

Cambridge English Teaching Framework – at the heart of professional development

We developed the Cambridge English Teaching Framework: to help teachers identify where they are in their professional career to help teachers and their employers think about where they want to go next and identify development activities to get there.

| Stages | Foundation | Developing | Proficient | Expert |
|--|---|--|---|---|
| Learning and the learner | <p>Has a basic understanding of some language-learning concepts.</p> <p>Demonstrates a little of this understanding when planning and teaching.</p> | <p>Has a reasonable understanding of many language-learning concepts.</p> <p>Demonstrates some of this understanding when planning and teaching.</p> | <p>Has a good understanding of many language-learning concepts.</p> <p>Frequently demonstrates this understanding when planning and teaching.</p> | <p>Has a sophisticated understanding of language-learning concepts.</p> <p>Consistently demonstrates this understanding when planning and teaching.</p> |
| Teaching, learning and assessment | <p>Has a basic understanding of some key principles of teaching, learning and assessment.</p> <p>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</p> <p>Can use available tests and basic assessment procedures to support and promote learning.</p> | <p>Has a reasonable understanding of many key principles of teaching, learning and assessment.</p> <p>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</p> <p>Can design simple tests and use some assessment procedures to support and promote learning.</p> | <p>Has a good understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</p> <p>Can design effective tests and use a range of assessment procedures to support and promote learning.</p> | <p>Has a sophisticated understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</p> <p>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</p> |
| Language ability | <p>Provides accurate examples of language points taught at A1 and A2 levels.</p> <p>Uses basic classroom language which is mostly accurate.</p> | <p>Provides accurate examples of language points taught at A1, A2 and B1 levels.</p> <p>Uses classroom language which is mostly accurate.</p> | <p>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</p> <p>Uses classroom language which is consistently accurate throughout the lesson.</p> | <p>Provides accurate examples of language points taught at A1–C2 levels.</p> <p>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</p> |
| Language knowledge and awareness | <p>Is aware of some key terms for describing language.</p> <p>Can answer simple learner questions with the help of reference materials.</p> | <p>Has reasonable knowledge of many key terms for describing language.</p> <p>Can answer most learner questions with the help of reference materials.</p> | <p>Has good knowledge of key terms for describing language.</p> <p>Can answer most learner questions with minimal use of reference materials.</p> | <p>Has sophisticated knowledge of key terms for describing language.</p> <p>Can answer most learner questions in detail with minimal use of reference materials.</p> |
| Professional development and values | <p>Can reflect on a lesson with guidance and learn from feedback.</p> <p>Requires guidance in self-assessing own needs.</p> | <p>Can reflect on a lesson without guidance and respond positively to feedback.</p> <p>Can self-assess own needs and identify some areas for improvement.</p> | <p>Can reflect critically and actively seeks feedback.</p> <p>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</p> | <p>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</p> <p>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</p> |