.	Is up to date with research and has a detailed understanding of current thinking in second language acquisition processes and educational theory, and reflects on their own teaching and learning in relation to this. Regularly shares knowledge with others.
UNDERSTANDING LEARNER NEEDS	Finds out about learners' needs, difficulties and learning styles and takes these into consideration when planning lessons.	Undertakes needs analyses and adapts teaching approach, the syllabus and materials to suit learners' needs and learning styles. Seeks feedback from learners.	Undertakes comprehensive needs analyses and enables learners to develop individual learning paths. Involves learners in decision making as appropriate.
PLANNING	Sets realistic learning objectives and can anticipate student strengths and difficulties.	Sets appropriate learning objectives and provides appropriate scaffolding for learning activities according to student needs.	Can fully justify lesson and course content and approach in relation to learners' needs and learning styles.
AWARENESS OF INDIVIDUALS	Treats learners fairly, involves all learners and promotes well-being of all learners in the class.	Has a good understanding of individuals in the class. Caters effectively for diverse needs and is able to personalise learning to provide opportunities for all learners to achieve their potential.	Has an extensive knowledge and understanding of matters concerning equality, diversity and inclusion in teaching.
PROMOTES LEARNER AUTONOMY	Encourages learners to adopt good learning habits and includes learner training activities.	Encourages learners to take on responsibility for their learning and adopt appropriate strategies.	Helps learners to reflect on their response to different learning strategies and to maximise their own learning potential through experimentation.
LEARNING, DEVELOPING AND INNOVATING	Informally observes learners and their performance in order to gain a better understanding of learning styles, strengths and difficulties.	Systematically gathers information and reflects upon learners and the learning process and how these can best be supported. Is willing to experiment.	Has excellent insight into learners and the learning process. Is flexible and innovative in teaching in order to cater for diversity.

WHAT IT IS

- Learners ask informal questions about language or ideas they have encountered both inside and outside class.
- Teacher recognises the value of promoting learner autonomy.
- Learners regularly use self-access materials and materials obtained outside class to support their learning.
- Teacher explains lessons in terms of learners' needs and their learning.
- Evidence of reflection on learning and development both on the part of the teacher and the learner.
- Teacher regularly counsels learners on learning strategy use.
- Teacher demonstrates good knowledge of learners.
- Teacher seeks feedback and suggestions from learners and acts on this.
- Teacher speaks about learners in positive terms.

WHAT IT IS NOT

- Teacher is unaware of benefits of developing learner autonomy.
- Learners do not access or use other resources outside class.
- Learners are generally passive in class and do not ask questions.
- Teacher has limited range of strategies and teaching techniques.
- Teacher does not refer to learners when justifying decisions and choices.
- Teacher is unaware of factors affecting learning.
- Teacher does not know much about learners in class.
- Teacher does not get feedback from students.
- Teacher displays negative attitude towards some or all learners.
- Teacher behaves in a culturally insensitive way.