The European Profiling Grid: Using the e-Grid

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Abstract

The European Profiling Grid (the EPG) was originally evolved by Brian North and Galya Mateva as an EAQUALS project in 2005. Unlike the European Profile of Language Teacher Education [1] and the European Portfolio for Student Teachers of Languages [2], it focuses mainly on teachers with experience rather than student teachers. The EPG takes the form of a set of descriptors for various aspects of language teaching competence across a teacher's 6 career stages, and was originally intended for use by managers and teachers in schools accredited by EAQUALS.

From October 2011 to October 2013 the EPG was the focus of an EU co-funded project under the Leonardo da Vinci 'transfer of innovation' scheme. The aim of the project was to carry out a large scale validation of the EPG in five language versions by subjecting the grid itself and the descriptors it contains to field-testing with language teachers, teacher trainers and managers of language teachers, in order to prepare a final version for widespread use, as well as a user guide. In addition, an electronic version of the EPG that could be used on-line was to be developed. Key partners in the project were the Centre International d'Etudes Pédagogiques, Instituto Cervantes, the Goethe Institute, Optima, the Bulgarian Association for Quality in Language Services, and the British Council.

The purpose of the EPG, which now exists in nine languages, is to contribute to teacher professional development and the enhancement of quality in language education. It enables language teachers to periodically to review their own teaching competences in various key areas through a process of self-assessment; it provides an objective tool for managers to assess the main language teaching competences of their individual teachers, as well as the whole team, in order to create 'profiles' of them; and it aids teacher trainers in the progressive assessment of trainee teachers and the planning of in-service training courses.

In this talk, following an introduction about the nature and importance of language teacher development, the aims and content of the EPG will be outlined and the various potential uses will be explained. The e-EPG will then be demonstrated and participants will be asked to provide comments and ideas on its potential uses in the context of their own teacher training and language programme management.

References

[1] Kelly M, M. Grenfell, R. Allan, C. Kriza and W McEvoy (2004): European Profile for Language Teacher Education – A Frame of Reference (www.ec.europa.eu)
[2] Newby, D., Allan, R., Fenner, A., Jones, B., Komorowska, H. and Soghikyan, K (2006): The European Portfolio for Student Teachers of Languages, EPOSTL (ECML Graz)