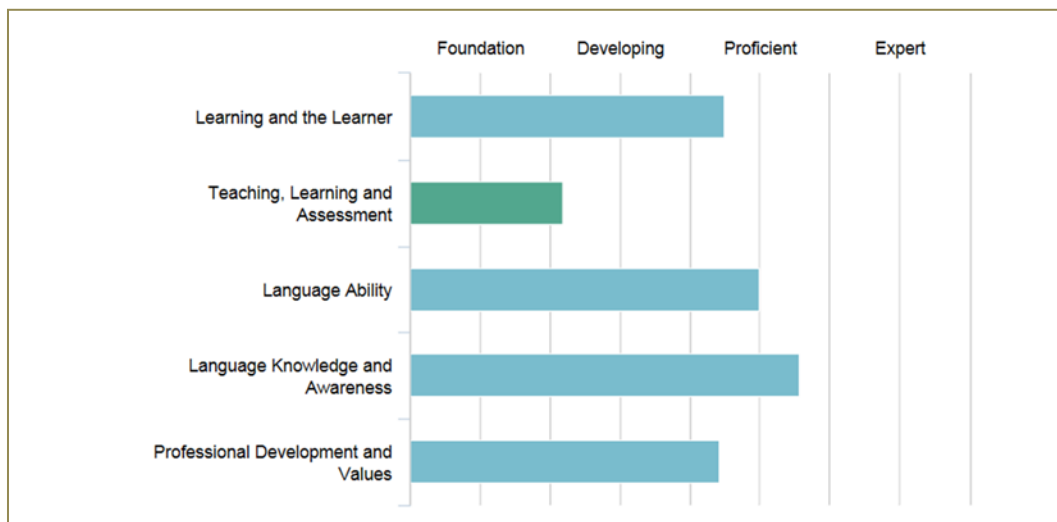# Cambridge English

Teacher Development

Planning your goals

These tasks will help you understand your professional development profile and set your goals for the future.

Task one

Look at this example. This teacher's profile from the Teacher Development Tracker gives a summary of their skills and knowledge across the five categories.

You can use your profile to help you identify where you are in each category of the Cambridge EnglishTeaching Framework, and also to help you think about where you want to be. There's a summary of the Framework below but looking at it in more detail[1] will help you be clearer about what you need to do to improve. If you haven't created your profile yet, do this by using the Cambridge English Teaching Tracker [2] /

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

Task two

Look at some examples of teachers' profiles and goals to help you think about what your goals will be.

Go to the [Teaching Framework pages on our website](#)[3] and read the examples of teachers and their goals for different categories and stages.

Here's an example from the Professional Development and Values category. You can see the knowledge and skills teachers have at Foundation stage of the Framework. There is also an example of Maria's experience and goals in this category.

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[3] www.cambridgeenglish.org/teaching-framework

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Task three

Now decide your own professional development goals. Use your profile to see where you are, then look at the competency statements, and examples to get ideas for where you want to get to and what you can do to get there. Here's an example for a teacher who is at Foundation stage for the Professional Development and Values category.

Category and Stage	Goals
Professional Development	To learn about teaching journals and to start my own.
Foundation stage	To attend conferences to learn more about new ideas.
	To feel more confident in my techniques and skills in the classroom.

Complete this table with your own goals, for one or more of the categories on the Teaching Framework.

Category and stage	Goals
Learning and the Learner	
Teaching, Learning and Assessment	
Language Ability	
Language Knowledge and Awareness	
Professional Development and Values	