

## LCS03 - Languages Canada: Professional Development Specifications

### Scope/purpose

The purpose of the Languages Canada professional Development specifications document is to promote continuous professional development in our sector, and to help guide member programs, academic leaders, and teaching staff in accessing, delivering, and documenting professional development activities. Languages Canada recognizes that professional development for both teachers and academic leaders is a key requirement for maintaining and improving individuals' qualifications, education, and understanding.

### Tools

#### The E-Grid

The EAQUALS European Profiling Grid (EPG or e-grid) is a tool for mapping and assessing language teacher and academic leader competencies. It is widely used as a quality assurance tool and is a reliable means of outlining current competencies and enhancing professional development in language education. It consists of four major areas of evaluation:

- Training & qualifications
- Key teaching competencies
- Enabling competencies
- Professionalism

Each area is broken into sub-categories, each of which are part of the self-assessment. The E-Grid is available in English, French and several other European languages.

#### Recommended Use for Languages Canada Members

All Languages Canada member instructors and academic leaders are encouraged use the e-grid for a two-fold purpose:

1. Assist in a self-assessment and mapping of the individual's current range of language teaching skills and/or academic management and leadership.
2. Help guide the actions the individual takes based on this assessment – for instance, further training, areas of improvement, competency upgrading, etc.

Instructors may find the e-grid useful for identifying areas of strength or improvement and choosing professional development opportunities based on the assessment.

The E Grid, or other similar tools can be adapted, developed and used by LC member to assess and provide guidance for professional development.

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### Mandatory Use for Academic leaders

Academic leaders whose qualifications do not meet TESOL Q specifications are required to demonstrate that they have undertaken sufficient and appropriate professional development to complement their initial TESOL I qualification.

They must demonstrate through documentation that they have:

1. Completed a qualification that meets TESOL I specifications.
2. Identified through an E Grid or similar self assessment, areas of professional development that require further development
3. Undertaken appropriate professional development activities that address the areas identified in the self-assessment

It should be noted that Academic leaders that hold TESL Q level qualifications are not required to document professional development as outlined above, but are still encouraged to be active in professional development activities.

Examples of Professional Development activities include but are not limited to:

- conference attendance and participation
- Training course or seminars
- development of materials
- research
- mentoring opportunities
- publications
- in-house training and workshops
- Acting as board member/committee chair/committee member for LC or other associations