

THE EUROPEAN PROFILING GRID



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This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



THE EUROPEAN PROFILING GRID – A BRIEF INTRODUCTION

What is the European Profiling Grid?

The European Profiling Grid (EPG) is an instrument that describes the competences of language teachers and presents them in tabular form spanning six phases of development. It is available in nine languages.

The aim of the EPG is to support language teachers, whichever language they teach, in their own professional development. It is also a tool for managers and coordinators who are responsible for assuring the quality of language education, and for trainers and mentors who provide support and in-service development opportunities for language teachers.

As its name suggests, the EPG is in the form of a grid or table. One axis is a list of categories of teacher competence; the other is a series of six 'phases of development' ranging from novice teacher to experienced and expert teacher. Each cell of the grid contains descriptors for one area of competence at one phase of development.

What view of language teacher development is the EPG based on?

The EPG results from a project co-funded by the European Commission which ran from 2011 to October 2013 and involved partners from nine countries which are leading national and international authorities on language education. The partners and their representatives are listed in the acknowledgements (page 34).

From the perspective of partners in the EPG Project, teacher development is primarily 'bottom up': teachers develop themselves based on the training they participate in, their own personal career experiences, and their interests (see Mann 2005¹). Depending on the circumstances, teacher development may be triggered by all kinds of events: participating in a training course, attending a workshop organised within the language centre, reading, being observed by or observing a colleague, teaching a new type of course, feedback and discussion with a trainer or manager, exchanging ideas with a colleague on teaching materials, and so on.

Employers for their part have a responsibility to support and foster development both of individual teachers and the team through a process of consultation and positive initiatives. Academic managers and trainers or mentors responsible for providing this support will also have in mind the language centre's need to assure the quality of its courses, and to achieve its objectives as an organisation. In this sense, teacher development is a crucial shared responsibility that impacts on learners, teachers and employers alike.

An important and useful part of teacher development is reflection on professional experiences, especially (but not only) day-to-day teaching. Assessing one's own competences in specific areas of language teaching is a reflective task that can be particularly useful in identifying areas for further development. The EPG, with its sets of descriptors covering key aspects of language teaching

¹ Mann S. (2005): 'The language teacher's development' in *Language Teaching* vol. 38.2
http://www2.warwick.ac.uk/fac/soc/al/staff/teaching/mann/mann_s/stateof.pdf

competence organised over successive 'phases of development', aims to provide a means of making such self-assessment easier and more methodical. It also aims to encourage discussion of development needs between teachers and their managers and/or trainers, who can use the EPG as a guide when making their own assessments of teachers' competences. Use of the common criteria in the form of descriptors that the Grid contains helps to reduce the subjectivity and selectiveness that arises in the assessment and self-assessment processes.

What is the background to the EPG?

The aims of the EPG project were to:

- validate and develop the original Profiling Grid, first created in 2006 for internal use by the language centres accredited against EAQUALS' comprehensive quality criteria;
- to produce a final version of the Grid in nine languages (English, French, German, Spanish, Italian, Bulgarian, Dutch, Turkish, Polish), and an electronic version in four languages (English, French, German and Spanish);
- to prepare a User Guide to support various kinds of users in a range of teaching contexts.

Around the same time the EAQUALS Grid was being created by Brian North and Galya Mateva, two other descriptions of language teaching competences were developed (by Newby et al 2006, and by Kelly & Grenfell 2005²), but both of these – the first a 'profile' for teacher education in Europe, the second in the form of a portfolio for student teachers – were initially created with trainees, not experienced teachers, in mind. The EAQUALS Grid, on the other hand, was intended to support the assessment of language teaching competences among practising language teachers with varying degrees of experience, and the same is true of its successor, the EPG. Moreover, as the EPG is multilingual, it can be used equally successfully by and with teachers of any foreign language.

How have the Grid and its descriptors been validated?

As part of the EPG project, the Grid in five language versions was tested with nearly 2000 teachers, mainly from 20 countries in Europe, and over 60 managers and 100 trainers from a wide range of contexts in 11 European countries. The purpose was to validate the descriptors in the Grid, ensuring that they worked in all the five languages, and to identify changes that needed to be made in the final version. This is available in nine languages via <http://www.epg-project.eu>, together with a User Guide. In addition, the interactive e-Grid is available at <http://egrid.epg-project.eu/en>.

It must be stressed that the EPG does not set out to be set of standards or rules to be imposed on language teachers. The partners in the EPG Project are firm in their belief that the EPG should not be used as an instrument to direct, impose, restrict, harmonise, reward or penalise teachers. Rather, its aim is to inform, make suggestions, offer advice, share insights, assist in identifying individual strengths and gaps, and offer guidance.

² Newby, D., Allan, R., Fenner, A., Jones, B., Komorowska, H. and Soghikyan, K (2006): *The European Portfolio for Student Teachers of Languages, EPOSTL* http://archive.ecml.at/mtp2/fte/pdf/C3_Epostl_E.pdf

Kelly M, M. Grenfell, R. Allan, C. Kriza and W McEvoy (2004): *European Profile for Language Teacher Education – A Frame of Reference* http://ec.europa.eu/education/policies/lang/doc/profilebroch_en.pdf



THE EUROPEAN PROFILING GRID

TRAINING AND QUALIFICATIONS

	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
	1.1	1.2.	2.1	2.2	3.1	3.2
Language proficiency	<ul style="list-style-type: none"> is studying the target language at tertiary level has achieved B1 proficiency in the target language 	<ul style="list-style-type: none"> is studying the target language at tertiary level has achieved B2 proficiency in the target language 	<ul style="list-style-type: none"> has gained a B2 examination certificate in the target language and has oral competence at C1 level 	<ul style="list-style-type: none"> has gained a C1 examination certificate in the target language, or: has a degree in the target language and proven proficiency at C1 level 	<ul style="list-style-type: none"> has gained a C2 examination certificate, or: has a degree in the target language and proven proficiency at C2 level 	<ul style="list-style-type: none"> has a language degree or C2 examination certificate plus a natural command of the target language, or: has native speaker competence in the target language
Education & Training	<ul style="list-style-type: none"> is undertaking preliminary training as a language teacher at a teacher training college, university or a private institution offering a recognised language teaching qualification 	<ul style="list-style-type: none"> has completed part of her/his initial training in language awareness and methodology, enabling her/him to begin teaching the target language, but has not yet gained a qualification 	<ul style="list-style-type: none"> has gained an initial qualification after successfully completing a minimum of 60 hours of documented structured training in teaching the target language, which included supervised teaching practice or: has completed a number of courses or modules of her/his degree in the target language and/or language teaching pedagogy without yet gaining the degree 	<ul style="list-style-type: none"> has a degree in the target language with a language pedagogy component involving supervised teaching practice, or: has an internationally recognised (minimum 120 hour) certificate in teaching the target language 	<ul style="list-style-type: none"> has a degree or degree module in teaching the target language involving supervised teaching practice, or: has an internationally recognised (minimum 120 hour) certificate in teaching the target language and also: has participated in at least 100 hours of further structured in-service training 	<ul style="list-style-type: none"> has completed a master's degree or degree module in language pedagogy or applied linguistics, involving supervised teaching practice if this was not part of earlier training, or: has a post graduate or professional diploma in language teaching (min. 200 hours course length) has had additional training in specialist areas (e.g. teaching the language for specific purposes, testing, teacher training)
Assessed Teaching	<ul style="list-style-type: none"> is gaining experience by teaching parts of lessons and sharing experience with a colleague who is providing feedback 	<ul style="list-style-type: none"> has had experience of being supervised, observed and positively assessed while teaching individual lessons has had experience of running teaching activities with small groups of students or fellow trainees ('micro-teaching') 	<ul style="list-style-type: none"> in initial training, has had a total of at least 2 hours of successful documented, assessed teaching practice at at least two levels in real teaching has been observed and had positive documented feedback on 3 hours of lessons 	<ul style="list-style-type: none"> in training, has had a total of at least 6 hours of successful documented, assessed teaching practice at at least two levels in real teaching has been observed and had positive documented feedback on 6 hours of lessons at three or more levels 	<ul style="list-style-type: none"> has been observed and assessed for at least 10 hours during teaching practice and real teaching at various levels and with different types of learner, and has received positive documented feedback on this 	<ul style="list-style-type: none"> has been observed and assessed for at least 14 hours during teaching practice and real teaching, and has received documented feedback on this has been assessed as a mentor or observer of less experienced teachers
Teaching Experience	<ul style="list-style-type: none"> has taught some lessons or parts of lessons at one or two levels, 	<ul style="list-style-type: none"> has own class(es) but only experience at one or two levels 	<ul style="list-style-type: none"> has between 200 and 800 hours, documented unassisted teaching experience has taught classes at several levels 	<ul style="list-style-type: none"> has between 800 and 2,400 hours, documented teaching experience: <ul style="list-style-type: none"> at various levels in more than one teaching and learning context 	<ul style="list-style-type: none"> has between 2,400 and 4,000 hours of documented teaching experience, including: <ul style="list-style-type: none"> at all levels except C2 in several different teaching and learning contexts 	<ul style="list-style-type: none"> has at least 6,000 hours, documented teaching has taught in many different teaching and learning contexts has experience of mentoring/training other teachers

KEY TEACHING COMPETENCES

Development phase	1.1	1.2.	2.1	2.2	3.1	3.2
Methodology: knowledge and skills	<ul style="list-style-type: none"> ▪ is learning about different language learning theories and methods ▪ when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using 	<ul style="list-style-type: none"> ▪ has basic understanding of different language learning theories and methods ▪ can select new techniques and materials, with advice from colleagues ▪ can identify techniques and materials for different teaching and learning contexts 	<ul style="list-style-type: none"> ▪ is familiar with language learning theories and methods ▪ is familiar with techniques and materials for two or more levels ▪ can evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts ▪ can take into account the needs of particular groups when choosing which methods and techniques to use 	<ul style="list-style-type: none"> ▪ is well acquainted with language learning theories and methods, learning styles and learning strategies ▪ can identify the theoretical principles behind teaching techniques and materials ▪ can use appropriately a variety of teaching techniques and activities 	<ul style="list-style-type: none"> ▪ can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials ▪ can use a very wide range of teaching techniques, activities and materials 	<ul style="list-style-type: none"> ▪ has a detailed knowledge of theories of language teaching and learning and shares it with colleagues ▪ can follow up observation of colleagues with practical, methodologically sound feedback to develop their range of teaching techniques ▪ can select and create appropriate tasks and materials for any level for use by colleagues
Assessment	<ul style="list-style-type: none"> ▪ can conduct and mark end of unit tests from the course book 	<ul style="list-style-type: none"> ▪ can conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so ▪ can conduct oral tests when given the material to do so ▪ can prepare and conduct appropriate revision activities 	<ul style="list-style-type: none"> ▪ can conduct regular progress tests including an oral component, ▪ can identify areas for students to work on from the results of tests and assessment tasks ▪ can give clear feedback on the strengths and weaknesses identified and set priorities for individual work 	<ul style="list-style-type: none"> ▪ can select and conduct regular assessment tasks to verify learners' progress in language and skills areas ▪ can use an agreed marking system to identify different types of errors in written work in order to increase learners' language awareness ▪ can prepare for and coordinate placement testing 	<ul style="list-style-type: none"> ▪ can design materials and tasks for progress assessment (oral and written) ▪ can use video recordings of learners' interactions to help them recognise their strengths and weaknesses ▪ can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing 	<ul style="list-style-type: none"> ▪ can develop assessment tasks for all language skills and language knowledge at any level ▪ can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing at all levels and help less experienced colleagues to do so. ▪ can create valid formal tests to determine whether learners have reached a given CEFR level. ▪ can run CEFR standardisation
Lesson and course planning	<ul style="list-style-type: none"> ▪ can link a series of activities in a lesson plan, when given materials to do so 	<ul style="list-style-type: none"> ▪ can find activities to supplement those in the textbook ▪ can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next ▪ can adjust lesson plans as instructed to take account of learning success and difficulties 	<ul style="list-style-type: none"> ▪ can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group ▪ can plan phases and timing of lessons with different objectives ▪ can compare learners' needs and refer to these in planning main and supplementary objectives for lessons 	<ul style="list-style-type: none"> ▪ can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials ▪ can design tasks to exploit the linguistic and communicative potential of materials ▪ can design tasks to meet individual needs as well as course objectives 	<ul style="list-style-type: none"> ▪ can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision ▪ can design different tasks based on the same source material for use with learners at different levels ▪ can use analysis of learner difficulties in order to decide on action points for upcoming lessons 	<ul style="list-style-type: none"> ▪ can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism ▪ can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons ▪ can take responsibility for reviewing the curriculum and syllabuses for different courses
Interaction management and monitoring	<ul style="list-style-type: none"> ▪ can give clear instructions and organise an activity, with guidance. 	<ul style="list-style-type: none"> ▪ can manage teacher-class interaction ▪ can alternate between teaching the whole class and pair or group practice giving clear instructions ▪ can involve learners in pair and group work based on activities in a course book 	<ul style="list-style-type: none"> ▪ can set up and manage pair and group work efficiently and can bring the class back together ▪ can monitor individual and group activities ▪ can provide clear feedback 	<ul style="list-style-type: none"> ▪ can set up a varied and balanced sequence of class, group and pair work in order to meet the lesson objectives ▪ can organize task-based learning ▪ can monitor learner performance effectively ▪ can provide /elicit clear feedback 	<ul style="list-style-type: none"> ▪ can set up task-based learning in which groups carry out different activities at the same time ▪ can monitor individual and group performances accurately & thoroughly ▪ can provide/ elicit individual feedback in various ways ▪ can use the monitoring and feedback in designing further activities 	<ul style="list-style-type: none"> ▪ can set up, monitor and provide support to groups and individuals at different levels in the same classroom working on different tasks ▪ can use a wide range of techniques to provide/elicit feedback

ENABLING COMPETENCES						
Development phase	1.1	1.2.	2.1	2.2	3.1	3.2
Intercultural competence	<ul style="list-style-type: none"> understands that the relationship between language and culture is an important factor in language teaching and learning 	<ul style="list-style-type: none"> is learning about the relevance of cultural issues in teaching can introduce learners to relevant differences in cultural behaviour and traditions can create an atmosphere of tolerance and understanding in classes where there is social and cultural diversity 	<ul style="list-style-type: none"> understands and is able to take account of relevant stereotypical views can use own awareness to expand students' knowledge of relevant cultural behaviour, e.g. politeness, body language etc. can recognize the importance of avoiding intercultural problems in the classroom and promotes inclusivity and mutual respect 	<ul style="list-style-type: none"> can help learners to analyse stereotypical views and prejudices can integrate into lessons key areas of difference in intercultural behaviour (e.g., politeness, body language, etc.) can select materials that are well matched to the cultural horizon of learners and yet extends this further using activities appropriate to the group 	<ul style="list-style-type: none"> can use web searches, projects and presentations to expand own and learners understanding and appreciation of intercultural issues can develop learners' ability to analyse and discuss social and cultural similarities and differences can anticipate and manage effectively areas of intercultural sensitivity 	<ul style="list-style-type: none"> can use her/his extensive knowledge of intercultural issues when this is appropriate to assist less experienced colleagues can develop colleagues' ability to deal with cultural issues, suggesting techniques to defuse disagreements and critical incidents if they arise can create activities, tasks and materials for own and colleagues' use and CAN seek feedback on these
Language awareness	<ul style="list-style-type: none"> can use dictionaries and grammar books etc as reference sources can answer simple questions about language that are frequently asked at levels she/he is teaching 	<ul style="list-style-type: none"> can give correct models of language form and usage adapted to the level of the learners at lower levels can give answers to language queries that are not necessarily complete but that are appropriate for lower level learners 	<ul style="list-style-type: none"> can give correct models of language form and usage appropriate for the level concerned, except at advanced levels (C1-2) can give answers to questions about the target language appropriate for the level concerned, except at advanced levels (C1-2) 	<ul style="list-style-type: none"> can give correct models of language form and usage, for all levels up except at C2 on almost all occasions can recognize and understand the language problem that a learner is having can give answers to questions about the target language that are appropriate for the level concerned except at C2 	<ul style="list-style-type: none"> can select and give correct models of language form and usage on almost all occasions at all levels can answer almost all language queries fully and accurately and give clear explanations, can use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors 	<ul style="list-style-type: none"> can always give full, accurate answers to queries from students about different aspects of language and usage can explain subtle differences of form, meaning and usage at C1 and C2 levels
Digital Media	<ul style="list-style-type: none"> can use word-processing software to write a worksheet, following standard conventions can search for potential teaching material on the internet can download resources from websites 	<ul style="list-style-type: none"> can create lessons with downloaded texts, pictures, graphics, etc. can organize computer files in logically ordered folders 	<ul style="list-style-type: none"> can use software for handling images, DVDs, and sound files can use any standard Windows/Mac software, including media players can recommend appropriate online materials to students and colleagues can use a data projector for lessons involving the internet, a DVD etc 	<ul style="list-style-type: none"> can set and supervise on-line work for learners can use software for handling images, DVDs, and sound files 	<ul style="list-style-type: none"> can train students to select and use on-line exercises appropriate to their individual needs can edit and adapt sound and video files can show colleagues how to use new software and hardware can coordinate project work with digital media (using, for example, a camera, the internet, social networks) can troubleshoot most problems with classroom digital equipment 	<ul style="list-style-type: none"> can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources can design blended learning modules using a learning management system e.g. Moodle

PROFESSIONALISM

Development phase	1.1	1.2.	2.1	2.2	3.1	3.2
Professional conduct	<ul style="list-style-type: none"> ▪ seeks feedback on her/his teaching practice and other work ▪ seeks advice from colleagues and handbooks 	<ul style="list-style-type: none"> ▪ acts in accordance with the mission and regulations of the institution. ▪ liaises with other teachers about students and lesson preparation ▪ acts on trainers' feedback after lesson observation 	<ul style="list-style-type: none"> ▪ welcomes opportunities to share class teaching (team-teach) with colleagues at one or two levels ▪ acts on feedback from colleagues who observe her/his teaching ▪ contributes to the institution's development and good management and reacts positively to changes and challenges in the institution 	<ul style="list-style-type: none"> ▪ welcomes opportunities to be observed by managers and colleagues and receive feedback on teaching ▪ prepares for and participates actively in professional development activities ▪ actively participates in the development of the institution and its educational and administrative systems 	<ul style="list-style-type: none"> ▪ acts as mentor to less experienced colleagues ▪ leads training sessions with support from a colleague or when given material to use ▪ observes colleagues and provides useful feedback ▪ when the opportunity arises, takes responsibility for certain projects related to the development of the institution 	<ul style="list-style-type: none"> ▪ creates training modules for less experienced teachers ▪ runs teacher development programmes ▪ observes and assesses colleagues who are teaching at all levels ▪ organises opportunities for colleagues to observe one another
Administration	<ul style="list-style-type: none"> ▪ completes routine tasks like taking the attendance register, giving out/ collecting/returning materials 	<ul style="list-style-type: none"> ▪ delivers required plans and records of lessons correctly completed and on time ▪ marks homework and tests efficiently 	<ul style="list-style-type: none"> ▪ handles marking and report writing efficiently ▪ keeps clear, well-organised records of lessons ▪ hands in documents and feedback by time requested 	<ul style="list-style-type: none"> ▪ handles administrative tasks around the job efficiently ▪ anticipates regular but less frequent tasks and completes them in good time ▪ deals with students' issues, enquiries, feedback appropriately 	<ul style="list-style-type: none"> ▪ coordinates administrative tasks with others; collates information, reports, opinions, etc. if asked to do so ▪ takes responsibility for certain administrative tasks such as organising teachers' meetings, gathering, analysing and reporting on end of course feedback etc. 	<ul style="list-style-type: none"> ▪ acts as course coordinator if asked to do so ▪ liaises with enrolment dept / finance dept / sponsors / parents etc. as necessary ▪ contributes actively to the design or review of administrative systems

GLOSSARY OF TERMS USED IN THE GRID

Assessed teaching: teaching that has been observed and evaluated in a formal way by a senior teacher, mentor or academic manager.

Blended learning: combination of face-to-face classroom methods with computer-mediated activities.

CEFR (Common European Framework of Reference for Languages): the CEFR is a document which provides descriptors (can-do statements) and prioritises the communicative competences of learners of foreign languages at different levels (A1, A2; B1, B2; C1, C2). These provide a basis for standardised assessment of a learner's language proficiency.

Certificate in teaching the target language: document which certifies that a person has successfully completed a structured course on teaching the target language.

Context: factors in the teaching environment that have an influence on the teaching and the learning process of learners, for example: country, age of the students (primary, secondary, adults), kind of school (public, private), etc.

Course coordinator: person responsible for the development and day to day operation of a specific language course.

Curriculum: overall description of the aims, content, length, organisation, methods and evaluation of an educational course.

Degree module: self-contained unit that is part of a degree course.

Digital media: digitised content (text, graphics, audio, and video) for teaching that can be transmitted over the Internet or computer networks.

Documented: evaluative or factual information recorded in writing; examples of what can be: documented feedback given by the tutor / academic manager who has observed a teacher's lesson; documented teaching practice that has been observed and assessed in writing by a tutor or academic manager; documented teaching experience number of hours a teacher has taught at an institution as formally recorded by employers.

Examination certificate: document that certifies a level of language proficiency usually following a set of agreed standards (in Europe according to CEFR).

Group work: classroom interaction which involves various groups of students simultaneously doing a task together.

IWB (interactive white board): large interactive display that connects to a computer and projector.

Language awareness: teacher's knowledge about the target language (form, meaning and use) and understanding of how the target language – and communication in general – works

Language learning theories: accounts of the psycholinguistic, cognitive and affective processes involved in learning a language and of the conditions that need to be met in order for these processes to take place.

Language pedagogy: the principles and methods of instruction applied when teaching students a foreign language.

Language proficiency: level of the student's linguistic knowledge of the language and ability to use it.

Learning management system (LMS): software for the administration, documentation, tracking, reporting and delivery of education courses or training programs e.g. Moodle.

Learning strategies: a learner's approach to learning and to using information; the ways in which a learner attempts to work out the meanings and uses of words, grammar rules and other aspects of the language they are learning.

Learning styles: learners' individual and habitual ways of acquiring information and skills.

Marking code: use of different symbols to indicate a type of mistake made in written work, e.g. WO – for wrong word order, S – for wrong spelling, etc.

Mentor: an experienced teacher, tutor or academic manager who shares knowledge, skills, and perspectives to support the personal and professional growth of a less experienced teacher (the mentoree).

Micro-teaching: method of teacher training in which trainees practise teaching for a short period of time with peers or volunteer students, usually with a trainer observing them

Models of language form and usage: accurate and appropriate examples of language structures that students can imitate, practise with and learn from.

Needs analysis: procedure for identifying why students need or wish to study the target language, including the purposes for which and contexts in which they will use it.

Outcomes: results of the learning process (what students have actually learned), which may differ from the objectives planned.

Pair work: classroom interaction in which each student works simultaneously on language learning tasks with a partner.

Placement testing: procedure which aims to assess the language level of students prior to starting a course in order to place them in the right group.

Professional development: the professional growth a teacher achieves in the process of gaining experience and knowledge and reflecting on his / her teaching.

Professional diploma: document showing that you have undergone assessment and successfully completed a teacher training or language course.

Progress test: Procedure designed to assess learners' developing language and skills in relation to the course they have been following.

Reference sources: dictionaries, grammar books, teacher's books, encyclopaedias, etc.

Standardisation sessions: training designed to ensure that the teachers at the same institution use the same criteria, such as those specified in CEFR scales, when assessing their learners' speaking and writing skills.

Stereotypical views: fixed and / or simplistic ideas that people have of a particular type of person or culture or way of behaving, etc.

Syllabus: written outline and summary of the content of a course of instruction and the order in which language skills and / or knowledge are to be taught, usually including an indication of how the time should be allocated.

Task-based learning: classroom language learning in which learners work on communicative and interactive activities

Teaching approach: the way in which a teacher or institution applies principles and methods of language teaching.

Teaching technique: a specific way of handling a classroom activity.

Team-teach: to work with a colleague to plan and conduct language lessons for the same group of learners.

Test: procedure for measuring ability, knowledge or performance. There are four basic types: diagnostic, placement, achievement / progress, and proficiency.

Troubleshoot: analyse and solve problems, identify and correct faults in classroom equipment.

Usage: the way language forms and vocabulary are actually used in speaking and writing.

EUROPEAN PROFILING GRID

USER GUIDE



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AIMS OF THE USER GUIDE

The User Guide is a valuable companion to the EPG. It aims to:

- ❖ present the concept and purpose of the EPG
- ❖ describe the structure and contents of the EPG
- ❖ explain the underlying principles and assumptions behind the EPG
- ❖ define the broader areas of application of the EPG and the e-Grid
- ❖ offer specific guidance to the three major groups of users of the EPG and the E-Grid: Teachers, Trainers and Managers
- ❖ answer some Frequently Asked Questions related to the use of the Grid
- ❖ provide a Glossary of Terms

AIMS OF THE EUROPEAN PROFILING GRID

The European Profiling Grid (EPG) is an innovative instrument, the **main purpose** of which is to provide language teachers, teacher-trainers and managers with a reliable means of outlining current competences and enhancing professionalism in language education. The ultimate aim is to increase the quality and efficiency of the training and professional development of language teachers.

More specifically the EPG is intended to:

- ❖ assist self-assessment and mapping of a range of current language teaching skills and competences;
- ❖ outline individual and group profiles of language teachers in an institution, stating the levels of competence attained according to a set of categories and descriptors;
- ❖ help to identify development needs and training programmes;
- ❖ serve as an additional tool for staff selection and appraisal;
- ❖ assist in understanding of and communication between different pedagogical systems and educational traditions in Europe;
- ❖ foster transparency of teaching standards, facilitating teacher mobility.

The EPG is **not** meant to be a checklist for observations, for job interviews or performance reviews. It can only serve as an additional reference point for aspects of appointing and assessing staff. **Its main aim** is to provide a snapshot of the current phases of professional development of teachers in various European countries and help them realise their potential for growth.



THE EPG: UNDERLYING PRINCIPLES AND ASSUMPTIONS

The following basic principles and assumptions underpin the EPG:

The "CAN DO" principle

In line with the Common European Framework of Reference for Languages (CEFR), teacher competences are viewed from a positive perspective, i.e. focusing on what teachers know and are able to do at a particular moment of their career. The principle also reflects the action-oriented approach promoted by the CEFR in the areas of learning, teaching and assessment.

The INCREMENTAL CHARACTER of descriptors

In line with the continuity of teachers' professional growth, the progression of descriptors in the EPG spans three main phases of development and six sub-phases. Each successive phase incorporates features of the preceding one and builds upon it by adding more advanced competences.

The SELF-ASSESSMENT / ASSESSMENT principle

The EPG assumes the existence of - or stimulates the establishment of - a culture of self-assessment in the language teaching institution. Teachers are empowered to judge their own performance in a more informed and objective way. They become motivated to carry out self-assessment in order to monitor and enhance their own development. Trainers and managers, on the other hand, can use the EPG as an additional tool for assessing the developmental needs of their staff and for ensuring the progress of their institution.

The REFLECTION principle

This is closely related to the previous principle: if they reflect on the results of self-assessment (as well as on the outcomes of assessment carried out by peers, trainers and managers) teachers are less likely to overestimate or underestimate their capabilities. They become more aware of their specific needs and areas for development. Using the EPG descriptors is a powerful stimulus for reflection and action planning.

THE EQUAL VALUE of languages principle

Language teaching necessarily involves at least two languages – the language being taught and the mother tongue of the learner. In a modern multicultural world it is highly likely that within a group of learners there may be several mother tongues as well as competence in more than one foreign language. The Grid does not deal with this issue directly. However, it is assumed that, in paying attention to learners' individual and collective needs, language teachers will ensure through their planning, methodology, interaction management and intercultural competence that the equal value of languages is affirmed. Learners will be encouraged to explore and reflect on the similarities and differences between languages and develop their plurilingual competence."

The need for COMMON STANDARDS

The EPG proposes common European standards related to qualifications, language proficiency and awareness, key teaching competences and the professional conduct of language teachers. It thus facilitates the mobility of teaching staff within Europe. It also fosters the transfer of expertise and best practices locally and internationally.

The need for CONTINUING PROFESSIONAL DEVELOPMENT

Most importantly, the EPG, based as it is on research, with its wide range and progression of competences can be reliably used to identify teachers' needs and, alongside other quality assurance procedures, to guarantee the sustainable development of individuals and institutions.

THE MODULAR CHARACTER OF THE GRID

The Grid itself is open to further developments. It can be complemented with new categories and descriptors, thus creating opportunities for continuous updating and creativity.

THE STRUCTURE OF THE EPG

The EPG is a tool which contains a series of **descriptors** of the *can-do* type, outlining the multi-faceted activity of language teachers. The descriptors represent a gradual progression of teachers' qualifications and competences from teachers-in-training, through novice teachers, teachers with considerable practice, to experienced modern language professionals.

Thus, horizontally, the Grid distinguishes between **six phases** of development, which, for convenience purposes, are grouped into three main phases, 1.1 and 1.2, 2.1 and 2.2, 3.1 and 3.2 to encompass teachers of different experience and degrees of competence.



The phases are related to **four** broad categories of language teachers' professional practice: *Training and Qualifications*, *Key Teaching Competences*, *Enabling Competences* and *Professionalism*. Developing vertically, the EPG features **thirteen categories**, grouped in the above mentioned four categories. For a detailed description, the reader is referred to the Grid itself.

(picture from <http://www.epg-project.eu/grid/>)

The first main category, *Training and Qualifications*, consists of **four sub categories**, describing the level of proficiency of teachers in the target language, their education and training, assessed teaching practice as well as the scope and length of their teaching experience. It aims to incorporate the wide range of language proficiency and training backgrounds of teachers in Europe, including both native and non-native speaking teachers. The category, *Key Teaching Competences*, encompasses **four sub categories**, which aim to incorporate teachers' knowledge and skills in methodology, lesson and course planning, assessment, interaction management and monitoring. The category, *Enabling Competences* includes **three sub categories**: intercultural competence, language awareness and the use of digital media. The final category, *Professionalism*, is dedicated to the **two sub categories** professional conduct and administration, including the approach to administrative duties, teamwork and the teacher's commitment to personal professional growth, as well as to the development of the institution.

AREAS OF APPLICATION OF THE EPG

Self-assessment

Teachers can use the EPG descriptors to assess their own competences in the respective areas at any time during their career. **They need to check the relevant descriptors and tick the blank Grid or parts of it (see the blank Grids and samples of completed Grids in the Appendix).** They can also identify developmental pathways and seek professional advice from teacher trainers as to how to develop further. Teachers can continue self-assessing their competences over time and monitor their own progress and professional growth. A printout of the results of self-assessment can be a useful supplement to one's CV.

Assessment

The EPG can facilitate the description and analysis of both individual teachers at the school and the staff as a whole. **The E-Grid** provides a quick, visually attractive and effective presentation of the teaching staff's competences through graphs and tables. On the basis of the results of their assessments of teachers and teachers' own self-assessment, teacher trainers can assess the evolving competences and the developmental needs of the staff.

Training

The individual and group profiles that are generated enable teacher trainers to provide specific professional advice and guidance to teachers, to design different pre-service and in-service training programmes, to recommend different training events outside the school and to encourage individual teachers to do courses leading to qualifications. Trainers can use the existing expertise of experienced teachers by involving them in guiding less experienced colleagues or by encouraging them to lead some training sessions at the school. For their part, managers can create the necessary conditions (attitudinal, financial, etc.) for the further development of their staff and to support in-service teacher training.

Management

Even though the EPG has not been designed for the purposes of appraising staff, managers can use it as an additional tool that will facilitate the process by focusing on relevant categories and descriptors. The EPG also sets some common standards and thus provides greater objectivity when managers select new teachers for their school (bearing in mind the profile of their existing team) or when they delegate new responsibilities to their teachers.

Quality assurance

The EPG proposes a common framework for assessing teachers' qualifications, knowledge, skills and experience and as such it is a reliable tool for guaranteeing the quality of teaching in different institutions and contexts, as language teachers will be assessed by the same criteria elsewhere.

Certification

The EPG, together with carefully designed procedures and additional instruments, can be used to certify staff competences.

MAIN GROUPS OF USERS

Users as individuals:

- ❖ Language teachers in the private sector as well as in the state sector
- ❖ Inexperienced / novice teachers
- ❖ Experienced teachers
- ❖ In-service teacher trainers and mentors
- ❖ Pre-service teacher trainers and mentors
- ❖ Academic coordinators and Directors of study
- ❖ Managers of language institutions

Users as institutions:

- ❖ Language schools and Language centres
- ❖ Language departments of schools
- ❖ Language departments of universities
- ❖ Associations for quality language services
- ❖ Quality assurance institutions
- ❖ Ministries of education
- ❖ Teacher training institutions
- ❖ HR departments

GUIDANCE FOR USE: TEACHERS

You want to become a teacher or you are a practising teacher. **The EPG** and its electronic version (**the e-Grid**) will provide valuable support in **self-assessing** your performance and tracking the stages of your professional growth. **Here are some possible scenarios in which you could use the Grid to help you reach an informed decision rapidly.**

Getting the right qualification

You decide to **become a language teacher**. You are not a native speaker and have studied the target language but you have no language certificate or teaching qualification. The EPG makes you aware of what you need to do to get a teaching job (see Education and Training). You will probably consider sitting an international exam testifying to your level of language proficiency, and also looking for teacher training options that offer documented and supervised teaching practice. If you are a native speaker you will look for centres that offer an internationally recognized teaching qualification.

Accumulating assessed teaching practice

You are a **trainee teacher**. You realize the importance of teaching practice and feedback. You will try to make use of opportunities such as team-teaching, microteaching and teaching at different levels. You will start welcoming the opportunities to be observed by a tutor as well as to observe your peers. You will keep a record of the feedback given and try to incorporate the advice offered in your teaching practice. You will try to be proactive and ask for documented feedback once you begin real classroom teaching (see Assessed Teaching).

Becoming aware of specific needs

You are a **recently qualified teacher**. You realize that you need to further expand your knowledge of language learning theories and methods, learning styles and learning strategies (see Methodology: Knowledge and skills) and you start to participate regularly in the in-service training events at your school as you want to get first to Development Phase 2.2. and later 3.1 which requires in-service training. You become aware of the variety of skills you need to have. Later on, to improve for example your assessment skills you can ask to be trained and involved in conducting placement and progress testing at your school (see Assessment).

Acquiring new skills

You are an **experienced teacher**. For the first time you need to teach a multilingual group, and you realize you need to develop your intercultural competence. You will start to prepare classroom activities to expand your own and your learners' understanding of intercultural issues. You will start to plan for discussions of social and cultural similarities and differences. You will do some reading on the cultural background of your learners to anticipate and manage effectively areas of intercultural sensitivity (see Intercultural competence).

You are an **experienced teacher**. You have been teaching for more than 10 years. You realize, however, that there are areas that have developed only recently. You will seek to avoid burn-out by trying to improve your digital media skills. You will try to use different software programmes, learn how to use the IWB, if one is available in your school, make PowerPoint presentations, and involve your learners in digital projects using platforms like Moodle or Wiggio (see Digital Media).

Growing professionally

You are **an experienced teacher**. You feel prepared to get to Development Phase 3.2 and become a teacher trainer. You will plan to study for an MA degree or a recognized professional diploma (e.g. Cambridge DELTA for teachers of English) (see Education and Training). You will ask to be actively involved in in-service training events as well as run teacher development programmes on your own. You will also ask to be involved in the school's observation scheme so as to observe less experienced colleagues (see Professional conduct).

GUIDANCE FOR USE: TRAINERS

You are an academic coordinator/trainer in a language education institution. Your main responsibility is the professional development of the teaching team. You need to design and run individual and group training programmes that meet the specific needs of your teachers. **Here are some possible scenarios in which you could use the Grid to help you reach an informed decision rapidly.**

Assessing individual teachers' performance

You can use the EPG or parts of it to assess the competences of each individual teacher in your team throughout the academic year. You can do this by exploring first their own self-assessments. Then you can compare these with the results of your lesson observations and post-lesson discussions. Lastly, you can conduct interviews with individual teachers to analyse their stronger and weaker areas and reconcile any differences of opinion. You can focus on a relevant category, a sub category or even a descriptor. Thus, you can permanently keep track and a record of the range of competences and the phases of development of each teacher.

Drawing up the collective profile of the teaching team

By collating the individual profiles of teachers you can outline the group profile of your team and represent it in a table or through a series of graphs. It is a document usually required during internal and external quality assurance procedures in language education institutions. More importantly, in this way you will be, at any moment, aware of the collective strengths and weaknesses in your team. The information will help you to decide to what extent teachers can help each other by sharing best practice. It will also provide useful hints regarding your own involvement as well as how to involve outside experts in the training programmes that you are expected to organise.

Designing and running in-service teacher training programmes

The assessment results based on the EPG can serve as a useful guide for designing individual and group training programmes. For example, when the self-assessment and assessment outcomes reveal that a teacher experiences difficulties with setting up and managing group work (see Interaction Management and Monitoring), you can provide extra help by planning more observations with post-lesson feedback, by guiding her/him to observe more experienced colleagues, to do some relevant reading, etc. If you realize on the basis of the collective profile that the majority of teachers struggle with applying CEFR criteria to assessing learners' speaking and writing skills (see Assessment) then you can plan some CEFR standardization sessions, video observations, practical work on assessing written papers, etc.

Adjusting pre-service teacher training programmes

The EPG categories and descriptors can provide useful insights for pre-service syllabus design. For example, pre-service teacher training programmes can increase the number of hours for observed and assessed teaching practice (see Assessed Teaching). They can extend the scope of competences to be developed by including in a more systematic way intercultural and digital skills (see Intercultural Competence, Digital Media).

In addition, they can contribute to the process of developing a self-assessment culture by encouraging the prospective teacher to use the Grid as an instrument for self-reflection and action planning.

Encouraging the development of specific needs and competences

By using the Grid the trainer pays special attention to individual teachers' strengths. If a teacher is particularly interested in methodology issues and theories of learning (see Methodology: Knowledge and Skills) she/he can be encouraged to prepare a more theoretical session for colleagues, and also to do an MA in a specific area. If another teacher is good at explaining/modelling language (see Language Awareness) or at using a specific marking code for correcting errors (see Assessment) she/he can be invited to run a practical session on these topics. If a teacher displays a high level of technical competence (see Digital Media) she/he may be asked to lead a Special Interest Group on computer-mediated language learning. Thus, some teachers will gradually assume the role of teacher trainers at phase 3.2.

Assisting the School Manager in taking decisions

By making systematic use of the Grid descriptors trainers will be able to assist their managers in taking decisions on staff recruitment and development. The EPG can be used by trainers as a reference point when new appointments are needed, when observing novice and experienced teachers and when appraising aspects of staff performance in order to provide a boost for team building, for individual and institutional growth.

GUIDANCE FOR USE: MANAGERS

You are the manager of a language institution and your major responsibility is staff recruitment and development. You work in close cooperation with your academic coordinator who is also a teacher trainer. **Here are some possible scenarios in which you could use the Grid to help you reach an informed decision rapidly.**

Employing a new teacher

You have to decide on the profile of a new teacher you are planning to employ. You are looking for specific levels of language proficiency combined with methodological competence and relevant experience (see Language Proficiency, Teaching Experience and Key Teaching Competences). The Profiling Grid will guide you in the selection of teaching competences and experience to match your present needs. It will help you to formulate some additional questions during the screening and interview process.

Balancing the teaching team

You want to have a clear overview of the collective profile of your teaching team in order to make it more balanced and versatile in terms of competences so that you are better able to meet the needs of your clients. You can complete individual teacher profiles using the EPG or the e-Grid. By collating the individual profiles of your teachers, you can create a clear graphic representation of the teaching team's profile. You will then have a good basis for allocating more resources to developing certain competences in the team, to delegating new responsibilities to teachers or employing additional teachers with the skills needed.

Benchmarking performance

You decide to update your knowledge of quality standards in language teaching and improve quality assurance procedures. You need to compare your teaching team's general or specific capabilities (lesson planning, assessment) with the capabilities offered by competing institutions. In this case the benchmarks in the EPG can provide a reliable guide (see Key Teaching Competences, Enabling Competences). You and your staff will need to become familiar with the standards and norms suggested by the various categories and sub-categories in the Grid. These common standards will help you learn from the best but also encourage you to identify the unique features of your team.

Assisting appraisals

The use of the EPG for self-assessment and assessment purposes cannot replace your appraisal procedure but it can assist you in making it more effective. You can utilize the self-assessment results of teachers in specific areas and compare them with the results of your own and your academic coordinator's assessments. The discussion will facilitate the process of action planning based on mutual agreement.

During the appraisal you could highlight areas of strategic importance for the institution. For example, unexpectedly you have to deal with unusually diverse groups (different nationalities, educational cultures, religious backgrounds). In such a case your discussion/recommendations could focus on the Intercultural Awareness section of the EPG rather than the whole Grid.

In line with the needs of your institution for the purpose of appraisal you can add a new sub category and new descriptors (for example, relating to the interpersonal skills of teachers, to the specific competences of teachers teaching young learners or teaching corporate clients, etc.)

Matching teacher competences to course type

You are asked to send a teacher with a specific profile to a corporate/institutional client. The teacher is required to have strong competences in course planning for a business context (see Lesson and Course Planning) or more specific competences in the area of digital media for an IT company (see Digital Media) or more advanced competences in the area of assessment for an academic institution (see Assessment). Focusing on these sections of the Grid you can examine the individual profiles of teachers, consult your academic coordinator and make an informed decision.

Supporting teacher development

You need to decide on next year's budget for staff development and wish to concentrate on raising the level of qualifications within the teaching team. You explore the needs of your language institution but also the needs of individual teachers. The individual profiles of teachers based on self-assessment using the EPG will reveal their stronger but also weaker areas. You are particularly interested in the Qualification and Training and Professionalism sections. You look at the self-assessment results and talk to your teachers about their expectations, current needs as well as plans for the future. The discussion based on the EPG will assist you in your decision as to how to support their professional growth through further qualification (e.g. MA or Diploma programmes), through taking specialist courses or participating in national/international seminars and conference events.

APPENDICES TO THE USER GUIDE

SOME FREQUENTLY ASKED QUESTIONS

What's the difference between language proficiency and language awareness? Language proficiency refers to your level of knowledge and ability to use the target language while language awareness refers to your knowledge of how the language works- its structure, meaning, communicative functions, etc. (see the Glossary).

If I am a proficient user of the language, why do I need language awareness? To be able to select, analyze and explain language items for teaching / learning purposes in a way that is appropriate for the level being taught (A1-C2) .

Can I assess myself as 3.1/3.2 under the sub-category of education and training if I have a Master's degree in English Language or in Applied Linguistics but I haven't completed a language pedagogy module? As specified, you need to have a degree or a degree module in teaching the target language involving supervised teaching practice or an internationally recognized certificate in teaching the target language.

I studied methodology at university and we had teaching practice followed by oral feedback. Does it count as assessed teaching practice? If it was part of a language pedagogy module and you were formally assessed, then it can be considered as valid assessed teaching practice.

There are no systematic observations or teacher trainers at my school. How can I obtain documented/structured feedback? You need to be observed by a qualified teacher trainer or a senior teacher at your school. If there are observations at the school, even though not systematic, you might request some written feedback from your observer.

If I specialize in teaching young learners, does it mean that I can't assess myself as 3.1 because I haven't taught in at least 4 different contexts? You might consider previous experiences in different contexts, e.g. state vs. private school, intensive vs. extensive courses, teaching different age groups or teaching one-to-one at some point in your career (see the Glossary).

I am experienced enough and I feel that I am ready to take on new responsibilities and move to development phase 3.2. What do I do? You need to contact your teacher trainer or academic manager so as to discuss together what responsibilities you can take on or how you can be involved in guiding less experienced teachers or in leading some in-service workshops.

How many of the descriptors under a category need to be applicable to me in order for me to assess myself as being at that phase of development? The EPG does not suggest a numerical approach to your competences. It aims at making you aware of your competences and at helping you identify your development needs. It shows where you are at any stage of your career. You can self-assess on an on-going basis so that you can follow your own progress and professional development. You need to tick only the descriptors that apply to you at a given time.

Is it OK if I assess myself as 3.2 under some categories (e.g. education and training) but as 2.2 under the others (e.g. digital media)? It is normal for any teacher to have different levels of competences in different categories, i.e. to have a jagged profile.

Can a non-native speaker be assessed as 3.2 under the sub-category of language proficiency? Yes, if the teacher has native speaker competence in the target language (because s/he has lived or studied in the country for a number of years) **or** has a C2 certificate plus a natural command of the target language.

Does the sub-category of intercultural competence apply to me if I teach only monolingual classes in my country and I do not have personal experience of teaching the target language in multi-cultural groups or in a foreign country? Yes, even if you do not have the experience yet, you need to be culturally aware and be able to anticipate and prevent any intercultural incidents. Also, it is highly likely that you will have some international or migrant students in your class, or students with different ethnic or religious backgrounds. In addition, if you teach adults who work in foreign companies, you need to select materials that are matched to the cultural horizon of learners as well as to develop their ability to discuss and analyze cultural similarities and differences. Also, teachers of different nationality may be teaching at your school.

Could I use the Grid as an observation checklist to observe my colleagues? The EPG is not intended to be used as an observation tool. However, you may use some of the descriptors as a reference point for observing certain aspects of a lesson, for example, those in “interaction management and monitoring”.

BLANK GRID FOR SELF-ASSESSMENT OR ASSESSMENT

TEACHER'S NAME:

DATE:

		DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2.	2.1	2.2	3.1	3.2
QUALIFICATIONS & EXPERIENCE	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

KEY TEACHING COMPETENCES	Methodology: knowledge and skills						
	Lesson and course planning						
	Interaction management and monitoring						
	Assessment						

ENABLING COMPETENCES	Intercultural competence						
	Language awareness						
	Digital media						

PROFESSIONALISM	Professional conduct						
	Administration						

	Teacher A	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2.	2.1	2.2	3.1	3.2

QUALIFICATIONS & EXPERIENCE	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

SAMPLE PROFILES

KEY TEACHING COMPETENCES	Methodology – knowledge & skills						
	Lesson & course planning						
	Interaction management & monitoring						
	Assessment						

ENABLING COMPETENCES	Intercultural competence						
	Language awareness						
	Digital media						

PROFESSIONALISM	Professional conduct						
	Administration						

	Teacher B	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2.	2.1	2.2	3.1	3.2
QUALIFICATIONS & EXPERIENCE	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

KEY TEACHING COMPETENCES	Methodology: knowledge and skills						
	Lesson and course planning						
	Interaction management and monitoring						
	Assessment						

ENABLING COMPETENCES	Intercultural competence						
	Language awareness						
	Digital media						

PROFESSIONALISM	Professional conduct						
	Administration						

	Trainee A	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2.	2.1	2.2	3.1	3.2
QUALIFICATIONS & EXPERIENCE	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

KEY TEACHING COMPETENCES	Methodology: knowledge and skills						
	Lesson and course planning						
	Interaction management and monitoring						
	Assessment						

ENABLING COMPETENCES	Intercultural competence						
	Language awareness						
	Digital media						

PROFESSIONALISM	Professional conduct						
	Administration						

USING THE e-GRID

The e-Grid is an interactive on-line version of the EPG in four languages (English, French, German and Spanish) and can be found at <http://egrid.epg-project.eu/en>. Its main aim is to make the EPG more easily accessible and to assist users in getting the best out of it.

1. The main page (<http://egrid.epg-project.eu/en>) enables users to
 - a. **Review the content of the Grid in nine different languages** section by section by clicking on '**access the e-Grid**'. This version of the Grid contains links to definitions of terms in the glossary. When the mouse hovers over a term highlighted in green, a definition appears (no need to click).
 - b. **Download a PDF version of the whole Grid**, with or without the glossary in list form
 - c. **Download the User Guide** (also contained in this document).

At any time, you can return to the main page by clicking on the e-Grid logo (top left).

2. At the bottom of the main page there are **three separate areas**:
 - One for **teachers** to enable them to assess their own competences
 - One for **trainers** to carry out formative assessments of teachers or trainees they are working with
 - One for **managers, directors of studies or coordinators** who wish to record an assessment of the teachers in their team.

Clicking on or tapping one of these areas will take you to a screen where you can choose either to **start a new assessment** or to **import a previously saved assessment**.

- a. If you choose to start a new assessment/self assessment you will be taken to an on-line form in which to record the details of the teacher whose competences are being assessed, including where he or she works. If you are a teacher you can also upload a photo of herself/himself. If you enter as a trainer or manager you will also need to record some details about yourself. **None of this information is kept on the website or transferred to anyone else: it is merely stored locally on your device for as long as you don't empty your browser's cache and/or click on 'clear all data'** (accessible at any time at the top centre of the screen, even if you leave the assessment half-way through). The site allows you to download the results of your formative assessment/self assessment in pdf or in *.egrid* format, a digital format which enables you to save your profile on your computer and update it at any time.
- b. If you choose to import an existing assessment or self-assessment that was saved in the *.egrid* format, you first need to browse to that file on the computer or tablet that you are using. Please note that you can't open or modify the *.egrid* files with any application other than the e-Grid web-tool itself.

You are a TEACHER and wish to start a first or new self-assessment

- a. After you have recorded the information requested about yourself and your employer (only those items with asterisks are required), you will be taken to a version of the Grid in which you can scroll through groups of descriptors one category and one phase of development at a time. When you find the descriptors that best describe your competence at present, click on it or tap

it. The phase of development you have selected will be recorded in the summary on the right or below.

- b. You can go back to any category by clicking the item in this summary, and you can change it if you think you have been too strict or generous in your assessing yourself! You can skip any category that you don't need to consider or wish to think about later by clicking on/tapping '*skip this step*'.
- c. When you have assessed yourself in all the categories you wish to, you can click on '*go to results*' to see a summary of your self assessment as a bar chart. This will include your name and other details entered, as well as your photo if you uploaded one. It can be exported and saved as a PDF or in the *.egrid* format. If you wish to go back to the self-assessment and change it in the future, choose the *.egrid* format. Remember, the self-assessment cannot be saved on the website. You can also send the self-assessment as a PDF or an *.egrid* file attached to an e-mail, to yourself or to someone else, for example your Director of Studies. You can also simply print it. The data will automatically be stored by the browser: if you wish to delete it, don't forget to click on '*clear all data*' afterwards.

You are a TEACHER and wish to use a previously saved self-assessment:

- a. After uploading your profile in *.egrid* format you will be taken to the summary form with your personal details and your profile in form of a bar chart. If you want just to change your self-assessment because of having developed greater competence since the last occasion, simply click on the relevant category in the list on the right or below. This can be especially useful when you assess your competences regularly, say every six or twelve months.
- b. When you save the self-assessment, the new date will be recorded on the summary (bottom left) and can be printed or e-mailed again.

You are a TRAINER and wish to begin a new assessment of a teacher, trainee or someone you are mentoring:

- a. You will first need to fill in their details, including where they work, and your own name, e-mail address and the position you hold.
- b. You can then begin the assessment basing your comments on your lesson observations, your discussions with the teacher, what you know of their work and background, etc. You simply scroll through the categories of the Grid selecting the descriptors that in your opinion are appropriate for the teacher or trainee at the time of your assessment. You can miss out any categories that you can't or don't wish to complete by selecting '*skip this step*'.
- c. When you have finished, select '*go to results*' and you will see the profile of the teacher or trainee in bar chart and summary form which results from your assessment. If you are unhappy or, on second thoughts, wish to change your assessment, you can simply click on any category in the summary list on the right or below and change your assessment.
- d. When you have finished you can save the assessment in PDF or *.egrid* format. Remember to choose the latter if you want to go back at a later date and complete the assessment. This is especially useful if you decide that you need to focus on certain categories in further observations and feedback discussions. When you have completed the process, you can print and sign the assessment and give it to the teacher or trainee, or e-mail it to them so they have it for a later discussion. Don't forget to select '*finish and clear data*' when you have saved the file.

- e. You may find it useful in the discussion to compare your assessment with the self-assessment that the teacher or trainee has done using the teacher's area of the e-Grid. The discussion should help you to understand where the teacher/trainee considers he or she needs to develop further as well as any differences between their self-assessment and your own assessment. It is usually worthwhile to try to work out between you why the differences exist, as teachers and trainees sometimes underestimate or overestimate themselves. It may be that, as a result of talking it through and discussing the evidence, you decide to revise your assessment – or the teacher/trainee may decide to revise their self-assessment.

You are a TRAINER and you wish to return to an assessment you began or completed previously:

- a. You will first need to upload the file in *.egrid* format that you (or a trainer colleague) saved previously.
- b. You will be taken to the profile of the teacher or trainee that resulted from the previous assessment. As before, you can select any category in the summary list on the right or below. If you have now been able to form an opinion on the basis of more observation and discussion or other evidence, you can add your assessment to complete the profile. Alternatively, you can amend previous assessments in relevant categories. This is especially useful if you are carrying out regular assessments of trainees or teachers you are working with.
- c. When you have completed your revised assessment, you can select '*go to results*' to see the revised profile. If you are happy with it, you can save it as PDF or in *.egrid* format, and/or you can e-mail it to the person you have assessed, or/and you can print out and sign the profile as a more formal record. Don't forget to select '*finish and clear data*' when you have saved the file.

You are a MANAGER, DIRECTOR OF STUDIES OR COORDINATOR, and you wish to begin a new assessment of one of the members of your teaching team:

- a. You will first need to fill in their details, including where they work, and your own name, e-mail address and the position you hold.
- b. You can then begin the assessment basing your comments on your lesson observations, your discussions with the teacher, their work outside the classroom, their CV and other evidence. You simply scroll through the categories of the Grid selecting the descriptors that in your opinion are appropriate for the teacher at the time of your assessment. You can miss out any categories that you can't or don't wish to complete by selecting '*skip this step*'.
- c. When you have finished select '*go to results*' and you will see the profile of the teacher in bar chart and summary form that results from your assessment. If you are unhappy or, on second thoughts, wish to change your assessment, you can simply click on any category in the summary list on the right or below and change your assessment.
- d. When you have finished you can save the assessment in PDF or *.egrid* format. Remember to choose the *.egrid* format if you want to go back at a later date and complete or update the assessment. This is especially useful if you need to focus on certain categories in further observations or want to consider other aspects of the teacher's performance. When you have completed the process you can print, sign and stamp the assessment and give it to the teacher. This is especially useful if the teacher is leaving her or his job after a period of employment: they can use your printed, signed assessment, which is dated, as a supplement to their C.V. when applying for another job. For teachers who are continuing their employment, you can e-mail it to them so they have it for a later discussion with you. Don't forget to select '*finish and clear data*'

when you have saved the file. You may find it useful in the discussion to compare your assessments with the self-assessments done by your teachers using the teacher's area of the e-Grid (see the 'trainer' section above).

- e. When you have finished an assessment you can then simply select '+ new assessment' at the top of the summary list on the right or below to begin assessing another member of your teaching team, going through the same steps as before. You can continue this process until assessments of all members of the teaching team have been completed.
- f. A useful additional facility for managers is the ability to produce reports which provide a profile of the whole team or of groups of teachers. To do this, select 'reports' at the top of the summary list on the last profile that you produce. You can then choose to generate a report which puts the summary profiles of all members of the team side by side in one document, and/or to produce a report which is an overview of the competences of the whole team. Such team profiles are useful when considering who to select for teaching work that requires greater competence in certain areas, or when deciding what competences to look for when recruiting additional teachers. Examples of each kind of team profile are provided below.

Institution Imaginary Language Services

Manager Jean Le Guen

Date 14 October 2013

Report by teacher



Jean Dupont

TRAINING & QUALIFICATIONS

Language proficiency	1.1
Education & Training	2.2
Assessed teaching	3.2
Teaching experience	1.2

KEY TEACHING COMPETENCES

Methodology: knowledge and skills	2.2
Assessment	3.1
Lesson and course planning	2.2
Interaction, management and monitoring	1.1

ENABLING COMPETENCES

Intercultural competence	2.2
Language awareness	2.1
Digital Media	3.1

PROFESSIONALISM

Professional conduct	2.2
Administration	1.2



Juliane Henri

TRAINING & QUALIFICATIONS

Language proficiency	3.2
Education & Training	3.2
Assessed teaching	1.1
Teaching experience	3.2

KEY TEACHING COMPETENCES

Methodology: knowledge and skills	3.1
Assessment	1.2
Lesson and course planning	2.2
Interaction, management and monitoring	3.2

ENABLING COMPETENCES

Intercultural competence	3.2
Language awareness	3.2
Digital Media	2.1

PROFESSIONALISM

Professional conduct	2.2
Administration	2.1



Marianne Martin

TRAINING & QUALIFICATIONS

Language proficiency	3.2
Education & Training	3.2
Assessed teaching	3.1
Teaching experience	2.2

KEY TEACHING COMPETENCES

Methodology: knowledge and skills	3.1
Assessment	2.1
Lesson and course planning	1.1
Interaction, management and monitoring	3.1

ENABLING COMPETENCES

Intercultural competence	1.2
Language awareness	2.2
Digital Media	1.2

PROFESSIONALISM

Professional conduct	3.1
Administration	3.2

Report by competence

	1.1	1.2	2.1	2.2	3.1	3.2
Language proficiency	J. DUPONT					J. HENRI / M. MARTIN
Education & Training				J. DUPONT		J. HENRI / M. MARTIN
Assessed teaching	J. HENRI				M. MARTIN	J. DUPONT
Teaching experience		J. DUPONT		M. MARTIN		J. HENRI
Methodology: knowledge and skills				J. DUPONT	J. HENRI / M. MARTIN	
Assessment		J. HENRI	M. MARTIN		J. DUPONT	
Lesson and course planning	M. MARTIN			J. DUPONT / J. HENRI		
Interaction, management and monitoring	J. DUPONT				M. MARTIN	J. HENRI
Intercultural competence		M. MARTIN		J. DUPONT		J. HENRI
Language awareness			J. DUPONT	M. MARTIN		J. HENRI
Digital Media		M. MARTIN	J. HENRI		J. DUPONT	
Professional conduct				J. DUPONT / J. HENRI	M. MARTIN	
Administration		J. DUPONT	J. HENRI			M. MARTIN

You are a MANAGER, DIRECTOR OF STUDIES OR COORDINATOR, and wish to complete or update a previous assessment of a teacher:

- You will first need to upload the file in *.egrid* format that you (or another member of the management team) saved previously.
- You will be taken to the profile of the teacher that resulted from the previous assessment. As before, you can select any category in the summary list on the right or below. If you have now been able to form an opinion on the basis of more observation and discussion or other evidence, you can add your assessment to complete the profile. Alternatively, you can update previous assessments in relevant categories. This is especially useful if you are carrying out regular (e.g. annual) performance reviews or appraisals of teachers you are working with. The assessment that you make, together with teachers' assessment of their own competences, can form a useful part of the performance review meeting, especially when discussing individual teacher development plans.
- When you have completed or updated your assessment, you can select *'go to results'* to see the revised profile. If you are happy with it, you can save it as PDF or in *.egrid* format, and/or you can e-mail it to the person you have assessed, or/and you can print out and sign the profile as a more formal record. Don't forget to select *'finish and clear data'* when you have saved the file.

ACKNOWLEDGEMENTS

Principal Project Partners :

[Centre International d'études pédagogiques \(CIEP\), France](#) (management and dissemination)

Olivier Steffen, Pernelle Benoit, Jeanne Collin

[Evaluation & Accreditation of Quality in Language Services \(EAQUALS\), UK](#) (field testing)

Richard Rossner, Brian North, Joanna Watson, Anna Andor

[British Council, UK](#) (Quality assurance)

Tim Phillips and Maggie Milne

[Instituto Cervantes, Spain](#) (translation)

Elena Verdía Lleó, Marta Higuera García, Conchi Rodrigo Somolinos, Margarita Hornillos Jerez, Àngels Ferrer Rovira

[Bulgarian Association for Quality Language Services \(OPTIMA\), Bulgaria](#) (content development)

Galya Mateva, Daniela Rainova, Svetla Tashevskva, Albena Vitanova

[Goethe-Institut e.V., Germany](#) (exploitation)

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Translation credits:

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DUTCH				
ENGLISH				Tim Phillips, Phil White, Martin Heineberg
FRENCH				
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INSTITUTIONS WHICH ASSISTED WITH THE FIELD-TESTING OF THE PILOT GRID, IN ADDITION TO PROJECT PARTNERS:

Austria	Foreign Language Centre Graz; University of Vienna
Bosnia & Herzegovina	Anglia V, Bijeljina
Bulgaria	Avo-Bell, Sofia; British-Bulgarian Information and Language Centre, Sofia; Matevi Language Centre, Sofia; New Bulgarian University, Sofia
France	Accent Français ; Alliance française de Lyon ; Alpha b ; Carel ; CIA d'Antibes ; French in Normandy ; IFALPES ; IS Aix en Provence ; Paris Langues ; Quai d'Orsay ; Université Blaise Pascal
Germany	Eurocentres Berlin; Ludwig-Maximilian-University, Munich; Friedrich-Schiller-University, Jena; University of Flensburg Foreign Languages Department; Georg-August University, Göttingen
Ireland	International House Dublin
Italy	Torre di Babele; Università' Upter
Romania	Institut Français de Roumanie
Spain	CLIC Sevilla; International House Madrid; Instituto Hemingway (Bilbao); Universidad Internacional Menéndez Pelayo; Inhispania; Alcelenguas; Esade language centre univ. Ramon Llull; Escuela Oficial de Idiomas Barcelona-Drassanes; Babylon Idiomas; Don Quijote Tenerife; Enforex Valencia; Fundación José Ortega y Gasset;; Universidad de Las Palmas de Gran Canaria; Universidad de Vigo - Facultad de Filología y Centro de Linguas; Academia Atlántika; Escuela Superior de Español de Sagunto; Universidad de Zaragoza, UIMP, Fundación Comillas, Universidad de La Rioja
UK	International House London; ELC Edinburgh: Eurocentres London, Eurocentres Brighton, Eurocentres Bournemouth, Eurocentres Cambridge

The EPG Project Team also wishes to thank the nearly 2,000 teachers from 64 countries who took part in on-line surveys related to the validation of the pilot Grid, as well as the 100 trainers and 64 managers who participated in face-to-face, phone or e-mail field testing.