

THE COMPETENCE PROFILE OF AN ENGLISH TEACHER

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The Competence Profile of An English Teacher

Name of the student teacher: _____

1. PLANNING

The student teacher:

- 1.1 Plans lessons systematically according to both long-term and short-term objectives, considering curriculum documents, learners' abilities and needs, particularly regarding their age, cognitive maturity, level of communicative competence, and special educational needs.
- 1.2 To achieve educational objectives and in accordance with the nature of the content taught, selects appropriate methods and interaction patterns, chooses relevant content, and considers the coherence, complexity, and interconnection of the teaching content. Selects and arranges language learning tasks focusing on the language subsystems (grammar, vocabulary, etc.) and skills (reading, speaking, etc.) in agreement with the objectives.
- 1.3 During planning, differentiates requirements on learners, the amount of the content taught, teaching methods, and interaction patterns. It is clear from the lesson preparation that the planning responds to various types of learners; the student teacher can plan additional activities specifically for one or more learners in the class.
- 1.4 Plans how to identify whether learners have accomplished the task/lesson objectives. Provides space for the final reflection.
- 1.5 While planning, anticipates various situations that may arise during teaching, and conducts a didactic analysis of the content. Anticipates possible ways of solving tasks by learners, "mistakes" learners might make in understanding the content taught, and formulates written questions to enhance this understanding.

And others...

Self-evaluation of the student teacher, including evidence and ways of further development
(specific references to materials, such as lesson plans and video recordings, as well as their reflections).

To self-evaluate, use the scale:

I've been mostly successful. – I've done well, but... - I haven't been successful much.

2. COMMUNICATION AND CREATING A LEARNING ENVIRONMENT

2.1 Communicative skills

The student teacher:

- 2.1.1 While teaching, uses English and/or the first language that is comprehensible for learners.
- 2.1.2 Effectively uses non-verbal communication (for instance, maintaining eye contact, smiling, making friendly and welcoming gestures, and showing respect towards personal space).
- 2.1.3 Provides adequate communication space for all learners (seeks a balanced interaction with individual learners), encourages them to use English productively, and facilitates opportunities for communication among learners.
- 2.1.4 Adjusts question types appropriately for learners, including open-ended questions that activate higher-order thinking and require coherent learner speech. Provides sufficient time to think and respond. Encourages learners to ask questions and acknowledges their willingness to ask questions.

2.2 Development of a positive social classroom climate

The student teacher:

- 2.2.1 Creates an environment of mutual respect and courtesy.
- 2.2.2 Manages discipline in the classroom, which is understood as adherence to an agreed order, rules of coexistence, and manners in the classroom. Responds appropriately to disruptive behaviour and ensures its minimal occurrence. Interacts with learners with respect and courtesy when dealing with disciplinary issues.
- 2.2.3 Includes activities and strategies into teaching that contribute to the development of collaboration, builds positive relationships within the class, and assists in integrating isolated or rejected learners.

2.3 Preparation of a stimulating physical environment

The student teacher:

- 2.3.1 Adapts the classroom arrangement to planned activities by, for example, seating learners in a circle during group work.

And others...

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3. MANAGEMENT OF LEARNING PROCESSES

The student teacher:

- 3.0.1 Can manage and organise a lesson – conducts the lesson according to the prepared plan but can respond flexibly to changing situations, considering learners’ needs and abilities. At the same time, does not lose his/her focus on lesson aims, uses time effectively.
- 3.0.2 Individualises the support of learning with respect to learners’ abilities (e.g., differentiates the teaching content and requirements, respects the individual learning pace and modifies teaching techniques, criteria, and assessment methods.)
- 3.0.3 Facilitates learners’ intrinsic motivation to learn – tries to provoke their curiosity and interest in learning new things.

3.1 Methods, techniques and strategies of the teaching/learning process

The student teacher:

- 3.1.1. Uses a spectrum of teaching methods and techniques considering the lesson aims and learners’ needs and abilities.
- 3.1.2. Creates or chooses appropriate learning tasks/activities in alignment with lesson aims and the content taught. Gives clear instructions. Understands what learning processes the selected task/activity involves and promotes. Interconnects the learning situations in class with those in real life.
- 3.1.3. Uses suitable interaction patterns in lessons.
- 3.1.4. Selects the appropriate number of new lexical units (e.g., words, phrases) that are learnable within the lesson; chooses variable activities through which learners can acquire the meaning of new lexical units in context, their pronunciation and written form, and other relevant aspects (e.g., word classes, collocations, synonyms, antonyms).
- 3.1.5. Includes activities focused on pronunciation (both segmental and suprasegmental phenomena), including both reception and production (e.g., individual phonemes, rhythm, or intonation.)
- 3.1.6. Chooses suitable techniques and strategies for grammar teaching (developing explicit/implicit knowledge, using inductive/deductive approach). Can contextualise the selected grammatical structures appropriately and relate them to learners’ experience. Creates or chooses such lesson activities that enable learners to master both the form and function of the relevant grammatical structures and use them in communication.
- 3.1.7. Includes activities focused on developing listening comprehension, chooses recordings, or prepares his/her materials, which correspond in their difficulty to the learner’s needs and abilities (length, language, topic, accent of the speaker, etc.). Creates or selects activities that elicit listening comprehension; the recording and the task given are in agreement; prepares learners for the listening activity and motivates them to complete the task.
- 3.1.8. Creates opportunities for learners’ spoken production and chooses activities relevant for speaking development, both for producing sustained monologue (e.g., learners provide information about themselves and talk about their hobbies) and for interaction (e.g., one learner interviews the other). Uses relevant interaction patterns and provides feedback corresponding to the aim of the activity.
- 3.1.9. Includes appropriate activities focused on reading comprehension (if relevant); chooses texts of various genres with suitable scope and topic; chooses or creates lesson activities that help to develop an understanding of the text; the type of text and the task given correspond; the student teacher prepares learners for reading and motivates them for completing the task.

- 3.1.10. Creates opportunities for written production of learners (if relevant), creates or chooses suitable learning tasks/activities in which learners learn to produce various types of written texts.

3.2 Supporting learning

The student teacher:

- 3.2.1 Uses the learner's previous knowledge and experience when providing instruction.
- 3.2.2 Guides learners to evaluate and use various sources. Therefore, the student teacher uses varied teaching aids (including ICT), evaluates them critically, and modifies them according to learners' needs.
- 3.2.3 Familiarises learners with effective language learning strategies.
- 3.2.4 Promotes opportunities for thinking and problem-solving, confronting various opinions and notions of learners, and stimulates their argumentation.
- 3.2.5 Encourages learners to reflect on their learning.
- 3.2.6 Supports responsibility and independence of the learner's learning process and enhances learner autonomy.

Self-evaluation of the student teacher, including evidence and ways of further development (specific references to materials, such as lesson plans and video recordings, as well as their reflections).

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4. ASSESSING LEARNERS

The student teacher:

- 4.1 Introduces the assessment criteria to learners (learners know what is being evaluated and what weight the individual criteria have in the overall assessment) and invites learners to participate in creating the criteria.
- 4.2 Assesses the learning processes – continuously provides feedback on the learning processes and behaviour of the learner using descriptive language; considers the procedure, degree of effort, interest, and level of cooperation. Suggests strategies for improvement (what is needed to improve/change and how); approaches learners' mistakes as an opportunity to learn. When providing feedback, the student teacher distinguishes between activities for language accuracy and fluency.
- 4.3 Assesses the learning outcomes, considering their abilities and appreciates the learner's progress.
- 4.4 Creates opportunities for self-assessment and peer assessment of learners. Encourages learners to take responsibility for their learning and develops their ability to self-assess and peer-assess with reference to the well-known criteria.

And others...

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5. REFLECTION ON TEACHING

The student teacher:

- 5.1 After each teaching unit (lesson, block, week), evaluates implemented strategies, methods, techniques, and interaction patterns, referring to the planned lesson aims and their achievement.
- 5.2 Considers the influence of his/her teaching on learning.
- 5.3 Can explain reasons for his/her professional actions and/or suggest alternative ways of his/her work to increase the quality of learning.
- 5.4 Thinks about his/her teaching process in a broader context concerning the long-term aims and learner's abilities and needs.
- 5.5 Has formulated his/her professional philosophy and conception of teaching that he/she can explain and justify.

And others...

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6. CONTEXT OF TEACHING

The student teacher:

- 6.1 Gets involved in the life of the school and participates in school activities and projects. Is ready to be involved in the planning and realisation of educational projects.
- 6.2 Contributes to creating a positive school climate by his/her approach and communication with the school management and colleagues.
- 6.3 Participates in sharing professional experience within the school community and engages in various forms of collegial cooperation in improving the quality of teaching.
- 6.4 Is familiar with the school philosophy and the school education program and gets involved in discussions about its modifications, etc.
- 6.5 Creates conditions for communication with parents based on mutual respect and courtesy.
- 6.6 Initiates different forms of cooperation between teachers and parents and encourages parents' involvement in the school or class life.

And others...

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The student teacher's final self-evaluation and an outlook for further professional development:

Mentor's evaluation of the student teacher and recommendation for his/her further professional development:

The student teacher's signature:

The mentor's signature: