

EAQUALS Mapping

This document demonstrates how the session topics and aims of this course map onto the Eaquals Framework for Language Teacher Training and Development. The course is mapped onto 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.

Session	Session aims	Topics	Coverage of Eaquals Framework
Session 1 Understanding special educational needs	<ul style="list-style-type: none"> To explore the meaning of special educational needs (SEN) To examine the impact of SEN on learning To become aware of the barriers to language learning for students with SEN To reflect on the challenges of working with students with SEN 	<ul style="list-style-type: none"> Defining special educational needs Categories of SEN SEN profiles Teaching students with special educational needs Recognizing special educational needs Common problem areas: working memory Common problem areas: communication and interaction Common problem areas: self-esteem Common problem areas: practical ideas for the classroom 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs and 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 (S1.2–6, S1.8) the processes and resources available in the institution to determine learners' needs (S1.8) different learning theories and how these are applied to the learning and teaching processes (S1.9–11, S1.13) <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 (S1.2–3, S1.5–11, S1.13) various procedures and processes for finding out about learning needs, and their usefulness in different teaching contexts (S1.8, S1.13) aspects of educational culture which might affect learners' approach to language learning (S1.2–11) <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 (S1.8) identifying some of the differences between the cognitive and affective needs of different learners (S1.2–11) integrating awareness of the cultural background of the learners into their teaching (S1.5–8) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S1.3, S1.7–11) <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 (S1.2–4, S1.8) basing lesson and course design and the selection of learning activities on learners' needs (S1.2–3, S1.5, S1.7, S1.9–12) <p>2: Curriculum and the teaching and 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 (S1.9–12) planning a logical sequence of lessons based on the TLP and learner needs (S1.1, S1.9–10, S1.12)

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			<p>3: Lesson aims and 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.) (S1.10–11, S1.14) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S1.2–12, S1.14–17) the complex interrelationship between teaching aims and learning outcomes (S1.4–5) <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. (S1.9–10) the interdependence of learning outcomes, the teaching context and individual learners (S1.2–6, S1.9–11) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S1.2–12) <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 (S1.9) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S1.2–12, S1.14–17) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S1.5, S1.12) <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 (S1.7) anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S1.2–5, S1.7–11) adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S1.9–12) successfully balancing objectives that relate to language systems, language skills, and language use (S1.5, S1.7) linking language skills development with learners' real-life needs (S1.5–7) organising activities that integrate the use of different language skills (S1.5, S1.12–13) reflecting on the extent to which learning outcomes reflect lesson aims (S1.2–4)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: The lesson – tasks, activities and materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • some possible ways of organising lessons and varying activities (S1.2–3, S1.7, S1.9, S1.12) • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S1.2–3, S1.9, S1.12) • the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S1.2–7, S1.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • various possible teacher and learner roles, and some effective lesson management techniques (S1.2–3, S1.7, S1.9, S1.12) • the rationale and options for planning lesson stages in different logical sequences (S1.7) • 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, S1.7, S1.9, S1.12) • basic techniques for materials design (S1.7, S1.12) • strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S1.2–3) <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 course-books (S1.7) • selecting and using a limited range of relevant additional resources and technical teaching aids (S1.7, S1.12) • planning appropriate sequences of activities, paying attention to pace, variety and use of time (S1.2–3, S1.9, S1.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners’ needs and learning styles, taking into account their cultural background (S1.7, S1.9) • deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S1.2–3, S1.7, S1.9) • reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S1.12) <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 (S1.5, S1.10) • the impact of affective factors on learning (S1.2–5, S1.7–8) • the main approaches, methods and techniques of language teaching, and their underlying principles (S1.9–11)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> • key issues in learning theory relevant to language learning (S1.9–11) • the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S1.2–3) • the role of cognitive and affective factors in the learning process and the development of language competence (S1.2–11) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S1.5, S1.9–11) • using classroom language appropriate to the level of the learners (S1.2–3, S1.7) <p>Phase 2</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 (S1.5, S1.10, S1.12) • efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S1.2–3, S1.7, S1.9–12) <p>2: Resources and materials</p> <p>Knowledge of</p> <p>Phase 1</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 (S1.9, S1.12) <p>Phase 2</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 (S1.12) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • using a limited range of published materials and other learning resources effectively (S1.7, S1.9, S1.12) • managing teaching/learning resources well in familiar teaching contexts/situations (S1.7, S1.9–10, S1.12) • creating simple learning materials in line with learners’ interests and needs to complement other resources (S1.9, S1.12) <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, S1.9–10, S1.12) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S1.7, S1.9, S1.12) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S1.7, S1.9–10, S1.12) • using various resources effectively, including the board and body language, to optimise learning outcomes (S1.7, S1.9–10, S1.12, S1.14)

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			<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, pair-work or individual activities (S1.2–3, S1.7, S1.9–10) <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 optimising learning, including the flexible switching from one type of activity to another (S1.2–3) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> establishing a positive rapport conducive to effective learning (S1.2–5, S1.7, S1.9–12) setting up and monitoring a basic range of classroom language learning activities, including pair and group-work, following suggestions in a teacher’s guide (S1.2–3, S1.12) giving clear instructions for a range of basic classroom activities (S1.7) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S1.2–3, S1.10, S1.13) varying interaction patterns to optimise learning (S1.2–3) <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 optimise learning outcomes (S1.2–3) giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S1.7) helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S1.2–3, S1.7–10) <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 (S1.2–3, S1.7, S1.9–10, S1.13) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p>

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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.) (S1.2–3, S1.9–10) using voice, body language and attitude to communicate with the class (S1.7, S1.9–11, S1.14) creating a positive & constructive classroom atmosphere (S1.2–3, S1.5, S1.7, S1.9–12) running the lesson as planned while adjusting pace, format, and feedback to learners' reactions (S1.6, S1.9–11) using time effectively so that learners feel they are making progress and remain motivated (S1.13) adopting different teacher and learner roles according to the teaching/learning context (S1.7) <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 (S1.2–3, S1.7, S1.9–11) organising longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S1.13) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S1.2–3, S1.9–10) assessing, reacting and responding to learner needs on the spur of the moment (S1.7) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S1.2–3, S1.7, S1.9–10, S1.13) adapting and varying teacher roles to match the context and emerging learner needs (S1.2–3, S1.7) <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 (S1.2–4, S1.7–10, S1.13) the nature and role of different kinds of motivation in learning (S1.2–3, S1.5, S1.7, S1.9–10, S1.13) <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 (S1.2–5, S1.7–10) individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S1.2–5, S1.7–10, S1.13) <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 (S1.2–5, S1.7, S1.9–10) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S1.7–8, S1.10–11)

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			<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 (S1.5–11, S1.14–17) <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 (S1.5–11, S1.14–17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting language used in class to communicate effectively with learners of the target language up to B2 level (S1.7) recognising the main causes of communication difficulties up to, for example, B1 level (S1.5–11, S1.14–17) overcoming basic communication problems with learners up to B1 (S1.5–7, S1.9–11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> communicating effectively with learners of the target language up to C1 (S1.5–7, S1.9–11) anticipating most communication difficulties up to at least B2 level (S1.5–11, S1.14–17) overcoming any significant communication problems with learners up to at least B2 level (S1.5–7, S1.9–11, S1.14–17) <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 (S1.9–11) <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 (S1.9–11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating major language and communication difficulties, and helping learners at these levels to overcome them (S1.5–11, S1.14–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating, and helping learners up to this level to overcome language and communication difficulties (S1.9–11, S1.14–17)

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			<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 (S1.5–6) cultural differences and intercultural issues (S1.5–6) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the social impact of culture (S1.5–6) concepts of “otherness”, “diversity” (S1.2–9) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> creating an atmosphere of respect, tolerance and understanding (S1.2–5, S1.7–8) identifying and using materials that are culturally appropriate (and culturally inappropriate) for given learners (S1.2–5, S1.7, S1.9) taking account of relevant stereotypical views (S1.2–5) promoting inclusivity and tolerance, and resolving intercultural difficulties (S1.2–5, S1.11, S1.14–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> adapting materials so that they are culturally appropriate (S1.7) integrating into lessons key areas of intercultural difference (e.g. proximity, politeness punctuality, directness, definiteness) (S1.5–7) selecting and using materials that are well matched to and yet extend the cultural horizons of learners (S1.12) <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 (S1.2–3) <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 (S1.7, S1.15–16) one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S1.7)

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			<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 (S1.7, S1.15–16) investigating and gathering information on one's own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S1.15–16) <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 (S1.15–16) <p>2: Collaborative development</p> <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. (S1.7–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> engaging in, promoting and leading some collaborative development activities (S1.8) <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 (S1.2, S1.4, S1.7) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</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 (S1.15–17) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S1.2, S1.4, S1.7, S1.9, S1.14–17) selecting and adapting different models, processes, tasks, resources and strategies based on feedback (S1.8)

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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 effective on-going communication within the work place and with all stakeholders (S1.8) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <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 (S1.8) carrying out teaching and other professional responsibilities and duties within the institution (S1.8) <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 (S1.14–16) dealing with students' issues and enquiries appropriately (S1.2–3) enhancing and extending quality in all aspects of institutional work (S1.15–16)

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

Session	Session aims	Topics	Coverage of Eaquals Framework
<p>Session 2</p> <p>Creating an inclusive learning environment</p>	<ul style="list-style-type: none"> To describe the inclusive learning environment To explore some key approaches to accommodating the needs of learners with SEN To review the way assistive technology can help learners with SEN 	<ul style="list-style-type: none"> Two models of inclusion What is inclusive learning? Creating a supportive environment Using a multisensory approach Multisensory teaching and learning: practical ideas for the classroom Differentiated teaching 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs and 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 (S2.6–7) different learning theories and how these are applied to the learning and teaching processes (S2.7, S2.15–16) <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 (S2.2–3, S2.6–8, S2.10) various procedures and processes for finding out about learning needs, and their usefulness in different teaching contexts (S2.3, S2.6, S2.9, S2.14) aspects of educational culture which might affect learners' approach to language learning (S2.2–4, S2.7–8, S2.10, S2.14–16)

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		<ul style="list-style-type: none"> Differentiated teaching: student profiles Using assistive technology Integrating technology into your teaching 	<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 (S2.4, S2.6, S2.14) identifying some of the differences between the cognitive and affective needs of different learners (S2.6–10, S2.14, S2.17) integrating awareness of the cultural background of the learners into their teaching (S2.2–3) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S2.6–8, S2.10) <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 (S2.6–7, S2.10) basing lesson and course design and the selection of learning activities on learners' needs (S2.4–5, S2.7–8, S2.10, S2.14–16) <p>2: Curriculum and the teaching and learning programme (TLP) or syllabus</p> <p>Knowledge of</p> <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 (S2.4, S2.6, S2.14) <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 (S2.6) <p>3: Lesson aims and outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S2.2–5, 2.9–11) the complex interrelationship between teaching aims and learning outcomes (S2.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the interdependence of learning outcomes, the teaching context and individual learners (S2.2–3, S2.7–8) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S2.4–5, S2.9–10, S2.13–14)

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			<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 (S2.7, S2.11) <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 (S2.7, S2.11, S2.16) organising activities that integrate the use of different language skills (S2.8) reflecting on the extent to which learning outcomes reflect lesson aims (S2.4, S2.7) <p>4: The lesson – tasks, activities and materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> some possible ways of organising lessons and varying activities (S2.5, S2.7–10, S2.12, S2.14–16) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S2.5–10, S2.12, S2.15–16) the meaning of ‘learner autonomy’, and the need to develop it (S2.9) the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S2.5, S2.7–10) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> various possible teacher and learner roles, and some effective lesson management techniques (S2.4–10, S2.12, S2.14–16) 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 (S2.5, S2.7–10, S2.15–16) a wide range of course-books and supplementary materials used for different purposes (S2.12) basic techniques for materials design (S2.7–8, S2.10) strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S2.6–10, S2.12) <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 course-books (S2.11) selecting and using a limited range of relevant additional resources and technical teaching aids (S2.8, S2.11–12, S2.14, S2.17) planning appropriate sequences of activities, paying attention to pace, variety and use of time (S2.5, S2.7–8, S2.10) planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S2.9)

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 course-book, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S2.8, S2.11–12) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S2.5, S2.7–8, S2.10) planning activities to support the development of learner autonomy, considering individual learner needs (S2.6, S2.8–9, S2.12) reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S2.15–16) <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 impact of affective factors on learning (S2.2–5, S2.7–8) the main approaches, methods and techniques of language teaching, and their underlying principles (S2.4, S2.7–8, S2.10) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> key issues in learning theory relevant to language learning (S2.4, S2.7–8, S2.14) the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S2.4, S2.7–8, S2.10) the role of cognitive and affective factors in the learning process and the development of language competence (S2.2, S2.5, S2.7–8, S2.10) <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 (S2.4, S2.7–8, S2.10, S2.12) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S2.4, S2.7–8, S2.10) <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 (S2.4, S2.7–10, S2.13–17) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S2.5–8, S2.10–12)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 (S2.3, S2.8, S2.11–12) <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 (S2.3, S2.7–8, S2.11–12) the relationship between cultural content in learning resources and the social and cultural background of learners (S2.6, S2.8) <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 (S2.3, S2.7–8, S2.11–12) managing teaching/learning resources well in familiar teaching contexts/situations (S2.7–8, S2.12) creating simple learning materials in line with learners’ interests and needs to complement other resources (S2.7–8) <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 (S2.3, S2.7–12) evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S2.3, S2.7–8, S2.11–13, S2.15–16) selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S2.3, S2.7–14) using various resources effectively, including the board and body language, to optimise learning outcomes (S2.3, S2.5, S2.7–8, S2.10–12) adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S2.3, S2.11–12, S2.17) <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, pair-work or individual activities (S2.4–5, S2.8, S2.10, S2.15–16) <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 optimising learning, including the flexible switching from one type of activity to another (S2.3, S2.5)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> establishing a positive rapport conducive to effective learning (S2.2–3, S2.5, S2.7) setting up and monitoring a basic range of classroom language learning activities, including pair and group-work, following suggestions in a teacher's guide (S2.7) giving clear instructions for a range of basic classroom activities (S2.5–6, S2.10) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S2.5–8, S2.10, S2.17) varying interaction patterns to optimise learning (S2.3, S2.5–8, S2.10) <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 optimise learning outcomes (S2.5–8) giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S2.5–6, S2.10) helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S2.7–8, S2.10) varying teacher and learner roles to promote learner-centred activities (S2.5, S2.9–10) <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 (S2.3, S2.5, S2.8–10, S2.13–17) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</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.) (S2.5, S2.9–10) using voice, body language and attitude to communicate with the class (S2.3, S2.5–6) creating a positive & constructive classroom atmosphere (S2.3, S2.5–6, S2.8, S2.10, S2.15–16) running the lesson as planned while adjusting pace, format, and feedback to learners' reactions (S2.5, S2.15–16) using time effectively so that learners feel they are making progress and remain motivated (S2.6, S2.8, S2.10, S2.17) adopting different teacher and learner roles according to the teaching/learning context (S2.3–10, S2.13–14)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S2.4–6, S2.10) organising longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S2.5, S2.10) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S2.2–5) assessing, reacting and responding to learner needs on the spur of the moment (S2.5) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S2.3, S2.5–6, S2.8–10, S2.13–14) adapting and varying teacher roles to match the context and emerging learner needs (S2.4–6, S2.10, S2.12) <p>5: Using digital media</p> <p>Knowledge of</p> <p>Phase 2</p> <ul style="list-style-type: none"> main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S2.3, S2.11–12, S2.15–16) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) (S2.11–12, S2.14–17) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> basic psychology of learning, and how languages, including the mother tongue, are learnt/acquired (S2.7–8, S2.13) key issues relating to individual differences between learners, and their effect on classroom dynamics (S2.2–6, S2.13, S2.15–16) the role of feedback and error correction in fostering language learning (S2.5) the nature and role of different kinds of motivation in learning (S2.3, S2.5, S2.7–10, S2.17) <p>Phase 2</p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S2.2–8, S2.10, S2.13) individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S2.2–10, S2.13, S2.17) 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 (S2.5, S2.9)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 (S2.5) <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 (S2.5) responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S2.13) <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 (S2.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> some techniques for developing learner autonomy (S2.9–10, S2.12) <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 course-book, colleagues or school (S2.9) <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 (S2.9, S2.12) involving learners in decision making within the lesson and course (S2.9–10) encouraging learners to take responsibility for their learning, and advising them on independent learning options (S2.9–10) <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 potential relationships between teaching/learning and assessment processes (S2.9) <p>2: Test types: design and administration</p> <p>Knowledge of</p> <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.) (S2.9)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 (S2.9) using assessment tasks effectively during teaching (S2.9) <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 (S2.9) <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 (S2.9) feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S2.5, S2.12) ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S2.5) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S2.5, S2.9) 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 (S2.5, S2.9) <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 (S2.5, S2.9) developing learners' awareness of assessment criteria with a view to engaging them in monitoring their own progress using a range of assessment mechanisms (S2.9) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S2.5, S2.9) <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 (S2.9)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 (S2.2–4) <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 (S2.2–4) <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 (S2.2–4) <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 (S2.2–4) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating, and helping learners up to this level to overcome, major language and communication difficulties (S2.7, S2.11) <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 (S2.5) features of one's own culture which may influence the way one teaches and behaves (S2.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the social impact of culture (S2.6) concepts of "otherness", "diversity" (S2.2–4) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> creating an atmosphere of respect, tolerance and understanding identifying and using materials that are culturally appropriate (and culturally inappropriate) for given learners (S2.2–4, S2.6–8) promoting inclusivity and tolerance, and resolving intercultural difficulties (S2.2–17)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> integrating into lessons key areas of intercultural difference (e.g. proximity, politeness punctuality, directness, definiteness) (S2.6) identifying or adapting materials that promote intercultural understanding (and language use) (S2.9) <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 (S2.5–6, S2.8, S2.15–16) one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S2.5–6, S2.8, S2.10, S2.15–16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a broad range of self-development processes and strategies (S2.15–16) a range of tools, resources and processes to enhance strengths and to address areas for development (S2.15–16) <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 (S2.10, S2.15–16) investigating and gathering information on one’s own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S2.5–6, S2.8, S2.10, S2.15–16) <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 (S2.5–6, S2.8, S2.10, S2.15–16) identifying, selecting/recycling and incorporating/exploiting a range of tools, resources and processes to enhance strengths and to address areas for development (S2.15–16) <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 (S2.5, S2.7–8, S2.10–11) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <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 (S2.5–6, S2.8)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S2.2–4, S2.7, S2.11, S2.15–16) selecting and adapting different models, processes, tasks, resources and strategies based on feedback (S2.5–6, S2.8, S2.10) <p>5: Professional conduct</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the need for effective on-going communication within the work place and with all stakeholders (S2.6) <p>Phase 2</p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> contributing to effective communication and helping maintain the ethos of the institution (S2.6) <p>Phase 2</p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S2.7–8, S2.11, S2.13) assuming a variety of roles to support learners' achievement and peer growth e.g. resource sharer, peer observer etc. (S2.6)

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

Session	Session aims	Topics	Coverage of Eaquals Framework
Session 3 Planning and collaboration	<ul style="list-style-type: none"> To reflect on the importance of planning, provision, and collaboration To explore approaches to planning and provision for students with SEN To review ways of collaborating with parents/carers 	<ul style="list-style-type: none"> The importance of collaboration Provision mapping Individual Education Plans (IEPs) Education, Health, and Care (EHC) plans Comparing different approaches to planning and provision 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs and learning processes</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S3.2, S3.4–8, S3.11, S3.14–17) the processes and resources available in the institution to determine learners' needs (S3.2, S3.4–8, S3.11, S3.14–17) different learning theories and how these are applied to the learning and teaching processes (S3.6) <p>Phase 2</p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S3.2, S3.6–10) various procedures and processes for finding out about learning needs, and their usefulness in different teaching contexts (S3.2, S3.4–8, S3.11, S3.14–16) aspects of educational culture which might affect learners' approach to language learning (S3.2, S3.10)

Session	Session aims	Topics	Coverage of Eaquals Framework
	<ul style="list-style-type: none"> To consider the use of peer mentoring, peer education, and teaching assistants 	<ul style="list-style-type: none"> Collaborating with parents/carers Strategies for collaborating with parents/carers Involving students in planning and target-setting Peer mentoring and peer education Working with teaching assistants 	<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 (S3.2, S3.4–9, S3.11, S3.15–17) identifying some of the differences between the cognitive and affective needs of different learners (S3.2, S3.4–9, S3.15–17) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S3.2–9, S3.11, S3.15–17) <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 (S3.2, S3.4–8, S3.11) basing lesson and course design and the selection of learning activities on learners' needs (S3.2, S3.4–8, S3.10–11, S3.15–17) <p>2: Curriculum and the teaching and 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 reflect CEFR levels and principles (S3.2, S3.6–8) the rationale for consulting stakeholders – including learners themselves – about the curriculum and TLP, and means of doing this (S3.2, S3.4, S3.8–10, S3.11–12, S3.14) <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 (S3.2, S3.4–8) the way in which the curriculum and the TLPs relate to each other (S3.2, S3.4–6, S3.8) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> following the school curriculum and TLP/course syllabus with guidance from school managers and more experienced peers (S3.5, S3.12) 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 (S3.2, S3.4–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S3.2, S3.4–8) helping learners understand the principles and aims of the institution's curriculum and TLPs. (S3.4–8, S3.11) planning a logical sequence of lessons based on the TLP and learner needs (S3.2, S3.4–8)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>3: Lesson aims and 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 (S3.5) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S3.5) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S3.2–3, S3.5–6, S3.8–10) the complex interrelationship between teaching aims and learning outcomes (S3.4–6) <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. (S3.5–6) the interdependence of learning outcomes, the teaching context and individual learners (S3.2, S3.5–8, S3.10, S3.15–17) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S3.2, S3.4–8, S3.10) <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 (S3.5–6) 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. (S3.5–6) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S3.2–10, S3.13, S3.15–17) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S3.5–6) <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 (S3.2, S3.5–6) anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S3.2, S3.4–8, S3.13, S3.15–17) successfully balancing objectives that relate to language systems, language skills, and language use. (S3.5–6) linking language skills development with learners' real-life needs (S3.2, S3.4–8) reflecting on the extent to which learning outcomes reflect lesson aims (S3.5–6)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: The lesson – tasks, activities and materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • some possible ways of organising lessons and varying activities (S3.2, S3.5–6, S3.8) • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S3.2, S3.5–7) • the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S3.2, S3.4–7, S3.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • various possible teacher and learner roles, and some effective lesson management techniques (S3.2, S3.4–6, S3.10, S3.13, S3.15–17) • the rationale and options for planning lesson stages in different logical sequences (S3.5–6) • 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 (S3.5–6) • strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S3.2, S3.5–6, S3.10, S3.11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • planning appropriate sequences of activities, paying attention to pace, variety and use of time (S3.2, S3.5–6, S3.8, S3.14) • planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S3.5–6, S3.11) <p><i>Phase 2</i></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 (S3.2, S3.5–6, S3.13) • planning activities to support the development of learner autonomy, considering individual learner needs (S3.2, S3.5–8, S3.11, S3.13) <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 impact of affective factors on learning (S3.2, S3.4–8, S3.10, S3.15–17) • the main approaches, methods and techniques of language teaching, and their underlying principles (S3.5–6) <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) • the role of cognitive and affective factors in the learning process and the development of language competence (S3.2, S3.4–8)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 (S3.5–6) • using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S3.5–6) <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, S3.6) • efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S3.5–6, S3.13) <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 (S3.4–5, S3.8) <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 (S3.5) • managing teaching/learning resources well in familiar teaching contexts/situations (S3.2, S3.5–6, S3.8, S3.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S3.4–6) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S3.2, S3.5–6, S3.8) • using various resources effectively, including the board and body language, to optimise learning outcomes (S3.5–6) <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, pair-work or individual activities (S3.4, S3.6–7) <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 optimising learning, including the flexible switching from one type of activity to another (S3.2, S3.4–5)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> establishing a positive rapport conducive to effective learning (S3.4–6, S3.10, S3.13) setting up and monitoring a basic range of classroom language learning activities, including pair and group-work, following suggestions in a teacher's guide (S3.5, S3.12) giving clear instructions for a range of basic classroom activities (S3.6) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S3.2, S3.4–5, S3.12–13) varying interaction patterns to optimise learning (S3.2, S3.5–6, S3.12–13) <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 optimise learning outcomes (S3.13) giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S3.6) helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S3.6–7, S3.11–13) responding to and integrating feedback from learners, and handling cultural or other disagreement between learners (S3.4) varying teacher and learner roles to promote learner-centred activities (S3.4–6, S3.12–13) <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 (S3.2, S3.4–8, S3.10, S3.12–13) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</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.) (S3.5–6, S3.11) creating a positive & constructive classroom atmosphere (S3.4, S3.6, S3.12–13) using time effectively so that learners feel they are making progress and remain motivated (S3.2, S3.6, S3.13–14) adopting different teacher and learner roles according to the teaching/learning context (S3.4–6, S3.10, S3.12–13) <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 (S3.4–8, S3.13) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S3.2, S3.4–6, S3.8) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S3.2, S3.4–8, S3.13) adapting and varying teacher roles to match the context and emerging learner needs (S3.2, S3.4–8, S3.13, S3.15–17)

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 (S3.2, S3.4–6, S3.8, S3.13) the role of feedback and error correction in fostering language learning (S3.6) <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 (S3.2, S3.5–8, S3.10, S3.13) individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S3.2, S3.4–8, S3.10, S3.13) 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 (S3.6, S3.12) <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 (S3.6) identifying emerging needs and responding to them, seeking advice as necessary (S3.2, S3.4–6) <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 (S3.6) responding flexibly to learners’ mood, feedback and problems, changing plans to meet needs or opportunities that arise (S3.2, S3.4–5, S3.7) <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 (S3.5–6) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> some techniques for developing learner autonomy (S3.5–6) <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 course-book, colleagues or school (S3.5–6) <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 (S3.5–6) setting up and managing simple individual and group out-of-class projects for language activation and practice (S3.2) involving learners in decision making within the lesson and course (S3.5–6, S3.11, S3.15–17) encouraging learners to take responsibility for their learning, and advising them on independent learning options (S3.4–6, S3.11)

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 (S3.6) alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S3.6) <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 (S3.6) ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S3.6) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S3.6) 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 (S3.6) identifying situations in which self-assessment and peer assessment can be useful (S3.12) <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 (S3.6) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress 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 (S3.2, S3.4–5) <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 (S3.2, S3.4–5) <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"> relevant cultural behaviour, traditions, artefacts (S3.3) features of one's own culture which may influence the way one teaches and behaves (S3.3)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> language and culture – power, gender, status, conformity etc. (S3.2–3) concepts of “otherness”, “diversity” (S3.2, S3.5–8) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> creating an atmosphere of respect, tolerance and understanding identifying and using materials that are culturally appropriate (and culturally inappropriate) for given learners (S3.2–10) taking account of relevant stereotypical views (S3.2–3) promoting inclusivity and tolerance, and resolving intercultural difficulties (S3.2–10, S3.11–13, S3.15–17) <p>Phase 2</p> <ul style="list-style-type: none"> integrating into lessons key areas of intercultural difference (e.g. proximity, politeness punctuality, directness, definiteness) (S3.3) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S3.4, S3.10) one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S3.4, S3.10) <p>Skills</p> <p>Phase 1</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) (S3.2, S3.4, S3.10, S3.13, S3.15–16) <p>Phase 2</p> <ul style="list-style-type: none"> managing self development autonomously, professionally and ethically in a variety of familiar educational contexts (S3.10) identifying, selecting/recycling and incorporating/exploiting a range of tools, resources and processes to enhance strengths and to address areas for development (S3.10) <p>2: Collaborative development</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S3.2, S3.4) <p>Phase 2</p> <p>no knowledge descriptors for phase 2</p>

Session	Session aims	Topics	Coverage of Equals 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. (S3.2, S3.4, S3.8–9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> engaging in, promoting and leading some collaborative development activities (S3.4, S3.8–10, S3.14) <p>3: Exploratory teaching</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using existing model tools and processes for exploratory practice (S3.5–6) <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 (S3.4–6, S3.8, S3.10, S3.13, S3.15–17) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S3.2, S3.4–10, S3.13, S3.15–17) selecting and adapting different models, processes, tasks, resources and strategies based on feedback (S3.4, S3.6–8) seeking regular involvement in peer observation, asking for advice and engaging in constructive collegial discussion (S3.2) <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 on-going communication within the work place and with all stakeholders (S3.2, S3.4, S3.7–8, S3.10–11, S3.15–17) the need for different teacher roles to support learners' achievements (S3.2, S3.13, S3.17) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <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 (S3.11)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S3.2, S3.5–6, S3.8–11, S3.15–17) providing support and giving guidance to peers in their teaching and other professional responsibilities and duties within the institution (S3.2)

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

Session	Session aims	Topics	Coverage of Eaquals Framework
<p>Session 4 Types of SEN</p>	<ul style="list-style-type: none"> To understand the characteristics of different types of SEN To explore the impact of each type of SEN on learning To investigate practical ways of supporting and motivating learners with different types of SEN 	<ul style="list-style-type: none"> Understanding dyslexia Dyslexia: classroom tasks and activities Understanding dyspraxia Dyspraxia: practical ideas for the classroom Understanding attention deficit hyperactivity disorder (ADHD) Classroom management techniques for ADHD Understanding social, emotional, and behavioural difficulties (SEBD) SEBD: practical ideas for the classroom Understanding autism spectrum condition (ASC) Strategies for working with students with ASC 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs and learning processes</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S4.2–4, S4.6, S4.8–18, S4.20–22) different learning theories and how these are applied to the learning and teaching processes (S4.16, S4.19) <p>Phase 2</p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S4.2–22) various procedures and processes for finding out about learning needs, and their usefulness in different teaching contexts (S4.4, S4.6–7, S4.16, S4.22) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> identifying some of the differences between the cognitive and affective needs of different learners (S4.2–8, S4.10–19) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S4.2–18, S4.22) <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 (S4.2–18, S4.20–22) basing lesson and course design and the selection of learning activities on learners' needs (S4.2–9, S4.11, S4.15, S4.17–18, S4.20–22) <p>3: Lesson aims and outcomes</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S4.5) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S4.5, S4.12, S4.15) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S4.2–17, S4.20–22) the complex interrelationship between teaching aims and learning outcomes (S4.4–17)

Session	Session aims	Topics	Coverage of Eaquals Framework
		<ul style="list-style-type: none"> Understanding speech and language difficulties (SLD) SLD: practical ideas for the classroom Understanding gifted and talented students Differentiation for gifted and talented students 	<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. (S4.5–9, S4.14–17) the interdependence of learning outcomes, the teaching context and individual learners (S4.2–4, S4.6–17, S4.20–22) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S4.2–17, S4.19–22) <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 (S4.4–9, S4.12–15) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S4.2–17, S4.19–22) <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 (S4.2–17) adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S4.13) linking language skills development with learners' real-life needs (S4.2–4, S4.6–18) organising activities that integrate the use of different language skills (S4.5, S4.7, S4.9, S4.11, S4.13–15, S4.17) reflecting on the extent to which learning outcomes reflect lesson aims (S4.11–12) <p>4: The lesson – tasks, activities and materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organising lessons and varying activities (S4.2–7, S4.9, S4.11, S4.13–15, S4.17) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S4.5, S4.7, S4.9, S4.11, S4.13, S4.15, S4.17) the prescribed course-book, especially the way it is structured, and other core resources (S4.11) the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S4.5–17) <p>Phase 2</p> <ul style="list-style-type: none"> various possible teacher and learner roles, and some effective lesson management techniques (S4.4–9, S4.11, S4.13, S4.15, S4.17, S4.22) 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 (S4.5–9, S4.11, S4.13, S4.15, S4.17–18) a wide range of course-books and supplementary materials used for different purposes (S4.11, S4.13, S4.15, S4.17) strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S4.5–11, S4.13, S4.15, S4.17, S4.20–21)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 course-books (S4.11, S4.13) planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers' books (S4.11) selecting and using a limited range of relevant additional resources and technical teaching aids (S4.5, S4.7, S4.9, S4.11, S4.13, S4.15, S4.17) planning appropriate sequences of activities, paying attention to pace, variety and use of time (S4.5, S4.7–9, S4.11, S4.13, S4.15, S4.17, S4.20–22) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S4.5, S4.7–8, S4.11, S4.13, S4.15, S4.17) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S4.5, S4.7–9, S4.11, S4.13, S4.15, S4.17) planning activities to support the development of learner autonomy, considering individual learner needs (S4.5, S4.7–11, S4.13, S4.15, S4.17, S4.20–22) reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S4.16–17) <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 (S4.7, S4.14–15) the impact of affective factors on learning (S4.2–22) the main approaches, methods and techniques of language teaching, and their underlying principles (S4.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> key issues in learning theory relevant to language learning (S4.16, S4.19) the role of cognitive and affective factors in the learning process and the development of language competence (S4.2–17) <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 (S4.13–15) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S4.5, S4.7–8, S4.11, S4.13–15, S4.17) <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 (S4.5, S4.7–11, S4.13–15, S4.17) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S4.5, S4.7, S4.9, S4.11, S4.13, S4.15, S4.17, S4.20–21)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 (S4.5, S4.7–8, S4.11, S4.13, S4.15, S4.17) <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, S4.7, S4.16–17) <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, S4.7, S4.11, S4.13–15, S4.17) managing teaching/learning resources well in familiar teaching contexts/situations (S4.4–7, S4.9, S4.11, S4.13, S4.15, S4.17) creating simple learning materials in line with learners’ interests and needs to complement other resources (S4.5, S4.7) <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, S4.7, S4.13–15, S4.17) evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S4.5, S4.7) selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S4.5, S4.7, S4.13, S4.17) using various resources effectively, including the board and body language, to optimise learning outcomes (S4.5, S4.7, S4.11, S4.13) <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, pair-work or individual activities (S4.13–14, S4.17) <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 optimising learning, including the flexible switching from one type of activity to another (S4.8–14, 4.16–17)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> establishing a positive rapport conducive to effective learning (S4.4, S4.6–9, S4.10–14) setting up and monitoring a basic range of classroom language learning activities, including pair and group-work, following suggestions in a teacher's guide (S4.5, S4.7) giving clear instructions for a range of basic classroom activities (S4.13–15) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S4.5, S4.7–11, S4.13, S4.15, S4.17) varying interaction patterns to optimise learning (S4.5, S4.7–11, S4.13, S4.15, S4.17) <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 optimise learning outcomes (S4.5, S4.7–11, S4.13–15, S4.17, S4.20–22) giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S4.2, S4.13–15) helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S4.4–11, S4.13, S4.16–17, S4.20–22) varying teacher and learner roles to promote learner-centred activities (S4.4, S4.6–11, S4.13–15, S4.17) <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 (S4.2–3, S4.5, S4.7–15, S4.17–18) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</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.) (S4.5, S4.7–11, S4.13–15, S4.17) using voice, body language and attitude to communicate with the class (S4.8–11, S4.13, S4.15, S4.17) creating a positive & constructive classroom atmosphere (S4.8–11, S4.13–15) using time effectively so that learners feel they are making progress and remain motivated (S4.6–11, S4.17) adopting different teacher and learner roles according to the teaching/learning context (S4.4, S4.6–11, S4.13–15, S4.17)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S4.2–11, S4.13–15, S4.17) organising longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S4.6–12) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S4.4–15, S4.16–17) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S4.4–18) adapting and varying teacher roles to match the context and emerging learner needs (S4.5, S4.7–15, S4.17–18, S4.20–22) <p>5: Using digital media</p> <p>Knowledge of</p> <p>Phase 2</p> <ul style="list-style-type: none"> main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S4.7) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> key issues relating to individual differences between learners, and their effect on classroom dynamics (S4.4–17) the nature and role of different kinds of motivation in learning (S4.6–13, S4.17) <p>Phase 2</p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S4.5, S4.7–22) individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S4.2–22) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> identifying emerging needs and responding to them, seeking advice as necessary (S4.4–22) <p>Phase 2</p> <ul style="list-style-type: none"> responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S4.4–17) <p>7: Learner autonomy</p> <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> planning some activities to develop learner autonomy following procedures suggested by the course-book, colleagues or school (S4.13, S4.17) <p>Phase 2</p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S4.6–11, S4.13, S4.15, S4.17–18) encouraging learners to take responsibility for their learning, and advising them on independent learning options (S4.9, S4.11, S4.13, S4.17)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 (S4.4–15, S4.20–22) <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 (S4.4–15, S4.19–22) <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"> concepts of “otherness”, “diversity” (S4.2–4, S4.5, S4.7–17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> creating an atmosphere of respect, tolerance and understanding identifying and using materials that are culturally appropriate (and culturally inappropriate) for given learners (S4.6–17, S4.22) promoting inclusivity and tolerance, and resolving intercultural difficulties (S4.2–3, S4.6–17, S4.22) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> integrating into lessons key areas of intercultural difference (e.g. proximity, politeness punctuality, directness, definiteness) (S4.6–7) <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 (S4.20–22) <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 (S4.20–22) investigating and gathering information on one’s own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S4.20–22)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 (S4.20–22) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</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 (S4.2–7, S4.9–12, S4.14–17, S4.20–22) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S4.3–15, S4.17, S4.19–22) <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 (S4.4–17, S4.20–22) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <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 (S4.3–15, S4.17, S4.20–22)

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

Session	Session aims	Topics	Coverage of Eaquals Framework
Session 5 Inclusive assessment	<ul style="list-style-type: none"> To find out about the challenges of formative assessment for students with SEN To consider how the needs of students with SEN can be accommodated in summative assessment To explore practical approaches to formative assessment for students with SEN, including assistive technology To investigate ways of setting targets and giving effective feedback To learn how to evaluate and adapt coursebook tests to make them more suitable for students with SEN 	<ul style="list-style-type: none"> Assessment for learning and assessment of learning Creating assessment for learning tasks Accommodating SEN students in formal exams Multisensory approaches to classroom-based assessment Implementing self-assessment Setting targets Setting targets: learner profiles Giving feedback Assessment for learning: practical ideas for the classroom Using assistive technology in assessment for learning Adapting coursebook tests for students with SEN 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs and 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 (S5.5–7, S5.10, S5.13) different learning theories and how these are applied to the learning and teaching processes (S5.5) <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 (S5.2–6, S5.8, S5.10, S5.13) <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 (S5.11) <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 (S5.2–6, S5.8, S5.10) basing lesson and course design and the selection of learning activities on learners' needs (S5.2, S5.7, S5.12–13) <p>3: Lesson aims and outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S5.2–6, S5.8, S5.10, S5.14) <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 (S5.2–3, S5.6, S5.8, S5.10, S5.14) <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 (S5.2–3, S5.6, S5.8, S5.10, S5.14) <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 (S5.2–3, S5.6, S5.8, S5.10, S5.14)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: The lesson – tasks, activities and materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • some possible ways of organising lessons and varying activities (S5.7, S5.12) • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S5.2, S5.5, S5.7–8, S5.12–14, S5.17–19) • the prescribed course-book, especially the way it is structured, and other core resources (S5.14) <p><i>Phase 2</i></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 (S5.2, S5.5, S5.7–8, S5.11–13, S5.17–19) • a wide range of course-books and supplementary materials used for different purposes (S5.14) • strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S5.5, S5.10) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers’ books (S5.14) • selecting and using a limited range of relevant additional resources and technical teaching aids (S5.12, S5.15–16, S5.17–19) • planning appropriate sequences of activities, paying attention to pace, variety and use of time (S5.7) • planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S5.12) • selecting activities aimed at getting learners to recycle previously encountered language (S5.12) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners’ needs and learning styles, taking into account their cultural background (S5.13) • deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S5.7, S5.9, S5.12) • planning activities to support the development of learner autonomy, considering individual learner needs (S5.7, S5.12) • reflecting on and evaluating planning in the light of learners’ progress, and identifying strengths and areas for further development (S5.4, S5.9) • reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S5.12) <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 impact of affective factors on learning (S5.2–3)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> the role of cognitive and affective factors in the learning process and the development of language competence (S5.11) <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 (S5.4, S5.7, S5.12) <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 (S5.14) <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 (S5.13) <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 (S5.14) managing teaching/learning resources well in familiar teaching contexts/situations (S5.14) using resources effectively following suggestions in a teacher's guide or course-book (S5.14) <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 (S5.14, S5.17–19) evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S5.14) selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S5.14, S5.17–19) adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S5.13) <p>3: Interacting with learners</p> <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 group-work, following suggestions in a teacher's guide (S5.4, S5.7) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S5.12)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 optimise learning outcomes (S5.12) helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S5.5, S5.7) varying teacher and learner roles to promote learner-centred activities (S5.5, S5.7) <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 (S5.2, S5.7–8, S5.10–13) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> running the lesson as planned while adjusting pace, format, and feedback to learners' reactions (S5.11) using time effectively so that learners feel they are making progress and remain motivated (S5.4, S5.6, S5.12) adopting different teacher and learner roles according to the teaching/learning context (S5.2) <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 (S5.2, S5.7–8, S5.10–13) adapting and varying teacher roles to match the context and emerging learner needs (S5.2) <p>5: Using digital media</p> <p>Knowledge of</p> <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 (S5.13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) (S5.13) downloading resources from websites (S5.13)

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"> the role of feedback and error correction in fostering language learning (S5.11) the nature and role of different kinds of motivation in learning (S5.8, S5.11) <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 (S5.4) 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 (S5.4, S5.8–9, S5.11–12, S5.17–19) <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 (S5.11) <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 (S5.4, S5.9, S5.11, S5.16) <p>7: Learner autonomy</p> <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 course-book, colleagues or school (S5.12) <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 (S5.7, S5.12) involving learners in decision making within the lesson and course (S5.5–6, S5.9, S5.12) encouraging learners to take responsibility for their learning, and advising them on independent learning options (S5.4–5, S5.7–8, S5.10, S5.12, S5.16) <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 importance of learners' classroom performance in assessing learning needs (S5.2, S5.4, S5.12) <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 (S5.4–5, S5.15, S5.17–19) the potential relationships between teaching/learning and assessment processes (S5.4–8, S5.12, S5.15, S5.17–19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • monitoring classroom learning to identify learning needs and achievement (S5.2–5, S5.7–8, S5.10–13) • carrying out assessment as instructed by the institution (S5.2, S5.5–6) <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.) (S5.2, S5.5–6, S5.9, S5.14) • procedures for running different types of test (S5.5) • a range of basic techniques for grading learners’ work (S5.5) • how to correct, grade and comment on learners’ work (S5.5) <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.) (S5.2, S5.5–6, S5.8, S5.11–12, S5.14–15, S5.17–19) • a wide range of grading/scoring methods and the underlying techniques, e.g., weighting, using different types of grading/scoring scale (S5.5–6) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • supervising test takers and marking class tests (informal and formal) (S5.3) • administering tests according to procedures ensuring test conditions are respected (S5.6) • using an appropriate grading or scoring scheme for the test to ensure learners receive the correct grade/score (S5.4–6) <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 (S5.2–3, S5.5) • using assessment tasks effectively during teaching (S5.2–5, S5.7–8, S5.12, S5.15, S5.17–19) • overseeing and monitoring test administration (test taking, grading, recording of grades) (S5.4–5) <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 (S5.2, S5.4–5, S5.7–8, S5.12, S5.15, S5.17–19) • the types of feedback that can be given e.g. from formal testing, assessment of class performance, general evaluation (S5.2–3, S5.5–6, S5.11–12, S5.17–19) • alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S5.4, S5.8–9, S5.11–12, S5.16, S5.17–19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</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 (S5.4–5, S5.7, S5.12, S5.15, S5.17–19) feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S5.5, S5.8, S5.11–12) ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S5.5, S5.10–12) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S5.4–5, S5.11) 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 (S5.4–5, S5.7, S5.11–12) identifying situations in which self-assessment and peer assessment can be useful (S5.8–9, S5.12, S5.16) <p>Phase 2</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 (S5.5, S5.8, S5.11) developing learners' awareness of assessment criteria with a view to engaging them in monitoring their own progress using a range of assessment mechanisms (S5.4–5, S5.8–12, S5.16) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S5.4–5, S5.8–12, S5.16) <p>4: Assessment and learning processes</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the role of assessment and self-assessment in fostering learner motivation (S5.4–6, S5.8–9, S5.11–12, S5.16) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> carrying out simple language assessment tasks in the context of classroom learning activities (S5.2, S5.5, S5.7, S5.12, S5.17–19) supporting the development of exam taking techniques through the use of exam practice materials and tasks (S5.6) <p>Phase 2</p> <ul style="list-style-type: none"> using assessment as a means of motivating the learner and supporting learning (S5.2, S5.4–6, S5.8, S5.11–12)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>LANGUAGE, COMMUNICATION AND CULTURE</p> <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"> concepts of “otherness”, “diversity” (S5.2) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> promoting inclusivity and tolerance, and resolving intercultural difficulties (S5.3, S5.5–6, S5.9–10, S5.16) <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"> one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S5.4, S5.17–19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a broad range of self-development processes and strategies (S5.17–19) a range of tools, resources and processes to enhance strengths and to address areas for development (S5.17–19) <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 (S5.17–19) investigating and gathering information on one’s own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S5.17–19) <p>2: Collaborative development</p> <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. (S5.8)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of being receptive to observation and feedback (S5.11) the importance of reflection processes in teaching (S5.4–7, S5.9, S5.11, S5.13–14, S5.17–19) <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S5.2, S5.6–8, S5.10, S5.13–14, S5.17–19) <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 (S5.5) <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 (S5.2, S5.6–7, S5.10, S5.13–14, S5.17–19)

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

Session	Session aims	Topics	Coverage of Eaquals Framework
<p>Session 6</p> <p>Adapting materials for students with SEN</p>	<ul style="list-style-type: none"> To learn how to evaluate the effectiveness of teaching materials for students with SEN To explore different ways of adapting teaching materials to make them more suitable for students with SEN To develop skills in adapting teaching strategies for students with SEN 	<ul style="list-style-type: none"> Reducing the barriers to learning Adapting reading materials for students with dyslexia Adapting reading materials for gifted and talented students Adapting listening materials for students with ADHD 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs and 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 (S6.2–3, S6.5–11, S6.14–16) different learning theories and how these are applied to the learning and teaching processes (S6.4–11) <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 (S6.2–12, S6.14–16) <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 (S6.3–16)

Session	Session aims	Topics	Coverage of Eaquals Framework
		<ul style="list-style-type: none"> A multisensory approach to teaching grammar Teaching vocabulary to students with SEN Adapting writing tasks for students with autism spectrum condition Evaluating your coursebook 	<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 (S6.2–12, S6.14–16) basing lesson and course design and the selection of learning activities on learners' needs (S6.2–12, S6.14–16) <p>2: Curriculum and the teaching and learning programme (TLP) or syllabus</p> <p>Skills</p> <p>Phase 2</p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S6.2, S6.5–11) <p>3: Lesson aims and outcomes</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S6.6–10) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S6.6–10) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S6.2–16) <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. (S6.5–10) the interdependence of learning outcomes, the teaching context and individual learners (S6.2, S6.4–11) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S6.2–3, S6.5–16) <p>Skills</p> <p>Phase 1</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 (S6.2–12, S6.14–16) <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 (S6.2–3, S6.5–12, S6.14–16) linking language skills development with learners' real-life needs (S6.11) organising activities that integrate the use of different language skills (S6.4–10) reflecting on the extent to which learning outcomes reflect lesson aims (S6.11)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: The lesson – tasks, activities and materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • some possible ways of organising lessons and varying activities (S6.2, S6.4–11, S6.14–15) • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S6.4–11) • the prescribed course-book, especially the way it is structured, and other core resources (S6.2, S6.5–12, S6.14–16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • various possible teacher and learner roles, and some effective lesson management techniques (S6.4–11) • 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 (S6.4–10, S6.14–15) <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 course-books (S6.2, S6.5–12, S6.14–16) • planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers’ books (S6.5–10) • selecting and using a limited range of relevant additional resources and technical teaching aids (S6.2, S6.12) • planning appropriate sequences of activities, paying attention to pace, variety and use of time (S6.4–10, S6.14–16) • planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S6.5–10) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners’ needs and learning styles, taking into account their cultural background (S6.2) • deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S6.4–11, S6.14–16) • planning activities to support the development of learner autonomy, considering individual learner needs (S6.4–10, S6.14–16) <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 impact of affective factors on learning (S6.3–16) • the main approaches, methods and techniques of language teaching, and their underlying principles (S6.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • key issues in learning theory relevant to language learning (S6.4, S6.8) • the role of cognitive and affective factors in the learning process and the development of language competence (S6.3–16)

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 range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S6.8–10) <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 (S6.4) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S6.4) <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 (S6.2, S6.5–12, S6.14–16) <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 (S6.2, S6.5–12, S6.14–16) managing teaching/learning resources well in familiar teaching contexts/situations (S6.2, S6.5–12, S6.14–16) using resources effectively following suggestions in a teacher’s guide or course-book (S6.2, S6.5–11) creating simple learning materials in line with learners’ interests and needs to complement other resources (S6.2, S6.6–10, S6.14–16) <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 (S6.2, S6.5–16) evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S6.2, S6.4–16) selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S6.2, S6.5–6, S6.9–10, S6.11, S6.13–16) using various resources effectively, including the board and body language, to optimise learning outcomes (S6.2, S6.5–6, S6.9–10, S6.11, S6.13–16) adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S6.12) <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, pair-work or individual activities (S6.4, S6.6–10)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<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 optimising learning, including the flexible switching from one type of activity to another (S6.4, S6.6–11) <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 group-work, following suggestions in a teacher's guide (S6.4, S6.6–10) giving clear instructions for a range of basic classroom activities (S6.4, S6.7–8) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S6.4, S6.6–10) varying interaction patterns to optimise learning (S6.4, S6.7–10) <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 optimise learning outcomes (S6.4) giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S6.4, S6.7–8) helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S6.4–10) varying teacher and learner roles to promote learner-centred activities (S6.4) <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 (S6.2–11, S6.14–16) <p>Phase 2</p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p>Phase 1</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.) (S6.4–10, S6.13) using time effectively so that learners feel they are making progress and remain motivated (S6.7–10) adopting different teacher and learner roles according to the teaching/learning context (S6.4–11, S6.13–16) <p>Phase 2</p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S6.2–3, S6.5–16) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S6.3–11, S6.13–16) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S6.2–16)

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			<p>5: Using digital media</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) (S6.12) <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 (S6.2–16) the nature and role of different kinds of motivation in learning (S6.5, S6.7, S6.10) <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 (S6.2–16) individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S6.2–16) <p>ASSESSMENT OF LEARNING</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 (S6.2) <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 (S6.3–11) <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 (S6.3–11) <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 (S6.3–11) <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 (S6.3–11)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating, and helping learners up to this level to overcome, major language and communication difficulties (S6.3–11, S6.13) <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"> concepts of “otherness”, “diversity” (S6.2–13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> promoting inclusivity and tolerance, and resolving intercultural difficulties (S6.3–16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> adapting materials so that they are culturally appropriate (S6.11) identifying or adapting materials that promote intercultural understanding (and language use) (S6.11) <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 (S6.14–16) one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S6.14–16) <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 (S6.14–16) investigating and gathering information on one’s own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S6.14–16) <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 (S6.2, S6.5–8, S6.11, S6.14–16) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p>

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S6.3–13, S6.14–16) <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 (S6.4–11) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <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 (S6.3–16)