

| <b>Stage 4</b>  | <b>Proficient – <i>Demonstrating confidence, experience, reflection</i></b>  |
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| <b>At this stage you have some of these characteristics</b> | <ul style="list-style-type: none"> <li>• You have a TEFL-Q diploma qualification in ELT/TEFL (newly or well-established)</li> <li>• You demonstrate confidence, competence, versatility and independence in your teaching</li> <li>• You are willing to take on special responsibilities</li> <li>• You have strengths in teaching in special areas</li> <li>• You have solid experience across ELT</li> <li>• You have a strong understanding of teaching principles and pedagogical practice</li> <li>• You are active in your own CPD and are looking for ways to further and consolidate your skills through relevant training and other CPD activity</li> </ul> |
| <b>You may have some of these needs and goals</b>           | <p>You are aiming to continue as a teacher, deepening and expanding your skills. You may, for, example:</p> <ul style="list-style-type: none"> <li>• Take a Masters</li> <li>• Become an examiner</li> <li>• Mentor less experienced teachers</li> <li>• Be active in groups related to your specialism</li> </ul> <p>Alternatively you may aiming to move on into another role, including:</p> <ul style="list-style-type: none"> <li>• Teacher training</li> <li>• EAP, tertiary, academia</li> <li>• Management</li> <li>• Materials development</li> </ul>   |
| <b>How you progress at this stage</b>                       | <p>You may need to develop in these areas:</p> <ul style="list-style-type: none"> <li>• Management skills</li> <li>• Interpersonal skills</li> <li>• Administrative skills</li> <li>• Self-awareness and reflection</li> <li>• Mentoring skills – working with less-experienced teachers</li> <li>• Running CPD sessions</li> <li>• Observation skills</li> <li>• DOS skills</li> <li>• CELTA training skills</li> </ul>   |
| <b>Priority focus for your CPD activity at this stage</b>   | <ul style="list-style-type: none"> <li>• Developing mentoring and coaching skills</li> </ul>   |

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|                                    | <ul style="list-style-type: none"> <li>• Furthering your expertise and specialisation</li> <li>• Keeping up with new developments across ELT</li> <li>• Following the career path, getting experience and qualifications, into an ELT-related role</li> </ul> |
| <b>Moving on to the next stage</b> | You move on to the next stage when you develop your standing as a teacher in the profession and/or take on further roles.   |

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| <b>Do you show these positive signs of development at this stage?</b>  |  |
| <ul style="list-style-type: none"> <li>• You are always looking for more variety.</li> <li>• You seek wider recognition.</li> <li>• You want to use new knowledge to improve learning centre.</li> <li>• You are motivated by teaching others and money is not a concern.</li> <li>• You respond to feedback on your teaching and use it to improve.</li> <li>• You want to get involved in new projects.</li> <li>• You view teaching on a macro level.</li> <li>• You show you are a reflective practitioner.</li> <li>• You offer excellent feedback in peer observation.</li> <li>• You have a strong personal leaning network (PLN).</li> </ul>   |  |
| <b>Are there areas where you could improve?</b>  |  |
| <ul style="list-style-type: none"> <li>• You are reluctant to try new types nor levels of class.</li> <li>• You regard TEFLQ as a way out of the classroom.</li> <li>• Money is a bigger motivator than your professional work.</li> <li>• You feel you are already an expert and don't need to develop.</li> <li>• You regard development as personal, not involving those around you or the learning centre as a whole.</li> <li>• Achieving the TEFL-Q has not made much difference in the feedback on your teaching.</li> <li>• You regard teaching mainly as a set of individual techniques.</li> <li>• You don't reflect on your job and learn from mistakes or successes.</li> <li>• You are no interested in observing others or being observed.</li> <li>• You don't have a strong personal leaning network (PLN).</li> </ul> |  |