| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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## 1 Language learning and language teaching methodologies

| | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| 1.1 Language learning theories | Demonstrates understanding of language learning theories and their implications for teaching (e.g., scaffolding, noticing, immersion, comprehensible input, L1 transfer, zones of proximal development). | Effectively employs language learning theories in lesson plans and classroom practice. | Analyses language learning theories and adapts or designs lessons based on analysis. | Revises curricula and leads staff professional development using knowledge of language learning theories and their implications for teaching. |
| 1.2 Language teaching methodologies | Demonstrates understanding of language teaching methods (e.g., communicative approach, task-based learning, explicit teaching, guided discovery, text-based learning). | Effectively employs different language teaching methods. | Critically selects and analyses a range of language teaching methods and adapts or designs lessons incorporating these. Models and shares these methods with colleagues. | Designs courses that include a variety of appropriate language teaching methods and provides methodologically sound feedback when observing teachers. |
| 1.3 Strategies to develop students' 21st century skills | Demonstrates understanding of teaching strategies to develop students' 21st century skills (e.g. problem solving, critical and creative thinking, team work) | Effectively employs teaching strategies to develop students' 21st century skills. | Critically selects and analyses strategies to develop students' 21st century skills and adapts or designs lessons incorporating these. Models and shares these strategies with colleagues. | Designs courses that include teaching strategies to develop students' 21st century skills and works with colleagues to review and expand their repertoire of these. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| **2 Understanding the learner** | | | | |
| 2.1 Catering to diverse learner characteristics of students | Demonstrates understanding of key terms relating to diverse learner characteristics of students (e.g., learning preferences/needs, previous learning experiences, cultural and linguistic background). | Differentiates teaching and uses strategies to meet the diverse learner characteristics of students. | Designs and effectively implements lesson plans and teaching resources that incorporate strategies to meet the diverse learner characteristics of students. Models and shares these strategies with colleagues. | Develops courses and leads peers to employ teaching strategies that cater to the diverse learner characteristics of students. |
| 2.2 Meeting students' needs across different levels and including learning differences and disabilities | Demonstrates understanding of strategies for differentiating teaching to meet the specific needs of students across a range of levels/abilities including supporting students with learning differences. | Differentiates teaching and uses strategies to meet the specific needs of students across a range of levels/abilities including supporting students with learning differences. | Designs and effectively implements lesson plans and teaching resources that incorporate differentiated strategies to meet the specific needs of students across a range of levels/abilities including supporting students with learning differences and disabilities. Models and shares these strategies with colleagues. | Develops courses and leads peers to employ teaching strategies that support the participation and learning of students across a range of levels/abilities including supporting students with learning differences and disabilities. |
| 2.3 Ensuring students' wellbeing, mental health and safety | Demonstrates understanding of strategies that support student wellbeing, mental health and safety working within institutional and legislative requirements. | Employs strategies that ensure students' wellbeing, mental health and safety within institutional and legislative requirements. | Analyses the effectiveness of strategies that maintain student wellbeing and mental health and supports colleagues to implement institutional and legislative requirements to ensure student safety. | Reviews, evaluates and explores new approaches to institutional student wellbeing, mental health and safety policies within legislative requirements and assists colleagues to update their practices. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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## 3 Assessment, feedback and reporting

| | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| 3.1 Assessment Knowledge (types, tasks and principles) | Identifies the need for different assessment types (e.g., formative and summative assessment, diagnostic, progress and achievement tests) and explains the basic assessment principles (e.g., validity, reliability, fairness). | Effectively employs a range of assessment types and with guidance adapts class assessments to adhere to basic assessment principles. | Analyses the effectiveness of assessments and assessment results across a range of different courses and levels. | Creates effective formal tests, assessment criteria, and rubrics, according to assessment principles. |
| 3.2 Selecting/designing assessment | Conducts and marks class tests in familiar courses when given the training and materials to do so. | Effectively uses assessments provided across a range of courses (General English, Academic English, Exam Preparation, Direct Entry Programs, etc). | Assesses students effectively against standardised frameworks such as CEFR to determine a student's level of proficiency across a range of courses. | Designs, validates and interprets tests against external benchmarks reliably, guiding less experienced colleagues to do so also. |
| 3.3 Giving feedback | Selects from a range of feedback strategies to provide constructive and appropriate feedback on language production. | Provides timely, effective and clear feedback to learners about their achievement relative to their learning goals with an appreciation for differing learner needs. | Distinguishes between learners' levels and selects from an effective range of strategies to provide appropriate and individualised feedback based on informed and timely judgements of each student's current needs in order to progress learning. | Mentors and provides training to colleagues in applying a range of timely, effective and appropriate feedback strategies. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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## 3 Assessment, feedback and reporting

| | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| 3.4 Moderation | Demonstrates understanding of assessment moderation and its role in making comparable judgements on student learning. | Actively participates in assessment moderation activities with colleagues to support consistent and comparable judgements of student learning. | Assesses the consistent application of assessment criteria through moderation activities that support comparable judgments of student learning and uses assessment data to evaluate student understanding and inform future teaching. | Mentors and provides training in relevant areas of assessment, standardisation and moderation. |
| 3.5 Reporting on student achievement and monitoring progress | Understands the purpose of keeping accurate records and reports on student achievment as directed. | Uses a range of strategies to monitor student progress and keeps reliable records to report on student achievement. | Analyses student progress and enacts appropriate interventions to improve student achievement. | Evaluates mechanisms for monitoring and reporting and the effectiveness of interventions. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| **4 Managing the lesson** | | | | |
| 4.1 Creating good rapport and a constructive learning environment | Demonstrates understanding of strategies to create good rapport with students and a constructive and motivating learning environment. | Employs strategies that create positive interactions and good rapport to engage students in a constructive learning environment. | Analyses and critically selects strategies that create supportive and constructive learning environments that engage all students. Models and shares these strategies with colleagues. | Reviews, evaluates and explores new approaches to strategies used at the school to create good rapport with students and a constructive and motivating learning environment and assists colleagues to update their practices. |
| 4.2 Managing classroom activities | Demonstrates understanding of strategies to set up, monitor and manage familiar classroom activities. Gives clear instructions. | Effectively employs classroom management strategies to establish, monitor and manage individual, pair and group work. Gives clear instructions and checks understanding. | Analyses and critically selects classroom management strategies for a range of interaction patterns. Gives clear and effective instructions. Models and shares these strategies with colleagues. | Leads teachers in developing awareness and mastery of effective classroom activity management and embeds best practice in classroom management into curricula via teachers' notes where applicable. |
| 4.3 Controlling pace and timing of lessons | Demonstrates understanding of techniques to control timing and pace of lessons and keep learners on task. | Effectively manages timing and pace of lessons and keeps learners on task. | Develops, models and shares with colleagues techniques to control timing and pace of lessons and keep learners on task. | Develops and leads colleagues in reviewing and implementing techniques to manage timing and pace of lessons appropriately and keep learners on task. |
| 4.4 Managing challenging behaviour | Demonstrates understanding of strategies to manage challenging student behaviour and deal appropriately with student issues as they arise. | Manages challenging behaviour by establishing clear expectations with students and addressing behavioural issues promptly, fairly and respectfully. | Develops, models and shares with colleagues a flexible repertoire of behaviour management strategies. | Leads and implements behaviour management initiatives to support colleagues to broaden the range and effectiveness of their strategies. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| **5 Lesson and course planning** | | | | |
| 5.1 Identifying and selecting aims/goals | Identifies and sets learning goals in lessons with a basic awareness of varying abilities, needs and learner characteristics. | Plans purposeful and achievable learning goals across a sequence of lessons that are differentiated for individuals and groups to ensure appropriate learning experiences for all students. | Designs lesson sequences and courses that establish coherent links between intended learning goals, learning experiences and outcomes. | Implements procedures to monitor the effectiveness and achievement of learning goals in courses and programs across different contexts, responding to identified issues, problems and concerns. |
| 5.2 Planning lessons and courses | Identifies different lesson components and plans lesson sequences according to given template using knowledge of student learning, content and teaching strategies. | Implements well-structured learning and teaching lesson sequences that engage students, promote learning and use relevant teaching strategies. | Modifies courses to create productive learning environments that engage all students and apply effective teaching strategies. | Leads colleagues in selecting, creating and evaluating resources, including digital technologies, for application by teachers in different courses and programs. |
| 5.3 Selecting and using resources and materials | Demonstrates knowledge of curriculum materials and a range of resources, including digital technologies in designing learning experiences. | Selects a range of instructional resources and integrates digital technologies to engage students and enhance their learning. | Critically evaluates and selects curriculum materials, instructional resources and digital technologies to promote learning for a given context. | Leads regular reviews of courses and programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from students, peers and managers. |
| 5.4 Evaluating and improving lessons and courses | Demonstrates knowledge of the strategies that can be used to evaluate lesson plans to improve student learning | Determines the effectiveness of lessons and courses using evidence, including feedback from students and student assessment data, to inform planning. | Reviews courses using student feedback, student assessment data and knowledge of curriculum. | Leads curriculum planning teams to facilitate the development and implementation of courses and programs. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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## 6 Content knowledge/knowledge of specialisation

| | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| 6.1 Teaching knowledge about language | Demonstrates knowledge of the basic principles, techniques, tools and resources for teaching grammar (e.g., clauses, the tense system) and vocabulary (e.g., word forms, collocations). | Selects appropriate resources and strategies for teaching grammar and vocabulary in context (e.g., identifying form and function in text types, how word meanings change in different contexts). | Identifies gaps in students' knowledge about grammar and vocabulary and adapts lessons to provide accurate language models and effective teaching strategies. | Combines own knowledge about language with a range of resources and teaching strategies to improve students' grammatical and lexical competence. |
| 6.2 Teaching language skills (reading, writing, speaking, listening) | Uses basic teaching techniques, tools and technologies to teach speaking, listening, reading and writing. | Selects appropriate resources and strategies for integrating some or all of the macro skills of speaking, listening, reading and writing. | Adapts resources and uses authentic texts to integrate the macro skills and also focus on the discourse features of spoken and written texts. | Creates integrated skills learning activities for a range of spoken and written genres. These activities focus on advanced conversation skills (e.g., backchanneling, shifting topics, and advanced writing skills, such as using nominalisation and hedging.) |
| 6.3 Teaching different courses | Demonstrates knowledge of different ELT courses available to students and the focus of each course (e.g., GE, EAP and exam preparation courses) | Selects appropriate resources and strategies for teaching different types of ELT courses. | Adapts and crtically analyses resources and lessons to tailor them to specific skills needed for particular course types. | Designs and develops materials, lessons and curricula for different types of ELT courses. |
| 6.4 Teaching language expression | Demonstrates knowledge of basic teaching techniques, tools and technologies to teach pronunciation (stress, rhythm and intonation). | Selects appropriate resources and strategies for integrating the sounds and the symbols used to represent sounds in writing. | Adapts resources and uses authetic texts to teach pronunciation and sound-spelling connections. | Identifies individual student's pronunciation difficulties and applies appropriate teaching strategies, including phonics instruction, stress timing, rhythm and intonation. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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## 7 Technology enhanced learning and teaching

| | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| 7.1 Language learning and teaching theory in a digital context | Recognises how digital technologies influence the ESL learning and teaching process in areas such as pedagogy, methodology, learner motivation and learner engagement. | Applies language teaching and learning theories and methodologies (e.g., SAMR, multimedia theory and digital literacies) in a digital context. | Adapts or synthesises language teaching and learning theories and methodologies to achieve intended learning outcomes in a digital context. | Evaluates the capability of digital learning and teaching technologies to achieve intended learning outcomes. |
| 7.2 Selecting and using digital resources and materials | Recognises key terminology related to technology-enhanced learning and teaching (e.g., synchronously, asynchronously, blended teaching, flipped model, CALL, MALL, digital literacies, learning analytics, etc). | Applies a range of digital tools that are appropriate to the learning environment (e.g., synchronous, asynchronous and blended), with some technical support as necessary. | Adapts and cohesively integrates a range of digital tools to motivate and engage learners. | Designs and develops technology-enhanced learning and teaching programs, lesson plans or materials. |
| 7.3 Managing and supporting the use of digital technology tools | Recognises the importance of utilising digital technologies safely, responsibly and ethically. | Provides and manages learners' access to digital learning tools and resources. | Troubleshoots or devises workarounds for technology problems as they occur. | Supports colleagues to effectively utilise digital technology tools in their teaching. |
| 7.4 Assessing in a digital context | Recognises how digital technologies influence assessment and feedback, particularly with regard to learners' digital literacy knowledge and skills. | Utilises digital tools to assess learners and to provide feedback (with some technical support as necessary). | Adapts digital tools to specific contexts in order to assess learners or provide feedback. | Designs, develops or selects technology-enhanced tools for the purpose of assessing learners. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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## 8 Professional engagement, reflective practice and research

| | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| 8.1 Engaging in and applying professional learning to improve practice | Identifies relevant and appropriate formal sources of professional learning and engages with compulsory institution-based professional development sessions. | Initiates formal and informal professional learning both institution and industry-based (networking, workshops, conferences, seminars, courses, professional reading) to update knowledge and extend teaching practice for ongoing professional growth. | Assists colleagues to plan and implement action strategies to respond to identified personal and institution-based professional learning needs. | Creates collaborative relationships and engages in industry networks to expand professional learning opportunities and influence best practice. |
| 8.2 Planning professional learning needs | Demonstrates an understanding of the role that CPD Frameworks and tools play (e.g., English Australia CPD Framework) in identifying goals for his or her own professional development. | Uses CPD Frameworks (e.g., English Australia CPD Framework) and advice from colleagues to identify and plan professional learning goals and needs. | Analyses CPD Frameworks (i.e. English Australia CPD Framework) to plan personal professional development goals and support colleagues to identify and achieve learning goals and improve teaching practice. | Employs CPD Frameworks to plan and lead the development of high-quality professional learning programs that contribute to the development of a learning community and address the needs of colleagues. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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## 8 Professional engagement, reflective practice and research

| | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| 8.3 Collaborating with colleagues to improve practice | Seeks constructive feedback from supervisors and colleagues to address identified professional learning needs and improve teaching practices. | Applies constructive feedback from a variety of sources (e.g., classroom observation, feedback from supervisors, colleagues and students, research) to reflect on and improve professional knowledge and teaching practices. Contributes to collegial discussions on professional issues. | Supports the professional learning of colleagues by presenting the knowledge, understanding and skills acquired through participation in professional development activities. Initiates and engages in professional discussions in a range of forums (networking, workshops, conferences, seminars) to evaluate practices directed at improving professional knowledge and practice, and the educational outcomes of students. | Implements professional dialogues within industry networks that is informed by analysis of current research and practice to improve the educational outcomes of students across courses and programs. |
| 8.4 Reflecting on teaching and learning | Recognises the importance of reflecting on own teaching and can self identify strengths and weaknesses. | Reflects on teaching in own class and plans action in order to enhance classroom practice and promote professional growth. | Reflects critically on a wide range of actions and experiences and modifies own professional approach based on reflections. Supports colleagues to reflect on their professional experience, issues and practice to enhance effectiveness. | Engages in ongoing critical reflection to generate and apply new ideas that contribute to the improvement of institution-based teaching practice. |
| 8.5 Engaging with teacher research | Demonstrates a basic understanding of teacher research and professional knowledge and how it can help better understand teaching and learning. | Draws on professional knowledge and research to respond to the needs of their students. Undertakes classroom-based self-development projects (e.g., action research, work shadowing, peer observation). | Refers to relevant research and engages in targeted opportunities to apply and conduct small-scale research on own class or teaching to improve practice and outcomes. | Adopts roles of researcher, presenter, facilitator and/or coach to provide appropriate and varied opportunities for colleagues to engage with professional knowledge, including the provision of consistent feedback to others in relation to their self-development. |

| Phases of competency | 1. Foundation | 2. Developing | 3. Accomplished | 4. Lead |
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| **9 Intercultural communication** | | | | |
| 9.1 Intercultural awareness | Recognises the relevance of and need for intercultural communication skills in ESL learning and teaching contexts (e.g., maintaining an approachable and empathetic demeanour, displaying flexibility in communication styles, being aware of non-verbal feedback, focusing on capabilities over deficiencies in language abilities, takes responsibility for repairing communication breakdown, etc.) | Recognises one's own cultural background and own cultural biases. Values cultural norms and practices that are different from one's own. | Reflects on intercultural experiences with the aim to better facilitate such exchanges in the future. | Leads staff and teachers in building greater awareness of intercultural differences and discouraging cultural stereotyping. |
| 9.2 Classroom practice | Demonstrates sensitivity to and understanding of diverse cultures and learning needs in all learning and teaching practices. | Employs strategies and techniques to facilitate intercultural communication and understanding in the classroom, including modeling and teaching inclusive language. | Models and teaches intercultural communication skills to learners in the classroom, and applies learning and teaching approaches that capitalise on the diversity in the classroom. | Designs, creates or modifies resources to incorporate intercultural communication exchanges and training in the classroom. |
| 9.3 Materials review and development | Identifies teaching materials and curricula that have a potential to enhance intercultural competence. | Reviews course materials and curricula for appropriate use in contexts involving intercultural interactions and supplements these with tasks to enhance intercultural competence where appropriate. | Supports colleagues in developing their intercultural communication skills for classroom practice and materials development. | Presents to the sector on classroom approaches and/or innovations for integrating or promoting intercultural communication skills. |