

EAQUALS Mapping

This document demonstrates how session aims and topics of the course map onto the EAQUALS framework for language teacher training and development.

The course is mapped to the EAQUALS descriptors of knowledge and skills across development phases 1 and 2.

In the grid below, S1.1= Session 1, screen 1; S1.2= Session 1, screen 2, etc.

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
Session 1 Teaching and learning with technology	<ul style="list-style-type: none"> To investigate the role of learning technologies in teaching and learning. To consider the pros and cons of technology-enhanced learning and a rationale for its use. To examine the different roles of the teacher and the student when using learning technologies. To look at selection and evaluation criteria for digital resources. 	<ul style="list-style-type: none"> Technology used in everyday life and in class Why use technology? Technology terminology A technology timeline Exploring teaching with technology Teaching with technology: three case studies Using technology effectively: introduction to SAMR Using technology effectively: SAMR in practice The pros and cons of technology in language teaching Making the right decisions: a case study Teacher roles and technology Technology and teacher roles 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S1.11, S1.22–23) aspects of educational culture which might affect learners' approach to language learning (S1.22–23) <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (S1.5) Basing lesson and course design and the selection of learning activities on learners' needs (S1.5) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using standard processes and resources available at the school for researching and analysing language and other content in order to plan a logical sequence of lessons based on the TLP (S1.2, S1.8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S1.2, S1.8) planning a logical sequence of lessons based on the TLP and learner needs (S1.2, S1.8) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S1.3) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S1.3) the importance of integrated skills and of recycling and revision (S1.4)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> Students' roles: consuming and producing digital materials Students as autonomous learners Digital literacies: information literacy Evaluating digital resources for the classroom Adding value with mobile technology Using a digital coursebook Special educational needs (SEN), mixed abilities, and technology Teaching with technology for SEN students Try-out task Evidence of learning tasks Session outcomes 	<p>Phase 2</p> <ul style="list-style-type: none"> the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S1.7) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> planning basic activities aimed at integrating skills and at providing opportunities for recycling (S1.2–3, S1.8, S1.16) <p>Phase 2</p> <ul style="list-style-type: none"> successfully balancing objectives that relate to language systems, language skills, and language use (S1.8) linking language skills development with learners' real-life needs (S1.4, S1.11) organizing activities that integrate the use of different language skills (S1.16) reflecting on the extent to which learning outcomes reflect lesson aims (S1.4) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S1.2–3, S1.8, S1.12–13, S1.24) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S1.3, S1.8, S1.16, S1.24) the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S1.8) <p>Phase 2</p> <ul style="list-style-type: none"> various possible teacher and learner roles, and some effective lesson management techniques (S1.3, S1.8, S1.15, S1.24) a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs, and the cognitive demands of these types of activities (S1.2–3, S1.8, S1.16) basic techniques for materials design (S1.2, S1.8) strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S1.17) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> gathering information on the resources available, and selecting teaching materials from set coursebooks (S1.24) selecting and using a limited range of relevant additional resources and technical teaching aids (S1.2–3, S1.12–13) planning some activities to develop learner autonomy following procedures suggested by the coursebook or school (S1.16–17) introducing elements of intercultural awareness into lesson activities (S1.12–13)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S1.4, S1.8–10, S1.13, S1.16, S1.21, S1.24) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S1.2) planning activities to support the development of learner autonomy, considering individual learner needs (S1.16–17) reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S1.13) <p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S1.2–3, S1.7–8, S1.12–13) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S1.2–4, S1.7–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S1.4, S1.7–8, S1.12–13, S1.20–21) the relationship between cultural content in learning resources and the social and cultural background of learners (S1.12–13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S1.2–3, S1.7–8) managing teaching/learning resources well in familiar teaching contexts/situations (S1.3, S1.7–8) creating simple learning materials in line with learners' interests and needs to complement other resources (S1.2–3, S1.8, S1.12–13) basic techniques for using authentic materials in class (S1.3)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S1.7–8, S1.9–10, S1.18, S1.20–21) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S1.2, S1.4, S1.7–10, S1.13, S1.24–28) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S1.3–4, S1.7–10, S1.20–21) • using various resources effectively, including the board and body language, to optimize learning outcomes (S1.2–4, S1.7–10, S1.12–13, S1.20–21) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S1.2–4, S1.7–10, S1.12–13, S1.16, S1.20–21, S1.25, S1.28) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction – whole-class teaching, group work, pairwork or individual activities (S1.12–13) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • setting up and monitoring a basic range of classroom language learning activities, including pair and groupwork, following suggestions in a teacher’s guide (S1.12–13) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S1.12–13) <p>Phase 2</p> <ul style="list-style-type: none"> • varying teacher and learner roles to promote learner-centred activities (S1.15–16) <p>4: Lesson management</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • the kinds of guidance and teaching styles needed to cater for needs of different learners (S1.11) <p>Phase 2</p> <ul style="list-style-type: none"> • no knowledge descriptors for phase 2 <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • adopting different teacher and learner roles according to the teaching/learning context (S1.15)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S1.11) adapting and varying teacher roles to match the context and emerging learner needs (S1.15) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> useful websites and search-engines (S1.3, S1.18–19, S1.24, S1.26–27) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S1.20) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S1.2–5, S1.7–8, S1.12–13, S1.18, S1.20, S1.24, S1.26–27) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using PowerPoint and standard technology in the classroom (e.g. MP3, CDs, the internet) (S1.2–4, S1.6, S1.7–8, S1.12–14, S1.16, S1.18–21, S1.25–28) downloading resources from websites (S1.3, S1.6, S1.12–13, S1.18–19, S1.26–27) searching for potential teaching material on the internet (S1.2–3, S1.6, S1.16, S1.18) organizing materials in logically ordered digital folders (S1.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> troubleshooting problems with classroom digital equipment (S1.7) recommending appropriate online materials (S1.25) creating lessons with downloaded texts, pictures, graphics, etc. (S1.2–4, S1.6, S1.18) setting & supervising individual online work (S1.12–13, S1.16) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the nature and role of different kinds of motivation in learning (S1.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S1.12–13) individual differences in learners (aptitude, motivation, learning style, education & social background, etc.) and their impact on learning and teaching (S1.11)

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			<p>7: Learner autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the meaning of 'learner autonomy', and the need for ways of developing it (S1.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> some techniques for developing learner autonomy (S1.17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S1.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S1.16–17) setting up and managing simple individual and group out-of-class projects for language activation and practice (S1.16–17) encouraging learners to take responsibility for their learning, and advising them on independent learning options (S1.17) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>4: Handling relevant cultural issues as part of language learning</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> dealing with other cultures in the learners' home country or in target language countries (S1.12–13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying or adapting materials that promote intercultural understanding (and language use) (S1.12–13) <p>THE TEACHER AS PROFESSIONAL</p> <p>2: Collaborative development</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S1.14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> engaging in, promoting and leading some collaborative development activities (S1.14)

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			<p>4: Lesson observation</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using a variety of reflection tools, e.g. diaries, video recordings, etc. (S1.20) seeking regular involvement in peer observation, asking for advice and engaging in constructive collegial discussion (S1.14) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for effective ongoing communication within the work place and with all stakeholders (S1.14) the need for different teacher roles to support learners' achievements (S1.15, S1.28) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> assuming a variety of roles to support learners' achievement and peer growth, e.g. resource sharer, peer observer, etc. (S1.15, S1.28)

(S2.1 = Session 2, screen 1; S2.2 = Session 2, screen 2, etc.)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
Session 2 Developing digital literacies	<ul style="list-style-type: none"> To understand the relationship between 21st century skills and digital literacies. To analyse and review new ways of communicating using technology. To explore the contribution that technology can make to collaborative learning. 	<ul style="list-style-type: none"> Activate 1 and 2 21st century skills and digital literacies Digital literacies Digital literacies examples Developing digital literacies in class Your digital literacies skills The first 'C': communication and technology 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S2.4, S2.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S2.18) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> integrating awareness of the cultural background of the learners into their teaching (S2.5–6, S2.13) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S2.18)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
	<ul style="list-style-type: none"> To explore activities using technology that aim to develop critical thinking and creativity. To explore the use of a tool or try an activity in class and to reflect on the impact technology had. 	<ul style="list-style-type: none"> Teacher–student communication with Web 2.0 tools Student–student communication with Web 2.0 tools The second ‘C’: critical thinking and technology Case study: an international collaborative project The third ‘C’: critical thinking and technology Bloom’s digital taxonomy Bloom’s taxonomy and technology The fourth ‘C’: creativity and technology Supporting SEN students’ creativity with technology Tools for creativity Try-out task Evidence of learning tasks Session outcomes 	<p>Phase 2</p> <ul style="list-style-type: none"> determining and anticipating learners’ language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (S2.4, S2.18) Basing lesson and course design and the selection of learning activities on learners’ needs (S2.2, S2.12, S2.18) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Knowledge of</p> <p>Phase 2</p> <ul style="list-style-type: none"> the principles and rationale behind the school curriculum and syllabuses, and the way these relate to the needs of learners (S2.4) <p>Skills</p> <p>Phase 2</p> <ul style="list-style-type: none"> planning a logical sequence of lessons based on the TLP and learner needs (S2.12) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p>Phase 2</p> <ul style="list-style-type: none"> a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S2.4, S2.12–13, S2.17, S2.20–21, S2.24) <p>Skills</p> <p>Phase 2</p> <ul style="list-style-type: none"> analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a fairly wide range of level and learner needs (S2.3–4, S2.20–21, S2.24) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S2.19) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S2.17–19, S2.24) the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S2.11, S2.13) <p>Phase 2</p> <ul style="list-style-type: none"> a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs, and the cognitive demands of these types of activities (S2.17–19, S2.24) a wide range of coursebooks and supplementary materials used for different purposes (S2.17) strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S2.11)

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			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting and using a limited range of relevant additional resources and technical teaching aids (S2.17) planning appropriate sequences of activities, paying attention to pace, variety and use of time (S2.12) planning some activities to develop learner autonomy following procedures suggested by the coursebook or school (S2.11, S2.19) selecting activities aimed at getting learners to recycle previously encountered language (S2.12, S2.19, S2.19) introducing elements of intercultural awareness into lesson activities (S2.5–6, S2.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S2.12–13) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S2.12, S2.18–19, S2.24) planning activities to support the development of learner autonomy, considering individual learner needs (S2.11, S2.19) reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S2.12) reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S2.12, S2.19) <p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S2.9–10, S2.24) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S2.9–10, S2.21, S2.24) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S2.17, S2.19, S2.24) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S2.2, S2.4, S2.7–8, S2.12–14, S2.16–17) the relationship between cultural content in learning resources and the social and cultural background of learners (S2.5–6)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • using a limited range of published materials and other learning resources effectively (S2.17) • managing teaching/learning resources well in familiar teaching contexts/situations (S2.12) • creating simple learning materials in line with learners’ interests and needs to complement other resources (S2.8, S2.12, S2.15, S2.18) • basic techniques for using authentic materials in class (S2.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S2.2, S2.12, S2.15, S2.17, S2.21) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S2.5, S2.7) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S2.12, S2.15, S2.17) • using various resources effectively, including the board and body language, to optimize learning outcomes (S2.12, S2.15) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S2.4, S2.8, S2.12, S2.15, 2.20–24) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction – whole-class teaching, group work, pairwork or individual activities (S2.11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • giving clear instructions for a range of basic classroom activities (S2.17) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S2.2, S2.15, S2.17, S2.19, S2.24) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, in order to optimize learning outcomes (S2.11, S2.17, S2.19) • giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S2.17) • varying teacher and learner roles to promote learner-centred activities (S2.19) <p>4: Lesson management</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the kinds of guidance and teaching styles needed to cater for needs of different learners (S2.18)

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			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S2.18) organizing longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S2.13) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S2.18) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S2.12–13, S2.18) adapting and varying teacher roles to match the context and emerging learner needs (S2.18) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic software that is needed for preparing materials & handouts for teaching (S2.12) useful websites and search-engines (S2.7–10, S2.16, S2.22) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S2.5, S2.8–9, S2.15) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S2.2, S2.4–12, S2.15–17, S2.21) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using PowerPoint and standard technology in the classroom (e.g. MP3, CDs, the internet) (S2.4–10, S2.12–17, S2.20–22–23) downloading resources from websites (S2.4–8, S2.15–16, S2.22–23) searching for potential teaching material on the internet (S2.4–8, S2.16–17) organizing materials in logically ordered digital folders (S2.8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using software for handling images, DVDs, and sound files (S2.8) recommending appropriate online materials (S2.7–9) creating lessons with downloaded texts, pictures, graphics, etc. (S2.12, S2.15–16) using the IWB creatively (S2.8–9) setting & supervising individual online work (S2.11–12, S2.16, S2.22–23)

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			<p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the role of feedback and error correction in fostering language learning (S2.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S2.5–6, S2.11, S2.13–14) the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment, etc.), on different aspects of performance such as fluency & accuracy (S2.12) the role of errors in the development of learners' language proficiency and in language learning (S2.12) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving feedback that is clear and identifies positive points as well as areas which need further work (S2.12) <p>7: Learner autonomy</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> some techniques for developing learner autonomy (S2.11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S2.11, S2.19, S2.22–23) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S2.11, S2.19) setting up and managing simple individual and group out-of-class projects for language activation and practice (S2.11, S2.22–23) <p>ASSESSMENT OF LEARNING</p> <p>1: Assessment and the curriculum</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> monitoring classroom learning to identify learning needs and achievement (S2.12)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>3: Impact of assessment on learning</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> delivering feedback to learners in a manner appropriate to the purpose of the assessment and the assessment tasks and in a manner which helps subsequent learning (S2.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning (S2.12) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S2.12) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>2: Applying CEFR principles</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> comprehensive understanding of intercultural communication, language, language levels, etc. (S2.5, S2.13) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> relevant cultural behaviour, traditions, artefacts (S2.12–13) cultural differences and intercultural issues (S2.5–6, S2.12–13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the importance of intercultural aspects in the choice and development of teaching activities and materials (S2.5–6, S2.12–13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> dealing with other cultures in the learners' home country or in target language countries (S2.5–6, S2.12–13) promoting inclusivity and tolerance, and resolving intercultural difficulties (S2.5–6) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using approaches to teaching which help learners to develop intercultural and pluricultural competence (S2.5–6) helping learners to analyse and compare cultural behaviour, traditions, artefacts, etc. with materials and activities appropriate to the group. (S2.5–6) identifying or adapting materials that promote intercultural understanding (and language use) (S2.5–6, S2.12–13) selecting and using materials that are well matched to and yet extend the cultural horizons of learners (S2.5–6)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S2.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a broad range of self-development processes and strategies (S2.20) a range of tools, resources and processes to enhance strengths and to address areas for development (S2.20) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in self development professionally and ethically in supervised educational contexts (S2.20) investigating and gathering information on one's own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S2.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> managing self development autonomously, professionally and ethically in a variety of familiar educational contexts (S2.20) identifying, selecting/recycling and incorporating/exploiting a range of tools, resources and processes to enhance strengths and to address areas for development (S2.20) <p>2: Collaborative development</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S2.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in collaborative development activities, e.g. ideas sharing, workshops, team teaching, peer observation, seeking guidance, project work, etc. (S2.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> attending/presenting at continuous professional development (CPD) events outside the institution (S2.20)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>3: Exploratory teaching</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> exploring classroom-based research opportunities and incorporating research processes as part of exploratory teaching (S2.22–23) <p>4: Lesson observation</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> selecting and adapting different models, processes, tasks, resources and strategies based on feedback (S2.12) using a variety of reflection tools, e.g. diaries, video recordings, etc. (S2.9–10, S2.12) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for effective ongoing communication within the work place and with all stakeholders (S2.3, S2.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> contributing to effective communication and helping maintain the ethos of the institution (S2.3)

(S3.1 = Session 3, screen 1; S3.2 = Session 3, screen 2, etc.)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
<p>Session 3</p> <p>Digital resources: reading and listening</p>	<ul style="list-style-type: none"> To examine the impact of screen-based technologies on reading and listening skills. To explore the benefits of using digital resources to teach reading and listening skills. 	<ul style="list-style-type: none"> Activate 1 and 2 Digital resources for reading and listening Using technology to teach reading and listening skills How technology is changing the way we read 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S3.11) different learning theories and how these are applied to the learning and teaching processes (S3.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S3.8–11) aspects of educational culture which might affect learners' approach to language learning (S3.11)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
	<ul style="list-style-type: none"> To select and evaluate a range of tools to support the development of reading and listening skills. To explore the use of a tool or try an activity in class and to reflect on the impact technology had. 	<ul style="list-style-type: none"> How technology is expanding exposure to English Practical ideas: using technology to develop reading and listening skills SEN and technology for reading and listening skills Text-to-speech technology The reading sub-skills and technology Practical ideas: technology and reading sub-skills The benefits of extensive reading Technology for extensive reading and reading for pleasure Using technology to promote listening skills The listening sub-skills and technology Practical ideas: technology and listening sub-skills The use of podcasts to encourage autonomous learning 	<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> understanding and determining learners' main language learning needs using procedures designed by the school (S3.5, S3.11) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S3.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (S3.4, S3.9, S3.11, S3.14) Basing lesson and course design and the selection of learning activities on learners' needs (S3.3, S3.9, S3.11–12, S3.14–15, S3.17) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S3.8, S3.16) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S3.8, S3.11, S3.13, S3.16) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S3.6) the complex interrelationship between teaching aims and learning outcomes (S3.5) the importance of integrated skills and of recycling and revision (S3.8, S3.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the relationship between grammar, lexis, pronunciation and language skills (S3.13) a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S3.6, S3.11, S3.13, S3.14–15) the interdependence of learning outcomes, the teaching context and individual learners (S3.5) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S3.6) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S3.14) selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account the needs of the learners in the group (S3.4) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S3.6) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S3.3, S3.8, S3.13)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> • Try-out task • Evidence of learning tasks • Session outcomes 	<p>Phase 2</p> <ul style="list-style-type: none"> • analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a fairly wide range of level and learner needs (S3.14) • anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S3.6) • successfully balancing objectives that relate to language systems, language skills, and language use. (S3.11) • organizing activities that integrate the use of different language skills (S3.3, S3.8, S3.11–15, S3.17) • reflecting on the extent to which learning outcomes reflect lesson aims (S3.5) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • some possible ways of organizing lessons and varying activities (S3.11–12, S3.14–15, S3.17) • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S3.3, S3.11–12, S3.14–15, S3.17) • the meaning of ‘learner autonomy’, and the need to develop it (S3.8, S3.18) <p>Phase 2</p> <ul style="list-style-type: none"> • various possible teacher and learner roles, and some effective lesson management techniques (S3.21–22) • a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs, and the cognitive demands of these types of activities (S3.3, S3.11–12, S3.14–15, S3.17) • strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S3.8, S3.18) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • selecting and using a limited range of relevant additional resources and technical teaching aids (S3.9) • planning appropriate sequences of activities, paying attention to pace, variety and use of time (S3.3) • planning some activities to develop learner autonomy following procedures suggested by the coursebook or school (S3.8, S3.18) <p>Phase 2</p> <ul style="list-style-type: none"> • deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S3.3, S3.11) • planning activities to support the development of learner autonomy, considering individual learner needs (S3.8, S3.18)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the notions of reception, production and interaction as key dimensions of language skills development (S3.2, S3.8) the main approaches, methods and techniques of language teaching, and their underlying principles (S3.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S3.5) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S3.2, S3.8, S3.11–15, S3.17–18, S3.20–21, S3.23) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S3.8, S3.11, S3.13) using classroom language appropriate to the level of the learners (S3.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S3.2, S3.8, S3.11–15, S3.17–18, S3.20–23) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S3.11–12, S3.17) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S3.9, S3.14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S3.2–6, S3.11–12, S3.14–15, S3.17, S3.20, S3.23)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • using a limited range of published materials and other learning resources effectively (S3.11) • managing teaching/learning resources well in familiar teaching contexts/situations (S3.11) • basic techniques for using authentic materials in class (S3.7, S3.13, S3.15, S3.17, S3.20) • adopting a professional approach to copyright and indicating the source of materials (S3.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S3.2–4, S3.11, S3.14–15, S3.23) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S3.12) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S3.11, S3.15) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S3.2–3, S3.5, S3.7, S3.11, S3.14–5, S3.19–23) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction – whole-class teaching, group work, pairwork or individual activities (S3.3) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the principles and procedures for effective management of a broad range of interaction modes for optimizing learning, including the flexible switching from one type of activity to another (S3.5) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • establishing a positive rapport conducive to effective learning (S3.11) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S3.3, S3.11–12, S3.15, S3.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, in order to optimize learning outcomes (S3.3, S3.5) <p>4: Lesson management</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting, etc.) (S3.4, S3.14) • using time effectively so that learners feel they are making progress and remain motivated (S3.5)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S3.4, S3.9, S3.14) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S3.9, S3.14) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic software that is needed for preparing materials & handouts for teaching (S3.10, S3.14–15, S3.21) useful websites and search-engines (S3.2, S3.7, S3.8, S3.11–12, S3.14–15, S3.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S3.2–3, S3.8, S3.12, S3.15, S3.17, S3.21, S3.23) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S3.2–3, S3.6, S3.8–12, S3.14–15, S3.17–18, S3.20–21, S3.23) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> word-processing worksheets following conventions (S3.10) using PowerPoint and standard technology in the classroom (e.g. MP3, CDs, the internet) (S3.2–3, S3.5–6, S3.8–12, S3.14–15, S3.17–18, S3.20–21, S3.23) downloading resources from websites (S3.2, S3.8, S3.11–12, S3.14–15, S3.17–19) searching for potential teaching material on the internet (S3.2, S3.4, S3.14–15, S3.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using data-projectors for lessons involving internet, DVD, etc. (S3.12, S3.17, S3.23) troubleshooting problems with classroom digital equipment (S3.6) using software for handling images, DVDs, and sound files (S3.2) recommending appropriate online materials (S3.2, S3.4, S3.14) creating lessons with downloaded texts, pictures, graphics, etc. (S3.6, S3.8, S3.11, S3.14–15, S3.18, S3.23) using the IWB creatively (S3.8, S3.12, S3.17, S3.20, S3.23) setting & supervising individual online work (S3.2–4, S3.15, S3.17)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic psychology of learning, and how languages, including the mother tongue, are learned/acquired (S3.6) • key issues relating to individual differences between learners, and their effect on classroom dynamics (S3.8–11) • the nature and role of different kinds of motivation in learning (S3.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the impact of specific cultural, social and learning contexts on language learning and teaching (S3.6, S3.11) • individual differences in learners (aptitude, motivation, learning style, education & social background, etc.) and their impact on learning and teaching (S3.8–11, S3.15) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • identifying emerging needs and responding to them, seeking advice as necessary (S3.8–10) <p>7: Learner autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the meaning of ‘learner autonomy’, and the need for ways of developing it (S3.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • some techniques for developing learner autonomy (S3.18) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S3.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S3.18) • setting up and managing simple individual and group out-of-class projects for language activation and practice (S3.18) • involving learners in decision making within the lesson and course (S3.18) • encouraging learners to take responsibility for their learning, and advising them on independent learning options (S3.18)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>ASSESSMENT OF LEARNING</p> <p>1: Assessment and the curriculum</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> monitoring classroom learning to identify learning needs and achievement (S3.6) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the communication limitations and learning difficulties of learners with low levels of language proficiency (S3.4, S3.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S3.4, S3.9) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> recognizing the main causes of communication difficulties up to, for example, B1 level (S3.9) overcoming basic communication problems with learners up to B1 (S3.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating most communication difficulties up to at least B2 level (S3.9) overcoming any significant communication problems with learners up to at least B2 level (S3.9) <p>3: Giving sound language models and guidance</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B1 level (S3.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B2 level (S3.9)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving good and correct models of language and paralinguistic features of usage for learners up to B1 level, for example good pronunciation models (sounds, stress and intonation) (S3.16) anticipating, and helping learners at these levels to overcome, major language and communication difficulties (S3.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> providing guidance and correctly answering questions on most aspects of communicative language use, as well as on grammar, vocabulary and pronunciation for learners up to this level (S3.8) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying and using materials that are culturally appropriate (and culturally inappropriate) for given learners (S3.7) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S3.4) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in self development professionally and ethically in supervised educational contexts (S3.4) investigating and gathering information on one's own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S3.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> managing self development autonomously, professionally and ethically in a variety of familiar educational contexts (S3.4) <p>2: Collaborative development</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S3.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in collaborative development activities, e.g. ideas sharing, workshops, team teaching, peer observation, seeking guidance, project work, etc. (S3.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> engaging in, promoting and leading some collaborative development activities (S3.4) attending/presenting at continuous professional development (CPD) events outside the institution (S3.4) <p>3: Exploratory teaching</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> The importance of principled teaching practices and processes (S3.5, S3.11) The importance of exploratory practice and research in teaching (S3.19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>4: Lesson observation</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S3.11, S3.20) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> ethical principles related to teaching and language teaching (S3.5, S3.11) the importance of teaching and other professional and administrative responsibilities and duties within the institution (S3.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> enhancing and extending quality in all aspects of institutional work (S3.4, S3.11, S3.22)

(S4.1 = Session 4, screen 1; S4.2 = Session 4, screen 2, etc.)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
<p>Session 4</p> <p>Digital resources: speaking and writing</p>	<ul style="list-style-type: none"> To explore the benefits of using digital resources to support speaking and writing skills. To look at the ways in which technology can support the speaking and writing skills of students with special educational needs. To select and evaluate a range of tools to support the development of speaking and writing skills. To explore how technology can help with giving feedback. To explore the use of a tool or try an activity in class and to reflect on the impact technology had. 	<ul style="list-style-type: none"> Activate 1 and 2 Using technology to write How technology is changing the way we write Collaborative writing using technology Writing sub-skills in the classroom Digital resources to practise writing sub-skills Process writing using digital resources Using assistive technology with SEN students SEN: technology to improve speaking and writing How technology facilitates spoken communication Digital resources to practise speaking skills Pronunciation: evaluating digital tools The importance of giving feedback Using screen capture tools to give feedback 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> different learning theories and how these are applied to the learning and teaching processes (S4.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S4.10–11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying some of the differences between the cognitive and affective needs of different learners (S4.10–11) integrating awareness of the cultural background of the learners into their teaching (S4.4) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S4.10–11, S4.22) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these (S4.10–11) Basing lesson and course design and the selection of learning activities on learners' needs (S4.9–11, S4.13–14, S4.18, S4.20–22) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S4.10–12) planning a logical sequence of lessons based on the TLP and learner needs (S4.10) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S4.8, S4.13, S4.15) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S4.4–5, S4.7, S4.8, S4.13) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S4.5) the complex interrelationship between teaching aims and learning outcomes (S4.20–21) the importance of integrated skills and of recycling and revision (S4.6, S4.8, S4.14)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> Try-out task Evidence of learning tasks Session outcomes 	<p>Phase 2</p> <ul style="list-style-type: none"> a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S4.4, S4.7) the interdependence of learning outcomes, the teaching context and individual learners (S4.5, S4.8, S4.20–21) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account the needs of the learners in the group. (S4.10) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S4.5–6, S4.8–9) <p>Phase 2</p> <ul style="list-style-type: none"> adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S4.14) organizing activities that integrate the use of different language skills (S4.6, S4.8) reflecting on the extent to which learning outcomes reflect lesson aims (S4.8) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S4.5, S4.7–9, S4.11–14, S4.18) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S4.5, S4.7–9, S4.11–14, S4.18) the fact that language learning is a non-linear, cyclical process (S4.5) <p>Phase 2</p> <ul style="list-style-type: none"> the rationale and options for planning lesson stages in different logical sequences (S4.20–21) a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs, and the cognitive demands of these types of activities (S4.5, S4.7–11, S4.13–14, S4.18) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> planning teaching and assessment procedures, techniques and activities as suggested in coursebooks and teachers’ books (S4.8, S4.13–14) selecting and using a limited range of relevant additional resources and technical teaching aids (S4.20–21) planning appropriate sequences of activities, paying attention to pace, variety and use of time (S4.8, S4.18, S4.20–21) selecting activities aimed at getting learners to recycle previously encountered language (S4.5, S4.14) introducing elements of intercultural awareness into lesson activities (S4.4)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S4.4, S4.10–11, S4.22) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S4.7–14, S4.22) reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S4.5, S4.8–9) <p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the notions of reception, production and interaction as key dimensions of language skills development (S4.3, S4.19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S4.3, S4.7, S4.9, S4.19) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S4.3, S4.8, S4.13, S4.15, S4.19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S4.3, S4.7, S4.9, S4.19) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S4.7–9, S4.18) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S4.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S4.5–6, S4.8, S4.12–15, S4.19, S4.22)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • using a limited range of published materials and other learning resources effectively (S4.5) • managing teaching/learning resources well in familiar teaching contexts/situations (S4.5) • basic techniques for using authentic materials in class (S4.12) • adopting a professional approach to copyright and indicating the source of materials (S4.3) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S4.5–6, S4.8, S4.12, S4.14–5, S4.19, S4.22) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S4.9, S4.15, S4.20–21) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S4.5, S4.8) • using various resources effectively, including the board and body language, to optimize learning outcomes (S4.5, S4.8) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S4.2, S4.4–15, S4.17–22) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction – whole-class teaching, group work, pairwork or individual activities (S4.7–8, S4.18) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • setting up and monitoring a basic range of classroom language learning activities, including pair and groupwork, following suggestions in a teacher’s guide (S4.8) • giving clear instructions for a range of basic classroom activities (S4.9) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S4.7–9, S4.12–14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, in order to optimize learning outcomes (S4.8–9) • giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S4.8–9)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>4: Lesson management</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the kinds of guidance and teaching styles needed to cater for needs of different learners (S4.10–11, S4.22) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> creating a positive & constructive classroom atmosphere (S4.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S4.6, S4.10–11, S4.22) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S4.10–11, S4.22) adapting and varying teacher roles to match the context and emerging learner needs (S4.10–11) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic software that is needed for preparing materials & handouts for teaching (S4.6, S4.8, S4.11, S4.15) useful websites and search-engines (S4.2, S4.5–6, S4.8–9, S4.12–14, S4.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S4.8) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S4.4–8, S4.12–15, S4.17, S4.19, S4.22) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> word-processing worksheets following conventions (S4.5, S4.9) following menus to operate software (S4.8, S4.10) using PowerPoint and standard technology in the classroom (e.g. MP3, CDs, the internet) (S4.2, S4.4–15, S4.17–22) downloading resources from websites (S4.2–3, S4.5–6, S4.8–9, S4.12, S4.14–15, S4.18) organizing materials in logically ordered digital folders (S4.5–6, S4.8)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> • using data-projectors for lessons involving internet, DVD, etc. (S4.8) • using software for handling images, DVDs, and sound files (S4.8, S4.15) • recommending appropriate online materials (S4.8–9, S4.12, S4.14) • creating lessons with downloaded texts, pictures, graphics, etc. (S4.6, S4.8) • using the IWB creatively (S4.7, S4.8) • setting & supervising individual online work (S4.2–6, S4.8–9, S4.12) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic psychology of learning, and how languages, including the mother tongue, are learned/acquired (S4.5) • the role of feedback and error correction in fostering language learning (S4.5–6, S4.16–17) • the nature and role of different kinds of motivation in learning (S4.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the impact of specific cultural, social and learning contexts on language learning and teaching (S4.4) • the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment, etc.), on different aspects of performance such as fluency & accuracy (S4.2, S4.5–6, S4.9, S4.16–18) • the role of errors in the development of learners' language proficiency and in language learning (S4.5, S4.16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • identifying learners' errors and using a basic range of techniques to correct them at a limited range of levels (S4.5) • giving feedback that is clear and identifies positive points as well as areas which need further work (S4.16–18) • guiding learners towards appropriate lexical and grammatical reference materials (S4.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S4.6, S4.16–18) • responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S4.10) • using a range of techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity (S4.5–6, 4.16–17)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>ASSESSMENT OF LEARNING</p> <p>3: Impact of assessment on learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the types of feedback that can be given, e.g. from formal testing, assessment of class performance, general evaluation (S4.2, S4.16–18) alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S4.2, S4.6, S4.16–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S4.16) ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S4.16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S4.2, S4.6, S4.16–18) delivering feedback to learners in a manner appropriate to the purpose of the assessment and the assessment tasks and in a manner which helps subsequent learning (S4.2, S4.16–18) identifying situations in which self-assessment and peer assessment can be useful (S4.6) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning (S4.16–18) applying a constructive and systematic approach to handling errors (S4.6, S4.16–17) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S4.5, S4.16–18) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>3: Giving sound language models and guidance</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving good and correct models of language and paralinguistic features of usage for learners up to B1 level, for example: good pronunciation models (sounds, stress and intonation) (S4.3, S4.12–13, S4.15, S4.19) correct models of written language (grammar, style, spelling) (S4.4, S4.7–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> providing guidance and correctly answering questions on most aspects of communicative language use, as well as on grammar, vocabulary and pronunciation for learners up to this level (S4.15, S4.19)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>4: Handling relevant cultural issues as part of language learning</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using approaches to teaching which help learners to develop intercultural and pluricultural competence (S4.4) integrating into lessons key areas of intercultural difference (e.g. proximity, politeness, punctuality, directness, definiteness) (S4.4) helping learners to analyse and compare cultural behaviour, traditions, artefacts, etc. with materials and activities appropriate to the group. (S4.4) identifying or adapting materials that promote intercultural understanding (and language use) (S4.4) <p>5: Applying practical insights from linguistics and psycho-linguistics</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using reference books and tools to select vocabulary items at the appropriate level for production and recognition (S4.8) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S4.3, S4.20–21) one's own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S4.3, S4.20–21) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in self development professionally and ethically in supervised educational contexts (S4.3, S4.20–21) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> managing self development autonomously, professionally and ethically in a variety of familiar educational contexts (S4.20–21) <p>2: Collaborative development</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S4.3) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in collaborative development activities, e.g. ideas sharing, workshops, team teaching, peer observation, seeking guidance, project work, etc. (S4.3) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> attending/presenting at continuous professional development (CPD) events outside the institution (S4.3) <p>4: Lesson observation</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S4.12) <p>5: Professional conduct</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> marking homework and tests efficiently (S4.2, S4.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> enhancing and extending quality in all aspects of institutional work (S4.20–21)

(S5.1 = Session 5, screen 1; S5.2 = Session 5, screen 2, etc.)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
Session 5 Teaching and learning with multimedia	<ul style="list-style-type: none"> To explore the advantages and disadvantages of using images and video in the classroom. To discover ways in which video content and tools can be used to enhance learning. 	<ul style="list-style-type: none"> Activate 1 and 2 Multimodality and learning Using video for learning The disadvantages of using video for learning Video and copyright Exploiting the visual Exploiting the sound 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S5.14–15) different learning theories and how these are applied to the learning and teaching processes (S5.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> aspects of educational culture which might affect learners' approach to language learning (S5.11)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
	<ul style="list-style-type: none"> To select and evaluate a range of useful video content and resources for use in teaching. 	<ul style="list-style-type: none"> Example video lesson: adding a voiceover Impact of video on teaching approaches Analysing a task-based video lesson Video lesson plans What to look for in a video clip Places to find useful video lessons Video editing as a classroom tool How to edit a video clip Tools for creating your own films Cameras in the hands of learners Try-out task Evidence of learning tasks Session outcomes 	<p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (S5.12, S5.14) Basing lesson and course design and the selection of learning activities on learners' needs (S5.4, S5.10, S5.12) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> processes and resources that can be used for reviewing and developing a curriculum and TLPs, including those that that reflect CEFRL levels and principles (S5.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the principles and rationale behind the school curriculum and syllabuses, and the way these relate to the needs of learners (S5.11) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S5.14) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S5.5) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S5.14) the importance of integrated skills and of recycling and revision (S5.5, S5.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S5.4) the interdependence of learning outcomes, the teaching context and individual learners (S5.11) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S5.6–7, S5.14) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S5.14) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S5.14) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S5.5, S5.9, S5.11)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S5.6–7, S5.14) successfully balancing objectives that relate to language systems, language skills, and language use (S5.11) organizing activities that integrate the use of different language skills (S5.4–5, S5.9, S5.11–12) reflecting on the extent to which learning outcomes reflect lesson aims (S5.15, S5.22–23) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S5.4, S5.8–12, S5.16, S5.19) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S5.4, S5.8, S5.10–12, S5.16, S5.19) the prescribed coursebook, especially the way it is structured, and other core resources (S5.10) <p>Phase 2</p> <ul style="list-style-type: none"> various possible teacher and learner roles, and some effective lesson management techniques (S5.11, S5.16) the rationale and options for planning lesson stages in different logical sequences (S5.11–12) a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs, and the cognitive demands of these types of activities (S5.4, S5.8, S5.10–12, S5.16, S5.19) a wide range of coursebooks and supplementary materials used for different purposes (S5.10) basic techniques for materials design (S5.10, S5.16) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> planning teaching and assessment procedures, techniques and activities as suggested in coursebooks and teachers’ books (S5.10) selecting and using a limited range of relevant additional resources and technical teaching aids (S5.10) planning appropriate sequences of activities, paying attention to pace, variety and use of time (S5.16) planning some activities to develop learner autonomy following procedures suggested by the coursebook or school (S5.19) introducing elements of intercultural awareness into lesson activities (S5.5, S5.15) <p>Phase 2</p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners’ needs and learning styles, taking into account their cultural background (S5.10, S5.12) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S5.4, S5.11–12, S5.16) planning activities to support the development of learner autonomy, considering individual learner needs (S5.19, S5.21) reflecting on and evaluating planning in the light of learners’ progress, and identifying strengths and areas for further development (S5.22–23)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main approaches, methods and techniques of language teaching, and their underlying principles (S5.4, S5.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> key issues in learning theory relevant to language learning (S5.11, S5.20) the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S5.11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S5.9–11) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S5.4–5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S5.4, S5.9–11) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S5.8, S5.10–12, S5.16, S5.19) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S5.4, S5.14–15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S5.3–4, S5.9, S5.13–18, S5.20) the relationship between cultural content in learning resources and the social and cultural background of learners (S5.5)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • using a limited range of published materials and other learning resources effectively (S5.4, S5.11, S5.14–15) • managing teaching/learning resources well in familiar teaching contexts/situations (S5.4, S5.14) • creating simple learning materials in line with learners’ interests and needs to complement other resources (S5.4, S5.12) • basic techniques for using authentic materials in class (S5.10, S5.13, S5.21–22) • adopting a professional approach to copyright and indicating the source of materials (S5.7, S5.10, S5.14, S5.20–21) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S5.2–5, S5.7, S5.9, S5.12–13, S5.15–20) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S5.9, S5.12–15, S5.24) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S5.15) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S5.4–5, S5.7, S5.12–24) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction – whole-class teaching, group work, pairwork or individual activities (S5.8, S5.10, S5.16, S5.19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the principles and procedures for effective management of a broad range of interaction modes for optimizing learning, including the flexible switching from one type of activity to another (S5.4, S5.21) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • setting up and monitoring a basic range of classroom language learning activities, including pair and groupwork, following suggestions in a teacher’s guide (S5.10) • giving clear instructions for a range of basic classroom activities (S5.10, S5.12) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S5.8, S5.12, S5.16, S5.19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S5.10, S5.12) • helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S5.11)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>4: Lesson management</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the kinds of guidance and teaching styles needed to cater for needs of different learners (S5.4, S5.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting, etc.) (S5.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S5.4, S5.12) organizing longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S5.5) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S5.4) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S5.4, S5.12) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic software that is needed for preparing materials & handouts for teaching (S5.7, S5.14, S5.16–18, S5.22) useful websites and search-engines (S5.13, S5.15, S5.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S5.7, S5.14, S5.16, S5.20–21) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S5.2–5, S5.7, S5.9, S5.12–16, S5.20–22) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using PowerPoint and standard technology in the classroom (e.g. MP3, CDs, the internet) (S5.2–5, S5.7, S5.9, S5.12–24) downloading resources from websites (S5.12–15, S5.20, S5.22) searching for potential teaching material on the internet (S5.13–14) organizing materials in logically ordered digital folders (S5.12)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> • using data-projectors for lessons involving internet, DVD, etc. (S5.14) • troubleshooting problems with classroom digital equipment (S5.6, S5.14) • using software for handling images, DVDs, and sound files (S5.16–18) • recommending appropriate online materials (S5.14–15) • creating lessons with downloaded texts, pictures, graphics, etc. (S5.4, S5.13) • setting & supervising individual online work (S5.6, S5.11–12, S5.15) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic psychology of learning, and how languages, including the mother tongue, are learned/acquired (S5.11) • the role of feedback and error correction in fostering language learning (S5.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the impact of specific cultural, social and learning contexts on language learning and teaching (S5.11) • individual differences in learners (aptitude, motivation, learning style, education & social background, etc.) and their impact on learning and teaching (S5.4) • the role of errors in the development of learners' language proficiency and in language learning (S5.12) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • identifying learners' errors and using a basic range of techniques to correct them at a limited range of levels (S5.12, S5.19) • giving feedback that is clear and identifies positive points as well as areas which need further work (S5.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S5.12) • using a range of techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity (S5.12, S5.19) <p>7: Learner autonomy</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S5.19, S5.21)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>ASSESSMENT OF LEARNING</p> <p>3: Impact of assessment on learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the types of feedback that can be given, e.g. from formal testing, assessment of class performance, general evaluation (S5.12) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S5.12) delivering feedback to learners in a manner appropriate to the purpose of the assessment and the assessment tasks and in a manner which helps subsequent learning (S5.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning (S5.12) applying a constructive and systematic approach to handling errors (S5.12) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S5.12) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the communication limitations and learning difficulties of learners with low levels of language proficiency (S5.4) <p>3: Giving sound language models and guidance</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving good and correct models of language and paralinguistic features of usage for learners up to B1 level, for example good pronunciation models (sounds, stress and intonation) (S5.5) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> cultural differences and intercultural issues (S5.15)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> • concepts of 'otherness', 'diversity' (S5.15) • the importance of intercultural aspects in the choice and development of teaching activities and materials (S5.5, S5.15) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • dealing with other cultures in the learners' home country or in target language countries (S5.5) • taking account of relevant stereotypical views (S5.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • identifying and using approaches to teaching which help learners to develop intercultural and pluricultural competence (S5.5) • identifying or adapting materials that promote intercultural understanding (and language use) (S5.5, S5.15) • selecting and using materials that are well matched to and yet extend the cultural horizons of learners (S5.5, S5.15) <p>5: Applying practical insights from linguistics and psycho-linguistics</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • how first languages, second and further languages develop (S5.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • child and adult language acquisition (S5.11) • the effects of the mother tongue on second language learning (S5.11) • the importance of acknowledging learners' mother tongues as elements in their personal identity, and in their learning of other languages (S5.11) <p>THE TEACHER AS PROFESSIONAL</p> <p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the importance of reflection processes in teaching (S5.22–23) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • anticipating challenges regarding teaching & learning processes (S5.6–7, S5.14)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			5: Professional conduct Skills <i>Phase 2</i> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S5.6)

(S6.1 = Session 6, screen 1; S6.2 = Session 6, screen 2, etc.)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
Session 6 Blended learning and course planning	<ul style="list-style-type: none"> To review different models of blended learning. To learn about the benefits, opportunities, and challenges associated with different blended learning scenarios. To identify teacher and student roles and the pedagogical and technical considerations when using blended learning. 	<ul style="list-style-type: none"> Activate 1 and 2 Defining blended learning Six models of blended learning Blended learning and special educational needs (SEN) The flipped classroom Benefits and challenges of blended learning Dealing with the challenges Massive open online courses (MOOCs) Teacher and student roles in blended learning The role of the teacher and technology in blended learning Getting started with blended learning 	PLANNING TEACHING AND LEARNING 1: Learner needs & learning processes Knowledge of <i>Phase 1</i> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S6.6, S6.14, S6.17, S6.19–21, S6.24) different learning theories and how these are applied to the learning and teaching processes (S6.2–5, S6.7, S6.10–12, S6.17, S6.19–21) <i>Phase 2</i> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S6.6) aspects of educational culture which might affect learners' approach to language learning (S6.6) Skills <i>Phase 1</i> <ul style="list-style-type: none"> identifying some of the differences between the cognitive and affective needs of different learners (S6.6) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S6.6) <i>Phase 2</i> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (S6.6, S6.8) Basing lesson and course design and the selection of learning activities on learners' needs (S6.5–6, S6.16, S6.19, S6.21) 2: Curriculum and the teaching & learning programme (TLP) or syllabus Knowledge of <i>Phase 2</i> <ul style="list-style-type: none"> the principles and rationale behind the school curriculum and syllabuses, and the way these relate to the needs of learners (S6.20)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> Case study 1: an online questionnaire Case study 2: a flipped classroom Case study 3: a rotation model Preparing to blend: pedagogical considerations Preparing to blend: technical considerations The right blend: a checklist Try-out task Evidence of learning tasks Session outcomes 	<p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S6.6, S6.21) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S6.17) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S6.6–9, S6.14, S6.16, S6.19) the importance of integrated skills and of recycling and revision (S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S6.17) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S6.6–9, S6.14–17, S6.19, S6.22–23) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account the needs of the learners in the group. (S6.6) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S6.6–9, S6.14, S6.16, S6.19) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a fairly wide range of level and learner needs (S6.6) anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S6.6–9, S6.14–17, S6.19, S6.22–23) adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S6.16) successfully balancing objectives that relate to language systems, language skills, and language use (S6.16) organizing activities that integrate the use of different language skills (S6.13, S6.16) reflecting on the extent to which learning outcomes reflect lesson aims (S6.23)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • some possible ways of organizing lessons and varying activities (S6.5, S6.7, S6.13, S6.16) • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S6.5–7, S6.13, S6.16–17, S6.19, S6.21) • the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S6.13, S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • various possible teacher and learner roles, and some effective lesson management techniques (S6.2, S6.5, S6.7, S6.11–12, S6.16) • the rationale and options for planning lesson stages in different logical sequences (S6.7, S6.14, S6.17, S6.20, S6.24) • a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs, and the cognitive demands of these types of activities (S6.5–7, S6.13, S6.16–17, S6.19, S6.21) • a wide range of coursebooks and supplementary materials used for different purposes (S6.13) • strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S6.8) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • selecting and using a limited range of relevant additional resources and technical teaching aids (S6.18) • planning appropriate sequences of activities, paying attention to pace, variety and use of time (S6.5, S6.7, S6.13, S6.16) • planning some activities to develop learner autonomy following procedures suggested by the coursebook or school (S6.5) • selecting activities aimed at getting learners to recycle previously encountered language (S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners’ needs and learning styles, taking into account their cultural background (S6.19) • deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S6.5, S6.7, S6.13, S6.16, S6.21) • planning activities to support the development of learner autonomy, considering individual learner needs (S6.5–6, S6.8, S6.13) • reflecting on and evaluating planning in the light of learners’ progress, and identifying strengths and areas for further development (S6.7, S6.23) • reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S6.16)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the notions of reception, production and interaction as key dimensions of language skills development (S6.17) the main approaches, methods and techniques of language teaching, and their underlying principles (S6.3, S6.5, S6.7, S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> key issues in learning theory relevant to language learning (S6.2, S6.4, S6.7, S6.10–12, S6.17, S6.19–20) the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S6.3, S6.5, S6.7, S6.14, S6.17, S6.19–20, S6.24) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S6.3, S6.5, S6.7, S6.17) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S6.3, S6.5, S6.7, S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S6.3, S6.5, S6.7, S6.10, S6.17) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S6.5, S6.7, S6.13, S6.16) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S6.5, S6.7–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S6.5, S6.7, S6.14, S6.17–20, S6.24) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S6.19) managing teaching/learning resources well in familiar teaching contexts/situations (S6.5, S6.7, S6.19) creating simple learning materials in line with learners’ interests and needs to complement other resources (S6.22)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S6.2–3, S6.5, S6.7, S6.11, S6.18–19) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S6.5, S6.7–8, S6.19, S6.23) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S6.3, S6.5, S6.7, S6.19) • using various resources effectively, including the board and body language, to optimize learning outcomes (S6.3, S6.5, S6.7, S6.19) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S6.4–5, S6.7–8, S6.12–13, S6.15–20, S6.22–23) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction – whole-class teaching, group work, pairwork or individual activities (S6.5, S6.7, S6.14, S6.16) <p>Phase 2</p> <ul style="list-style-type: none"> • the principles and procedures for effective management of a broad range of interaction modes for optimizing learning, including the flexible switching from one type of activity to another (S6.5, S6.7, S6.13, S6.14, S6.16) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S6.5, S6.7–8, S6.13, S6.16) • varying interaction patterns to optimize learning (S6.5, S6.7) <p>Phase 2</p> <ul style="list-style-type: none"> • efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, in order to optimize learning outcomes (S6.5, S6.7, S6.16) • varying teacher and learner roles to promote learner-centred activities (S6.5, S6.7, S6.11–13, S6.16) <p>4: Lesson management</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • the kinds of guidance and teaching styles needed to cater for needs of different learners (S6.6, S6.20–21) <p>Phase 2</p> <ul style="list-style-type: none"> • no knowledge descriptors for phase 2

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting, etc.) (S6.6, S6.8) using time effectively so that learners feel they are making progress and remain motivated (S6.5, S6.7–8, S6.16) adopting different teacher and learner roles according to the teaching/learning context (S6.3, S6.5, S6.7, S6.10–12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S6.6, S6.8) organizing longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S6.8) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S6.6, S6.8, S6.21) adapting and varying teacher roles to match the context and emerging learner needs (S6.3, S6.5, S6.7, S6.11–12, S6.20–21) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> useful websites and search-engines (S6.7, S6.10, S6.16, S6.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S6.7, S6.18–19, S6.22–24) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S6.2–3, S6.5, S6.13, S6.16–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using PowerPoint and standard technology in the classroom (e.g. MP3, CDs, the internet) (S6.2–5, S6.7–8, S6.12–13, S6.15, S6.19–20) downloading resources from websites (S6.7, S6.10, S6.15–16) searching for potential teaching material on the internet (S6.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using data-projectors for lessons involving internet, DVD, etc. (S6.18) troubleshooting problems with classroom digital equipment (S6.9) recommending appropriate online materials (S6.3, S6.15–16) creating lessons with downloaded texts, pictures, graphics, etc. (S6.7, S6.22) setting & supervising individual online work (S6.3–5, S6.7–8, S6.15–19)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> key issues relating to individual differences between learners, and their effect on classroom dynamics (S6.5) the role of feedback and error correction in fostering language learning (S6.9, S6.17) the nature and role of different kinds of motivation in learning (S6.8, S6.10, S6.16–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S6.5) individual differences in learners (aptitude, motivation, learning style, education & social background, etc.) and their impact on learning and teaching (S6.5, S6.10, S6.16–17) the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment, etc.), on different aspects of performance such as fluency & accuracy (S6.9, S6.16–17, S6.19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving feedback that is clear and identifies positive points as well as areas which need further work (S6.9) guiding learners towards appropriate lexical and grammatical reference materials (S6.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S6.9) responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S6.9, S6.16) <p>7: Learner autonomy</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> some techniques for developing learner autonomy (S6.8) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S6.5, S6.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S6.5, S6.8, S6.13) encouraging learners to take responsibility for their learning, and advising them on independent learning options (S6.7)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>ASSESSMENT OF LEARNING</p> <p>1: Assessment and the curriculum</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the distinction between formative, summative and diagnostic assessment, and how these are best used (S6.19) the potential relationships between teaching/learning and assessment processes (S6.7) <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> making informed choices on when to test, assess or evaluate (S6.7) <p>2: Test types: design and administration</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using an appropriate grading or scoring scheme for the test to ensure learners receive the correct grade/score (S6.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using assessment tasks effectively during teaching (S6.7, S6.16, S6.19) <p>3: Impact of assessment on learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the types of feedback that can be given, e.g. from formal testing, assessment of class performance, general evaluation (S6.16–17, S6.19) alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S6.9, S6.16, S6.19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S6.9) ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S6.9) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S6.9, S6.17, S6.19) delivering feedback to learners in a manner appropriate to the purpose of the assessment and the assessment tasks and in a manner which helps subsequent learning (S6.9, S6.16) identifying situations in which self-assessment and peer assessment can be useful (S6.9, S6.19)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning (S6.9) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S6.9) <p>4: Assessment and learning processes</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using assessment as a means of motivating the learner and supporting learning (S6.16) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> overcoming basic communication problems with learners up to B1 (S6.6) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> overcoming any significant communication problems with learners up to at least B2 level (S6.6) <p>3: Giving sound language models and guidance</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B1 level (S6.6–7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B2 level (S6.6–7) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the importance of intercultural aspects in the choice and development of teaching activities and materials (S6.5)

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			<p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in self development professionally and ethically in supervised educational contexts (S6.24) <p>2: Collaborative development</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S6.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in collaborative development activities, e.g. ideas sharing, workshops, team teaching, peer observation, seeking guidance, project work, etc. (S6.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> engaging in, promoting and leading some collaborative development activities (S6.7) <p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of reflection processes in teaching (S6.7, S6.22–24) teachers' affective needs in lesson observation (S6.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> interpreting and incorporating feedback into teaching practice by using different existing models, processes, tasks or resources (S6.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S6.6–9, S6.14–17, S6.19, S6.22, S6.24)

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			<p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for different teacher roles to support learners' achievements (S6.11–12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S6.6–9) assuming a variety of roles to support learners' achievement and peer growth, e.g. resource sharer, peer observer, etc. (S6.11–12)

(S7.1 = Session 7, screen 1; S7.2 = Session 7, screen 2, etc.)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
<p>Session 7</p> <p>Using technology to manage learning</p>	<ul style="list-style-type: none"> To explore how the management of teaching and learning can be assisted by LMS technology. To review different types of LMS. To learn about the role that technology can play in managing behaviour, differentiation, and parental involvement. To explore digital resources that enhance classroom management and learning. 	<ul style="list-style-type: none"> Activate 1 and 2 Learning management systems LMS tools: assessment and reporting LMS tools: communication LMS tools: adding your own content Selecting an LMS Comparing LMSs Classroom management tools Using technology to manage behaviour Achieving differentiation through the LMS 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S7.8) the processes and resources available in the institution to determine learners' needs (S7.4) different learning theories and how these are applied to the learning and teaching processes (S7.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S7.12) various procedures and processes for finding out about learning needs, and their usefulness in different teaching contexts (S7.4) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> understanding and determining learners' main language learning needs using procedures designed by the school (S7.8) integrating awareness of the cultural background of the learners into their teaching (S7.16) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S7.8)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
	<ul style="list-style-type: none"> To explore the use of a tool or try an activity in class and to reflect on the impact technology had. 	<ul style="list-style-type: none"> Parental involvement Gamification Examples of sharing and collaborating Try-out task Evidence of learning tasks Session outcomes 	<p>Phase 2</p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (S7.12) Basing lesson and course design and the selection of learning activities on learners' needs (S7.14–15) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> using standard processes and resources available at the school for researching and analysing language and other content in order to plan a logical sequence of lessons based on the TLP (S7.8, S7.11) <p>Phase 2</p> <ul style="list-style-type: none"> planning a logical sequence of lessons based on the TLP and learner needs (S7.8, S7.11) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S7.11–12) <p>Phase 2</p> <ul style="list-style-type: none"> a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S7.16) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S7.11–12) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S7.8) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S7.11–12) <p>Phase 2</p> <ul style="list-style-type: none"> analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a fairly wide range of level and learner needs (S7.6) anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S7.11–12) organizing activities that integrate the use of different language skills (S7.15) matching thematic content and topics of lessons with linguistic aims (S7.15)

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			<p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • some possible ways of organizing lessons and varying activities (S7.6–7, S7.14–15) • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S7.4–7, S7.14–15) • the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S7.15–16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • various possible teacher and learner roles, and some effective lesson management techniques (S7.2, S7.4, S7.7, S7.11, S7.14–15) • the rationale and options for planning lesson stages in different logical sequences (S7.11) • a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs, and the cognitive demands of these types of activities (S7.6–7, S7.14–15) • a wide range of coursebooks and supplementary materials used for different purposes (S7.17) • strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S7.15–16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • gathering information on the resources available, and selecting teaching materials from set coursebooks (S7.4–21) • planning teaching and assessment procedures, techniques and activities as suggested in coursebooks and teachers’ books (S7.4–5) • selecting and using a limited range of relevant additional resources and technical teaching aids (S7.4–8, S7.10, S7.14–18, S7.21, S7.19–20) • planning appropriate sequences of activities, paying attention to pace, variety and use of time (S7.10–11, S7.14–15) • planning some activities to develop learner autonomy following procedures suggested by the coursebook or school (S7.16) • introducing elements of intercultural awareness into lesson activities (S7.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners’ needs and learning styles, taking into account their cultural background (S7.12, S7.14–16) • deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S7.10, S7.14–15) • planning activities to support the development of learner autonomy, considering individual learner needs (S7.15–16) • reflecting on and evaluating planning in the light of learners’ progress, and identifying strengths and areas for further development (S7.19–20)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> key issues in learning theory relevant to language learning (S7.16) the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S7.16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S7.6) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S7.4–7, S7.10, S7.12, S7.14–15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S7.6, S7.10, S7.12, S7.14–15) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S7.4, S7.6–7, S7.14, S7.19) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S7.4–7, S7.10, S7.12, S7.14–15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S7.3, S7.5–18, S7.21) the relationship between cultural content in learning resources and the social and cultural background of learners (S7.15–16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S7.4–7, S7.10, S7.12, S7.14–15) managing teaching/learning resources well in familiar teaching contexts/situations (S7.4–7, S7.10, S7.12, S7.14–15) creating simple learning materials in line with learners' interests and needs to complement other resources (S7.7)

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			<p>Phase 2</p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S7.5–9, S7.12–18) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S7.8–9, S7.15–16) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S7.8–15) • using various resources effectively, including the board and body language, to optimize learning outcomes (S7.4–15) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S7.2–6, S7.8, S7.10–21) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction – whole-class teaching, group work, pairwork or individual activities (S7.4, S7.6, S7.14–15) <p>Phase 2</p> <ul style="list-style-type: none"> • the principles and procedures for effective management of a broad range of interaction modes for optimizing learning, including the flexible switching from one type of activity to another (S7.4, S7.10–15) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • setting up and monitoring a basic range of classroom language learning activities, including pair and groupwork, following suggestions in a teacher’s guide (S7.4, S7.6–7, S7.13–15) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S7.4, S7.6–7, S7.14–15) • varying interaction patterns to optimize learning (S7.4, S7.10–15) <p>Phase 2</p> <ul style="list-style-type: none"> • efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, in order to optimize learning outcomes (S7.4, S7.6–7, S7.13, S7.15) • giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S7.4) • varying teacher and learner roles to promote learner-centred activities (S7.4, S7.6–7, S7.14–15) <p>4: Lesson management</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • the kinds of guidance and teaching styles needed to cater for needs of different learners (S7.12, S7.14–15) <p>Phase 2</p> <ul style="list-style-type: none"> • no knowledge descriptors for phase 2

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			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting, etc.) (S7.12) using time effectively so that learners feel they are making progress and remain motivated (S7.11) adopting different teacher and learner roles according to the teaching/learning context (S7.7, S7.14–15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S7.12) organizing longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S7.11, S7.16) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S7.12, S7.15–16) adapting and varying teacher roles to match the context and emerging learner needs (S7.7) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic software that is needed for preparing materials & handouts for teaching (S7.4–5) useful websites and search-engines (S7.5, S7.7, S7.9, S7.14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S7.10–11) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S7.3, S7.5–9, S7.12–18) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using PowerPoint and standard technology in the classroom (e.g. MP3, CDs, the internet) (S7.2–3, S7.5–18, S7.21) downloading resources from websites (S7.3, S7.5, S7.7, S7.9, S7.14) searching for potential teaching material on the internet (S7.7, S7.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> recommending appropriate online materials (S7.3, S7.7, S7.9–11, S7.14, S7.16) using the IWB creatively (S7.6, S7.7) setting & supervising individual online work (S7.6–7, S7.10, S7.15–16)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> key issues relating to individual differences between learners, and their effect on classroom dynamics (S7.12, S7.14–15) the role of feedback and error correction in fostering language learning (S7.7) the nature and role of different kinds of motivation in learning (S7.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S7.13, S7.15–16) individual differences in learners (aptitude, motivation, learning style, education & social background, etc.) and their impact on learning and teaching (S7.12–15) the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment, etc.), on different aspects of performance such as fluency & accuracy (S7.5–7, S7.13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving feedback that is clear and identifies positive points as well as areas which need further work (S7.7, S7.13) identifying emerging needs and responding to them, seeking advice as necessary (S7.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S7.7) responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S7.12–13) using a range of techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity (S7.6, S7.14) <p>7: Learner autonomy</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> some techniques for developing learner autonomy (S7.15–16) <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S7.15–16) setting up and managing simple individual and group out-of-class projects for language activation and practice (S7.15) involving learners in decision making within the lesson and course (S7.15) encouraging learners to take responsibility for their learning, and advising them on independent learning options (S7.15)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>ASSESSMENT OF LEARNING</p> <p>2: Test types: design and administration</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> collaborating in the design of tests and assessment tasks which are fit for purpose (S7.5) using assessment tasks effectively during teaching (S7.45) <p>3: Impact of assessment on learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the basic purposes of assessment in supporting learning (S7.5) the types of feedback that can be given, e.g. from formal testing, assessment of class performance, general evaluation (S7.5, S7.7, S7.13) alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S7.4–7, S7.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S7.16) ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S7.7) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S7.5, S7.7, S7.13) delivering feedback to learners in a manner appropriate to the purpose of the assessment and the assessment tasks and in a manner which helps subsequent learning (S7.5, S7.7) identifying situations in which self-assessment and peer assessment can be useful (S7.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> applying a constructive and systematic approach to handling errors (S7.7) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S7.7) <p>4: Assessment and learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the role of assessment and self-assessment in fostering learner motivation (S7.6) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> carrying out simple language assessment tasks in the context of classroom learning activities (S7.4–5)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> using assessment as a means of motivating the learner and supporting learning (S7.5) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> communicating effectively with learners of the target language up to C1 (S7.6) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the relationship between language and culture (S7.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the importance of intercultural aspects in the choice and development of teaching activities and materials (S7.16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> dealing with other cultures in the learners' home country or in target language countries (S7.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using approaches to teaching which help learners to develop intercultural and pluricultural competence (S7.16) <p>THE TEACHER AS PROFESSIONAL</p> <p>2: Collaborative development</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S7.7, S7.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in collaborative development activities, e.g. ideas sharing, workshops, team teaching, peer observation, seeking guidance, project work, etc. (S7.6, S7.16)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> engaging in, promoting and leading some collaborative development activities (S7.16) <p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of reflection processes in teaching (S7.7, S7.12, S7.19–20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> interpreting and incorporating feedback into teaching practice by using different existing models, processes, tasks or resources (S7.7, S7.12–13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S7.10, 7.12) seeking regular involvement in peer observation, asking for advice and engaging in constructive collegial discussion (S7.10) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for different teacher roles to support learners' achievements (S7.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> assuming a variety of roles to support learners' achievement and peer growth, e.g. resource sharer, peer observer, etc. (S7.7, S7.15) handling marking and report writing efficiently (S7.5)

(S8.1 = Session 8, screen 1; S8.2 = Session 8, screen 2, etc.)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
Session 8 Assessment and learning technologies	<ul style="list-style-type: none"> To discover how technology can be used for assessment and the advantages and challenges that it presents. To explore and evaluate a variety of digital tools for assessment. To explore the benefits of e-portfolios and how to create and manage them. To explore the use of a tool or try an activity in class and to reflect on the impact technology had. 	<ul style="list-style-type: none"> Activate 1 and 2 Technology-enhanced formative assessment: three examples Formative assessment ideas for young learners Assessment and special educational needs (SEN) The principles of good feedback and technology Using technology for peer assessment: an example Using screencasting to give feedback on writing tasks E-portfolios for assessment Creating and managing e-portfolios E-portfolios: a case study Try-out task Evidence of learning tasks Session outcomes 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S8.9–11) aspects of educational culture which might affect learners' approach to language learning (S8.18) <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (S8.9–11) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S8.8, S8.16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S8.8, S8.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S8.8, S8.16) reflecting on the extent to which learning outcomes reflect lesson aims (S8.14, S8.21) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S8.3–4, S8.6, S8.8–12, S8.15–16, S8.18)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> • various possible teacher and learner roles, and some effective lesson management techniques (S8.5) • a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs, and the cognitive demands of these types of activities (S8.3–4, S8.6, S8.8–12, S8.15–16, S8.18) • strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S8.15–16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • gathering information on the resources available, and selecting teaching materials from set coursebooks (S8.7–8) • selecting and using a limited range of relevant additional resources and technical teaching aids (S8.9, S8.11, S8.12, S8.15–17, S8.20–21) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • planning activities to support the development of learner autonomy, considering individual learner needs (S8.15–16) • reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S8.18) <p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the main approaches, methods and techniques of language teaching, and their underlying principles (S8.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S8.18) <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S8.7) <p>2: Resources/Materials</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S8.6–9, S8.14, S8.16–17, S8.22) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S8.18) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S8.2–3, S8.7–22)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>3: Interacting with learners</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> establishing a positive rapport conducive to effective learning (S8.18) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S8.12, S8.15–16) <p>4: Lesson management</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> creating a positive & constructive classroom atmosphere (S8.18) using time effectively so that learners feel they are making progress and remain motivated (S8.12, S8.15) adopting different teacher and learner roles according to the teaching/learning context (S8.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S8.9–11, S8.15–16) adapting and varying teacher roles to match the context and emerging learner needs (S8.5) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic software that is needed for preparing materials & handouts for teaching (S8.9, S8.14, S8.16–17) useful websites and search-engines (S8.4, S8.6–8, S8.10, S8.14, S8.16–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S8.4, S8.6–10, S8.12, S8.14–17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using PowerPoint and standard technology in the classroom (e.g. MP3, CDs, the internet) (S8.3–4, S8.6–17, S8.19–22) downloading resources from websites (S8.4, S8.6–8, S8.10, S8.14, S8.16–17)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> troubleshooting problems with classroom digital equipment (S8.8) recommending appropriate online materials (S8.4, S8.6–8, S8.10, S8.14, S8.17) using the IWB creatively (S8.6, S8.17) setting & supervising individual online work (S8.6, S8.9–10, S8.14–16) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> key issues relating to individual differences between learners, and their effect on classroom dynamics (S8.9–11) the role of feedback and error correction in fostering language learning (S8.7) the nature and role of different kinds of motivation in learning (S8.12, S8.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> individual differences in learners (aptitude, motivation, learning style, education & social background, etc.) and their impact on learning and teaching (S8.9–11, S8.15) the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment, etc.), on different aspects of performance such as fluency & accuracy (S8.6–8, S8.10, S8.12–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving feedback that is clear and identifies positive points as well as areas which need further work (S8.7, S8.12–13, S8.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S8.7, S8.12–13, S8.15) responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S8.8) using a range of techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity (S8.7, S8.13) <p>7: Learner autonomy</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> some techniques for developing learner autonomy (S8.15–16)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S8.15–16) involving learners in decision making within the lesson and course (S8.7) training learners to use ‘Can Do’ statements, a language portfolio and/or other instruments for self-assessment (S8.17) <p>ASSESSMENT OF LEARNING</p> <p>1: Assessment and the curriculum</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the basic differences between evaluation, assessment and testing (S8.3) the relationship between intended learning outcomes as specified by the institution and the principles of assessment being applied (S8.20–21) the basic CEFR proficiency levels and learning progression as expressed through the ‘Can Do’ statements in the CEFR global scale and the self-assessment grid (S8.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the distinction between formative, summative and diagnostic assessment, and how these are best used (S8.3, S8.7–11, S8.15, S8.18–19) the potential relationships between teaching/learning and assessment processes (S8.3, S8.6, S8.8–12, S8.15, S8.20–21) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> monitoring classroom learning to identify learning needs and achievement (S8.2–3) carrying out assessment as instructed by the institution (S8.8, S8.22) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> making informed choices on when to test, assess or evaluate (S8.3) <p>2: Test types: design and administration</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> common types of tests, (e.g. placement, diagnostic, etc.) and task types (e.g. multiple choice, cloze, etc.) (S8.4, S8.9, S8.18–9) procedures for running different types of test (S8.3, S8.9) a range of basic techniques for grading learners’ work (S8.2–3, S8.7, S8.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a wide range of different types of tests, and assessment techniques, taking into account cognitive and meta-cognitive competences (e.g. age, domain, etc.) (S8.6–7, S8.9–12, S8.15–16, S8.18–19, S8.22)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting from a pre-specified range of available (published and in-house) tests and using them in familiar contexts (S8.4, S8.7) supervising test takers and marking class tests (informal and formal) (S8.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> collaborating in the design of tests and assessment tasks which are fit for purpose (S8.8, S8.22) using assessment tasks effectively during teaching (S8.3–4, S8.6–12, S8.15–16, S8.20–22) overseeing and monitoring test administration (test taking, grading, recording of grades) (S8.3, S8.5) selecting and using an appropriate grading/scoring method in line with the underlying test purpose and design (S8.12, S8.18) <p>3: Impact of assessment on learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the basic purposes of assessment in supporting learning (S8.3, S8.6–12, S8.15–16, S8.20–22) the types of feedback that can be given, e.g. from formal testing, assessment of class performance, general evaluation (S8.3–4, S8.6–16) alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S8.6–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the different purposes for which testing and assessment can be used, e.g. assessment of learning, assessment for learning, certification (S8.3–4, S8.6–7, S8.9–12, S8.15–16, S8.20–22) feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S8.12, S8.15–16) ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S8.8, S8.12–13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S8.2–3, S8.7–8, S8.10–16) delivering feedback to learners in a manner appropriate to the purpose of the assessment and the assessment tasks and in a manner which helps subsequent learning (S8.7–8, S8.10–15) identifying situations in which self-assessment and peer assessment can be useful (S8.6–7, S8.10, S8.12–13, S8.15–19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning (S8.10, S8.12) developing learners' awareness of assessment criteria with a view to engaging them in monitoring their own progress using a range of assessment mechanisms (S8.6–7, S8.10, S8.12, S8.15–16) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S8.7, S8.12, S8.14–16)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>4: Assessment and learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the role of assessment and self-assessment in fostering learner motivation (S8.6–7, S8.10, S8.12, S8.15–18) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> carrying out simple language assessment tasks in the context of classroom learning activities (S8.8–9, S8.12, S8.20–22) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using assessment as a means of motivating the learner and supporting learning (S8.3, S8.6–9, S8.12, S8.15, S8.18, S8.20–22) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>2: Applying CEFR L principles</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the descriptors in the CEFR L self-assessment grid and the grid on qualitative aspects of spoken and written language use (S8.17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> setting, presenting and explaining learning objectives in terms of: a general CEFR L level (for example, A1, A2 and B1) (S8.17) specific ‘Can Do’ statements (S8.17) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S8.12) one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S8.18, S8.22) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> investigating and gathering information on one’s own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S8.18, S8.22)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p>2: Collaborative development</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S8.8, S8.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in collaborative development activities, e.g. ideas sharing, workshops, team teaching, peer observation, seeking guidance, project work, etc. (S8.8, S8.12) <p>3: Exploratory teaching</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> The importance of principled teaching practices and processes (S8.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of reflection processes in teaching (S8.14, S8.18, S8.21) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S8.8, S8.16, S8.22) using a variety of reflection tools, e.g. diaries, video recordings, etc. (S8.18, S8.21) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for different teacher roles to support learners' achievements (S8.5)

TWT session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> no knowledge descriptors for phase 2 <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> marking homework and tests efficiently (S8.3) contributing to the maintenance of quality within the institution (S8.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> helping develop the ethos of the institution (S8.18) assuming a variety of roles to support learners' achievement and peer growth, e.g. resource sharer, peer observer, etc. (S8.5) enhancing and extending quality in all aspects of institutional work (S8.12, S8.18)