

THE TEFE FRAMEWORK FOR THE INTERNATIONALISATION OF TEACHING PRACTICE AND EMPLOYABILITY – COMPETENCES CHART

1. INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)

Candidate Self-Assessment

Competence

Descriptor

Awareness and understanding

Foundation

Intermediate

Advanced

Communicating effectively with individuals of different cultures

The candidate displays a well-rounded knowledge of their own and other cultures (e.g., perception of time, social conventions, etiquette, interpersonal relations, proxemics, eye contact, silence, small talk, greetings, politeness phrases, requests, advice, turn taking, etc.).

The candidate is aware of the cultural practices of both their own and other cultures.

I am aware of obvious differences between my culture and other cultures. I know my culture has cultural practices but find it difficult to come up with specific examples.

I have developed an awareness of significant differences between my own culture and other cultures, and I try to adjust my behaviour accordingly, although I am not always successful.

I am aware of a diversity of cultures, and I am able to participate successfully in most social, practical, and professional interactions, including those that may require a range of formal and informal language and behaviours.

The candidate understands how one's own cultural background may determine thinking, values, and behaviour.

I have some understanding and knowledge of a number of different cultural backgrounds and realise that at times these can influence one's thinking, values, and behaviour.

I am aware that my cultural background can influence my thinking, values, and behaviour towards people of other cultures and can sometimes do so negatively. I acknowledge that others' cultural background can also influence their perception of me.

Based on my knowledge and understanding of the influence of one's cultural background, I can adjust my behaviour and avoid bias. I can comprehend the behaviour of others from different cultures (even if they are not aware of the influence of their own culture).

The candidate has developed a range of approaches and techniques to identify issues and find appropriate ways to interact and relate positively those from different cultural backgrounds.

The candidate is able to interact with others from a range of diverse cultural backgrounds in a personal, professional, and positive manner.

My English is good, and I know how to use the most common greetings, politeness phrases, and expressions of thanks, requests, and apology. However, I sometimes struggle to communicate effectively with people from diverse cultures.

I can use appropriate language and behaviour, but I occasionally misinterpret cultural cues or act inappropriately. However, I am usually able to identify and correct these misunderstandings.

I can adapt my language and behaviour to a variety of circumstances for appropriate interaction with people from diverse cultures for successful communication.

The candidate maintains an open and enquiring mind when interacting with others in an intercultural context.

The candidate demonstrates curiosity and openness, and is able to suspend disbelief towards other cultures while suspending belief towards their own.

I am aware that there are different cultures, and although I do not always like how people from different cultures behave, I do not avoid interacting with them.

I understand that my culture is only one among many, and while I respect other cultures, I may not agree with everything they do. Nonetheless, I am curious to learn about and interact with people from diverse cultures.

I can appreciate different cultures, see the world "through different eyes," and intentionally adapt my behaviour and communication to effectively interact in an intercultural context. I am willing and able to engage in diverse intercultural relationships.

Implementing principles of ICC in all aspects of the teacher's role

The candidate develops their own ICC and that of their learners through the creative use of materials and teaching techniques.

The candidate continually develops their ICC in order to enhance their effectiveness as a teacher.

I try to enrich my teaching with cultural aspects, but I am aware of my limited understanding of ICC.

Through developing my own ICC, I gradually improve intercultural aspects of my teaching.

I systematically implement intercultural teaching to my lessons, but I am aware of the need to keep developing my own ICC.

The candidate implements positive actions in the classroom in order to develop their learners' ICC.

I occasionally teach facts about different cultures and compare them to the learners' own.

I am aware of the complexity of ICC and do not only teach facts about different cultures but also use some interactive activities to develop my learners' ICC.

I systematically develop my learners' ICC (sociolinguistic, pragmatic, and non-verbal competences, critical awareness, positive attitudes and skills to interact) using a variety of materials, teaching techniques, and activities.

2. PROFESSIONAL TEACHER COMPETENCE FOR INTERNATIONALISATION (PTCI)

Candidate Self-Assessment

Competence	Descriptor	Awareness and understanding	Foundation	Intermediate	Advanced
Teaching English as a foreign language in any EU country	The candidate is able to teach English effectively in any EU country	The candidate understands: the issues that might arise in teaching EFL in other EU countries; the cultural differences regarding colleagues and learners; the differences in the education systems; and the resources available in that given learning environment.	I am aware there are some cultural and systemic differences among colleagues and learners, in education systems, and in the resources available in the EU country where I have chosen to teach but I am not sure what they all are or what issues I might face if I taught there.	I know a bit about the education systems and school environments of a number of EU countries and how they differ from my own. Although I know of some of the issues surrounding teaching in a few countries, I realise there is a lot more for me to learn.	I have a broad knowledge of EU countries' school culture, their education systems, the resources available to those who teach in them, and the issues surrounding the teaching of EFL. I am always eager to learn more about those I do not yet know about.
		The candidate is able to: effectively adopt and adapt various approaches to teaching EFL in any EU country; identify their learners' specific needs and capabilities and tailor their teaching accordingly; and integrate and incorporate best teaching practices inspired by a variety of contexts and experiences.	In my home environment, I can produce language learning activities and lesson plans and implement them to meet the needs of learners and achieve my teaching objectives. I understand I will probably have to adapt my lesson plans if I teach in another EU country.	Even though I understand how a particular EU country and its educational environment differs from my own, I know I will need guidance to adapt my teaching to meet learners' needs, incorporate best practices, and achieve my teaching objectives.	I am able to create, adapt, and implement effective activities and lesson plans to meet the needs of my learners, incorporating local best practice to achieve my teaching objectives wherever I teach.
		The candidate expresses a range of positive values and attitudes towards colleagues and learners both nationally and internationally. These include: respect for colleagues; respect for learners; the value of others' work and their intellectual property; humility; equality; a love of learning; teamwork, a willingness to share and engage with a wider community; and personal professional development and self-care.	I have never really thought about values and attitudes in teaching EFL.	I understand and appreciate the importance of these values and attitudes in my professional life.	I actively encourage and promote positive values and attitudes when teaching and interacting with a diverse range of learners and colleagues.

Competence

Descriptor

Awareness and understanding

Foundation

Intermediate

Advanced

Advancing continuous professional development (CPD)

The candidate actively advances their own CPD

The candidate is aware of and knows how to access CPD opportunities offered by their institution, their country's educational authorities and agencies, and wider initiatives across the EU which support their professional growth and certification.

I know a little bit about what CPD is required for my professional growth and further certification.

I am aware of different types of CPD opportunities and programmes available in my home country and abroad.

I have a clear understanding of the importance of CPD, and I know how to actively take part in different CPD opportunities and programmes both in my home country and abroad

The candidate displays a proactive, positive, and systematic approach to advancing their own CPD, maintaining a record of it through a portfolio, no matter where they are.

I rely on my institution, emails, and social media to inform me about CPD events and go to only those I am required to attend. I have received several certificates for participation.

I understand that CPD is important for me to improve my ELT skills and grow as a professional, so I attend events on topics that interest me if they are nearby and collect certificates from them in a portfolio.

I believe that CPD is vital for me personally and professionally, maintaining a growing portfolio of it. I seek out local, national, and international opportunities to grow personally and professionally in areas in which I know I am weak.

Reflecting on teaching and learning in the context of internationalisation

The candidate understands the importance of reflecting on their learning and teaching performance while undertaking international exchanges or employment.

The candidate understands the importance of reflecting on their teaching in order to learn from any experience to enrich their personal and professional development.

I am aware that reflecting on my own teaching is important whether I teach at home or in some other EU country, but I am not sure about my own beliefs about teaching and learning or about my strengths and weaknesses as a teacher.

I understand the importance of reflecting on my teaching when either home or in another EU country, and I am reasonably aware of my own beliefs about teaching and learning as well as my strengths and weaknesses as a teacher.

I regularly reflect on my teaching whether at home or in another EU country. I have a good understanding of my own beliefs about teaching and learning as well as my strengths and weaknesses as a teacher.

The candidate understands, seeks out and implements a variety of skills, techniques, and tools to assist them in reflecting on their experiences, learning, and teaching in order to improve their personal and professional skills while on international exchanges or working abroad.

I am willing to learn from experience and I have begun to reflect informally on my teaching when prompted by my mentor or colleagues. I am not sure how often my teaching reflects good practice or my own beliefs about teaching and learning, so I know I still have much to learn.

I reflect on my teaching whether or not a mentor, colleague, or learner gives me feedback on it. I have started to try and change how I teach in those areas where my teaching has not reflected good practice or my own beliefs on teaching and learning.

I am able to reflect critically on my teaching and welcome feedback from mentors, colleagues, and learners no matter where I teach. When I find areas in my teaching which do not reflect my own beliefs and good practice, I adapt and where I do not know how to do so, I seek reliable solutions and advice.

Working in a team and collaborating in an international context

The candidate has the ICC required to work collaboratively in a team with people from different countries and cultures.

The candidate knows how culture influences behaviour and communication and understands the principles of teamwork well enough to be able to work effectively in a culture not their own.

I am aware that collaboration and teamwork can be beneficial even in a multicultural setting, although I am not sure I would know how to communicate in such a team.

I understand the benefits of collaboration and am aware of how culture can influence communication and teamwork both positively and negatively.

I clearly understand the importance of collaboration and teamwork and use the skills and approaches required to do so in an intercultural environment.

The candidate has the interpersonal skills and communicative ability to collaborate well with others and work as part of an intercultural team.

I am still learning about the skills needed to collaborate as a member of an intercultural team and, although I have never worked in one, I am working to develop them.

Having worked in an intercultural team, I have developed the skills to work collaboratively as a contributing member of such a team although I still have much to learn.

Having been a member of an intercultural team, I am confident that I have developed the appropriate skills, techniques, and approaches necessary to enable me to be an effective, contributing team member in any intercultural situation.

Competence
Descriptor
Awareness and understanding
Foundation
Intermediate
Advanced
Applying critical thinking to all aspects of the teaching profession

The candidate employs critical thinking strategies in all aspects of their role as a teacher, whether interacting with learners, their legal guardians, colleagues, or the local community

The candidate is able to draw on reliable and valid sources to support or challenge an argument, proposal, or opinion and not take things at face value. The candidate is able to question information in a constructive and non-confrontational manner.

I am aware that, in order to communicate professionally, I need to consider the validity of others' arguments, proposals, or opinions and then think about how I will respond before supporting or challenging it, although I still sometimes end up arguing.

I am reasonably confident that I know how to critically approach an argument, proposal, or opinion by using reliable and valid sources to either support or challenge it without getting into an argument.

I am confident that I have the knowledge and techniques to approach an argument, proposal, or opinion critically and appropriately in a constructive and non-confrontational manner.

The candidate is able to present information in a factual manner free from bias. The candidate values the rights of others to express themselves, keeping an open mind and not prejudging situations.

I can interact with learners, colleagues and the wider community in simple and routine professional contexts although we do not always agree.

I can interact appropriately with learners, colleagues, and the wider community in routine, and sometimes unfamiliar, professional contexts. I sometimes fail to keep an open mind and hear others out.

I seek to interact appropriately with learners, colleagues, and the wider community in all professional contexts, keeping an open mind and not prejudging situations.

Being professional in all aspects of the teacher's role

The candidate promotes both professionalism and the profession through their words and actions in ways appropriate to the culture in which they are teaching.

The candidate understands the importance of professionalism and acts accordingly, providing high quality teaching and positively representing the profession. The candidate treats others with courtesy, fairness, respect, and dignity, also taking their circumstances into account.

I am aware that professionalism in my teaching is important as well as how I treat others.

I try to present a professional image both in my teaching and how I treat others, taking into account the cultural norms of where I am teaching.

I understand that I am a teaching professional and seek to represent my profession well through the quality of my teaching and respectful interactions with others no matter where I am.

3. GLOBAL CIVIC COMPETENCE (GCC)

Candidate Self-Assessment

Competence	Descriptor	Awareness and understanding	Foundation	Intermediate	Advanced
Applying and mediating the principles and values of GCC in all aspects of personal and professional life	The candidate understands the importance of participating in society and applies the principles and values of GCC (e.g., democracy, justice, fairness, inclusion, equality, and the rule of law) to their teaching.	The candidate is aware of the key components that form the principles of GCC and understands how it applies to local, national, and international contexts.	I am aware of some local, regional, and global issues.	I understand how local, regional, and global issues are relevant to my life as a teacher.	Because I understand the effect of local, regional, and global issues and how they impact democracy, I can adapt my teaching accordingly.
		The candidate can facilitate a safe and open environment where all learners are free to participate. The candidate also creates and delivers activities which develop a responsible attitude towards living in a community and democracy.	I am aware that by incorporating GCC values into my classroom I can make a positive contribution to improving the society in which we live.	I have taken some steps to create a safe and open environment for my learners and occasionally incorporate GCC values into my lessons.	I have developed a range of skills which enable me to facilitate a safe and open environment for learners to build a community, and I am able to effectively incorporate GCC values into my lessons.
		The candidate has a responsible attitude towards self, others, and the communities in which they live and work, taking an active part in civic engagement.	I am aware of the importance of democratic values and consider myself a member of my local and professional community.	I understand the importance of my role in civic and professional communities and occasionally participate in those I consider relevant to my life.	I actively engage and contribute to the civic and professional communities—local, regional, and international—of which I am a member.
Applying and mediating the principles of internationalisation and employability in teaching	The candidate has the knowledge, skills, and abilities to teach EFL in a way which encourages the idea of internationalisation and EU employability.	The candidate has the knowledge and skills to make informed decisions about teaching in another EU country.	I have some information about teaching in other EU countries, but I am not sure of the steps needed to apply for a teaching position.	I have found limited information about teaching positions in other EU countries, and I know some of the steps that will be required of me, but I do not know how to proceed further.	I know where to find relevant information about teaching positions in EU countries and know what steps are required in order to be employed.
		The candidate has the knowledge and skills to inform learners of opportunities for internationalisation and employment in EU countries, helping them make informed decisions about the most suitable teaching practice exchange programmes.	I am aware that encouraging internationalisation and employability among learners is important, but I am also aware that my knowledge on the subject is very limited.	I understand that informing learners about internationalisation and EU employability is important and occasionally encourage them to participate in such experiences and point them in the right direction. I know I could do more.	I have the knowledge and skills to inform learners of opportunities for internationalisation and EU employability. What I do not know, I know where to find. I am also willing and able to help learners with the process.