



TEACHING COMPETENCES  
GRIDS TOOLS:  
TOWARDS A PLAN TO BECOME  
A TEACHER WITH  
SUPERPOWERS  
(I)

*Designing a  
starting point  
and a CPD  
action plan*

# SUMMARY

- **Teaching competences grids tools:** what, how, why, for what?
- From teaching competences grids tools to the **reflection** of **personal teaching competences**
- Designing an e-portfolio **teaching competences starting point**
- Designing a **professional development action plan**

# INTRODUCTION: TEACHING COMPETENCES OF THE SUPER TEACHER

- Groups of 3/2 people
- Complete this avatar with **5 characteristics** of the **superteacher**, by editing the slide (**click the link in #TCGRIDS**)
- Discuss with your classmates **why** are these characteristics important for you.
- Use **5 keywords** that summarize your ideas to complete the text tables in the following avatar.



# TEACHING COMPETENCES OF THE SUPERTEACHER

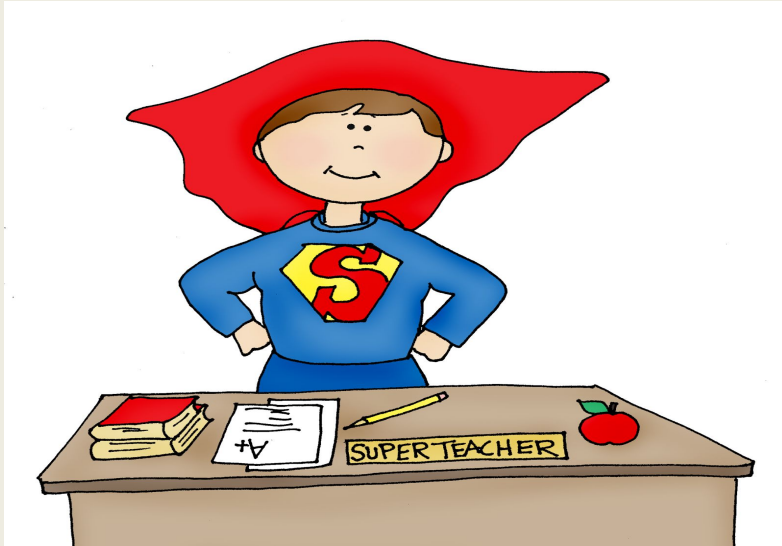
Group 1:



Group 2:

Group 3:

# INTRODUCTION: TEACHING COMPETENCES OF THE SUPER TEACHER



## Knowledge

What a teacher **Knows**

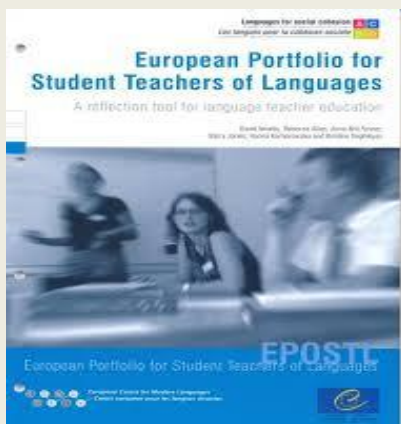
## Skills

What a teacher **can do**

## Attitudes, values

How a teacher **is or behaves**

# TEACHING COMPETENCES GRIDS TOOLS



[EPOSTL](#)



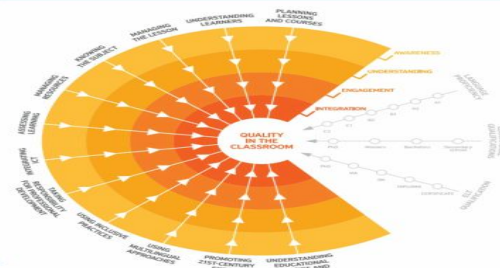
[EPG](#)

**DigCompEdu**  
The European Framework  
for the Digital Competence  
of Educators



[DIGCOMPEDU](#)

**British Council CPD Framework**



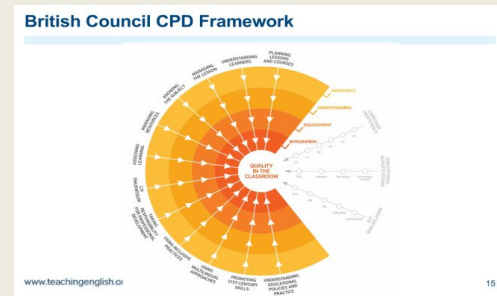
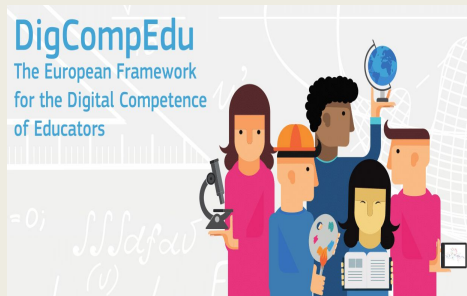
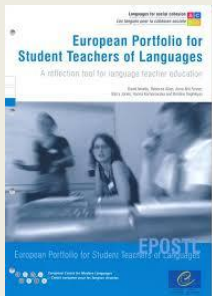
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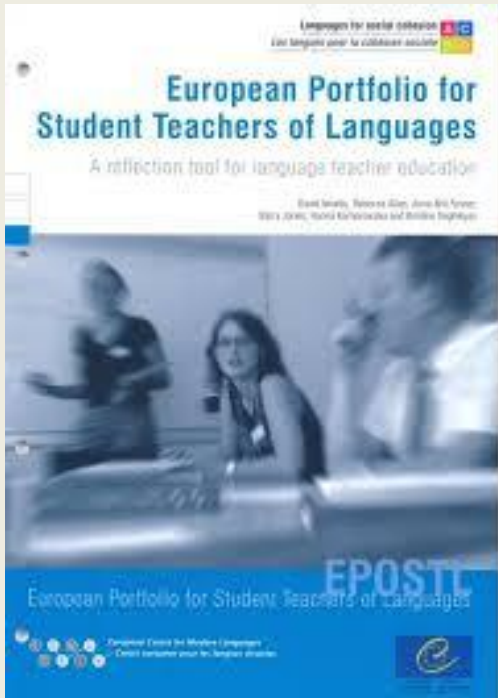
[British Council CPD Framework](#)

# TEACHING COMPETENCES GRIDS TOOLS

- Pairs
- Match the **statements** with the different grid tools



# EPOSTL

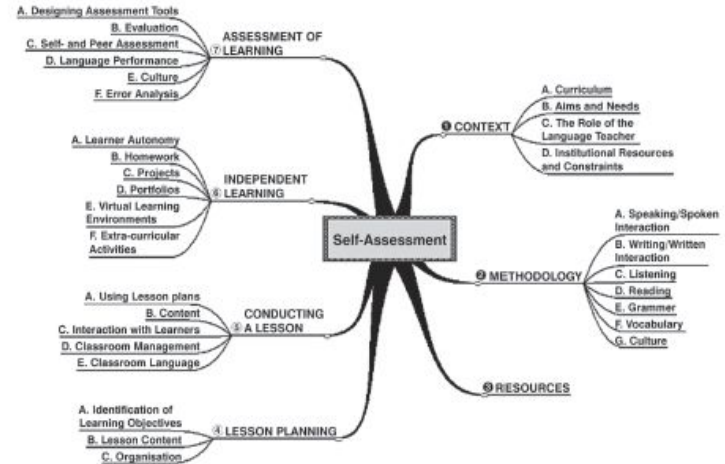


■ Pre-service language teachers/ Language teacher trainers, mentors (and peers)

■ Assessing **your individual progress** of proficiency in specific teaching competences

■ **Portfolio structure** including

- personal statement
- can-do descriptors on different teaching content areas
- dossier of evidences
- a glossary of terms.





# EPG



- **In-service language teachers/** Language teacher trainers, mentors and academic coordinators
- Identifying yourself at a **specific level of proficiency** in certain areas of teaching competences in order to reflect about them
- Interactive grid, including different content areas and different **levels or developmental phases** descriptors, with can do statements for each level.

TRAINING & QUALIFICATIONS			
Language proficiency	Education & Training	Assessed teaching	Teaching experience
KEY TEACHING COMPETENCES			
Methodology: knowledge and skills	Assessment	Lesson and course planning	Interaction, management and monitoring
ENABLING COMPETENCES			
Intercultural competence	Language awareness	Digital Media	
PROFESSIONALISM			
Professional conduct		Administration	

# DIGCOMPEDU

## DigCompEdu

The European Framework  
for the Digital Competence  
of Educators



Educators' professional  
competences

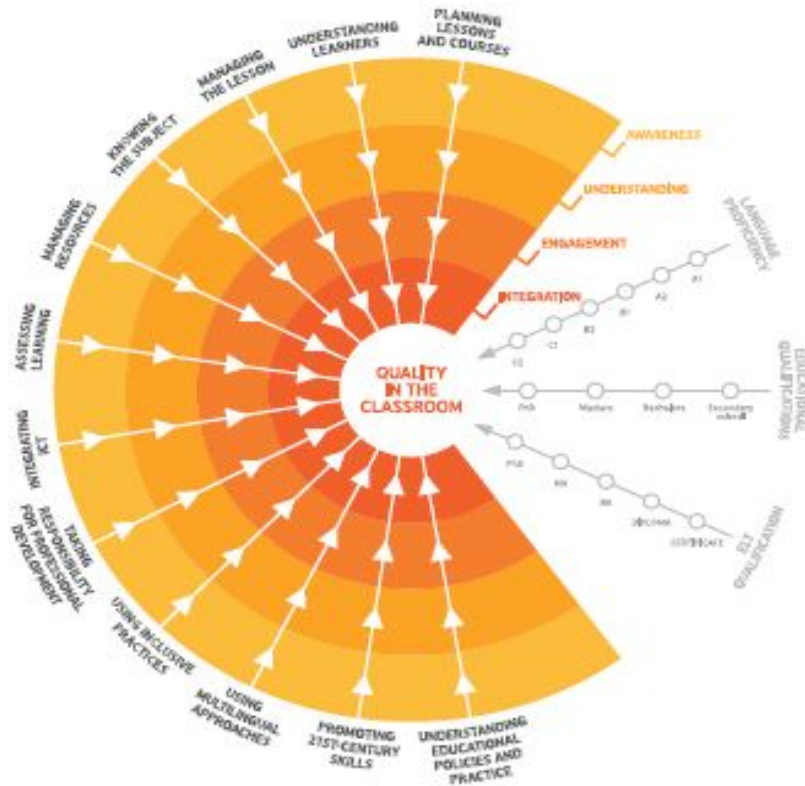
Educators' pedagogic  
competences

Learners'  
competences



- Preservice teachers **for all subjects**/In-service teachers for all subjects
- Identifying yourself at a specific level of proficiency in **digital teaching competences** and reflect about them
- Descriptions of **levels of proficiency** or development and **Can-do** (or **Can not do**) **statements** for each level

# BRITISH COUNCIL CPD FRAMEWORK



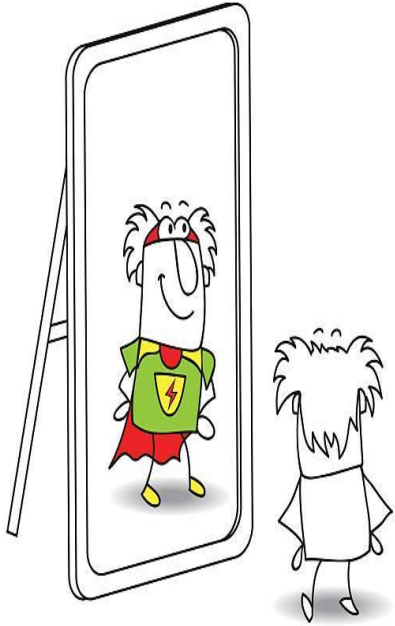
- In-service teachers for all subjects
- Identifying yourself at a specific level of development in different professional practices to reflect about them and make a CPD plan
- Professional practices areas and descriptions of examples of good practices or activities

# REFLECT ON YOUR PERSONAL TC: SAMPLE REFLECTIONS WITH EPOSTL

- Look at this sample reflections with the descriptors and the progress monitors.
  - Match the **descriptors** with the **reflections** that are related to them.
  - Draw the **level of competence** that you think the teacher has drawn in his progress arrow:



# REFLECT ON YOUR PERSONAL TC: SUPERPOWERS **WE HAVE**, SUPERPOWERS **TO TRAIN**



- Choose **4 descriptors** of teaching competences from **EPOSTL** or **EPG** from the same or different content areas.
  - 2 descriptors where you feel yourself very competent, personal strengths (**Superpowers you have**)
  - 2 descriptors of competences that you want to develop (**Superpowers you want to train**)
- Think about practicum, previous teaching experiences, microteaching.. Etc. How competent do you feel with them? IN which level can you locate yourself? Why? Can you give examples?
- Write a **personal reflection on the form: Choose a personal superhero name and sign your reflection with it!**

# SET YOUR DEVELOPMENT GOALS!

Come back to your personal reflection.

Set at least 4 development goals:

What do you want to **learn/develop** regarding this competence?

What do you want to **master** regarding this competence?

If you used EPG: What can you do to get yourself to the next level?

# DISCUSSION: USING EPOSTL

**Open Reflection:** How did you experience the use of the EPOSTL?

- Advantages: Things you liked /you find easy using this tool
- Difficulties: Things you did not like/you find hard using this tool
- Other remarks



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# FROM REFLECTION TO ACTION: A CPD ACTION PLAN

■ **What?:** It is a plan of **actions** that serves a teacher to develop his/her teaching competences and achieve his/her **development goals**.

■ **How?:** Defining the goals:

- **Specific/affordable**
- **Measurable**
- **Time: long term, short term, mid term**
- **Obstacles/possibilities**

■ **How:** Defining a CPD actions plan: **in** classroom/**outside** the classroom



# FROM A SELF-DIAGNOSIS TO A TRAINING PLAN OF SUPERPOWERS

- Group of 4/3 teachers: Coaching session.
- **Mission:** design the CPD training plan of two superteachers.
- Read carefully the reflections together, and design a training CPD action plan:
  - **Goals:** Are the goals specific/measurable? Would you propose another development goals regarding the same competences?
  - **Strengths:** Why do you consider these competences important? How can the strengths be used in her teaching experiences? Do you think about any other good practice examples?
  - **Development areas:** According to you, which actions can be done to develop these competences? How can be they assessed? Can you add any other good practice that can be helpful?