The British Council provides learners with a rewarding and stimulating English language learning experience. We help all learners reach their full potential by respecting them as diverse individuals, and by encouraging them to be active participants in their own learning.

As a cultural relations organisation, we aim to develop intercultural understanding as a core aspect of language learning. Our teaching and learning is aligned to our corporate values, we build positive relationships and create an inclusive and collaborative learning environment of mutual respect and understanding.

Our curricula offer continuity and progression for every learner, at whatever age they begin their English language learning with the British Council.

Our purpose:
The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide.

Our teachers:
We recruit English language teachers with internationally recognised qualifications in English language teaching who have the knowledge, skills and experience to develop the language communication skills and learning strategies of our learners.

Our teachers receive on-going professional development and are supported by a team of academic managers in order to deliver a high quality learning experience for each learner.

A safe, secure and inclusive learning environment:
We ensure that all students and families feel included, safe and valued.

We ensure that the physical and digital settings are safe and secure.

We have safeguarding, behaviour and diversity policies. The British Council has been awarded the Keeping Children Safe Certification.

www.britishcouncil.org
### INTRODUCTORY PARAGRAPH

Course and lesson planning [TS] / Classroom management [TS]  
Subject knowledge [TS] / Understanding your learners [TS]  
Planning lessons and courses [PP]  
Understanding learners [PP]  
Managing the lesson [PP] / Using inclusive practices [PP]  
Using multilingual approaches [PP]  
Understanding educational policies and practice [PP]  

SUPPORTING THEORY / RESEARCH

See references and rights perspective below.

### SET AND NEGOTIATE REALISTIC GOALS WITH AND FOR THEIR LEARNERS

Course and lesson planning [TS] / Classroom management [TS]  
Understanding your learners [TS]  
Planning lessons and courses [PP]  
Managing the lesson [PP]  

Cognitive theory / transparency [O’Malley & Chamot]  
Assessment for learning [Black & Wiliam]  
Appropriate challenge [Feldhusen & Kroll]  
The multi-competent language user [Cook]

### INFORM LEARNERS OF THE AIMS AND PURPOSE OF LEARNING ACTIVITIES

Course and lesson planning [TS] / Classroom management [TS]  
Understanding your learners [TS]  
Planning lessons and courses [PP]  
Managing the lesson [PP]  

Cognitive theory / transparency [O’Malley & Chamot]  
Assessment for learning [Black & Wiliam]

### CREATE A POSITIVE AND INCLUSIVE LEARNING ENVIRONMENT WHERE LEARNERS LEARN WITH AND FROM EACH OTHER AND FEEL CONFIDENT ABOUT USING ENGLISH IN THE CLASSROOM

Course and lesson planning [TS] / Classroom management [TS]  
Understanding your learners [TS]  
Planning lessons and courses [PP]  
Managing the lesson [PP]  

Sociocultural theory and social interactionism [Vygotsky]  
Willingness to communicate [MacIntyre et al.]

### MAKE LESSONS ENGAGING, PERSONALLY RELEVANT AND APPROPRIATELY CHALLENGING

Course and lesson planning [TS] / Classroom management [TS]  
Understanding your learners [TS]  
Using multilingual approaches [PP]  
Using inclusive practices [PP]  

Sociocultural theory [Vygotsky]  
Appropriate challenge [Feldhusen & Kroll]

### HELP LEARNERS DEVELOP INTERCULTURAL AWARENESS AND UNDERSTANDING

Understanding your learners [TS] / Classroom management [TS]  
Understanding learners [PP]  
Managing the lesson [PP]  

Sociocultural theory [Vygotsky]  
Intercultural competence – 5 savoirs [Byram]

### HELP LEARNERS DEVELOP A POSITIVE AND PERSEVERING ATTITUDE TOWARDS THEIR ENGLISH LANGUAGE LEARNING

Classroom management [TS]  
Understanding learners [PP]  
Promoting 21st century skills [PP]  

Theories of intelligence / self theories [Dweck]  
Motivation [Dörnyei]  
Grit [Duckworth et al.]
IN BRITISH COUNCIL CLASSROOMS, LEARNERS THRIVE IN THEIR LANGUAGE LEARNING BECAUSE TEACHERS...

| USE A VARIETY OF RESOURCES AND TECHNOLOGIES TO MEET THEIR LEARNERS' NEEDS | Learning Technologies [TS] | Multisensory and multimodal learning [Bloom’s taxonomy and domains and Jewitt & Kress]  
No evidence for learning styles [Pashler et al.]  
Cognitive styles [Riding; Mayer & Massa]  
Managing resources [PP]  
Integrating ICT [PP]  
Promoting 21st century skills [PP]  
Course and lesson planning [TS]  
Classroom management [TS]  
Subject knowledge [TS]  
Understanding your learners [TS]  
Understanding learners [PP]  
Planning lessons and courses [PP]  
Knowing the subject [PP]  
Promoting 21st century skills [PP]  
Classroom management [TS]  
Planning lessons and courses [PP]  
Assessing learning [PP]  
Assessment for learning [Black and William]  
Knowing the subject [PP]  
Assessing learning [PP]  
Assessment for learning [Black and William]  
Classroom management [TS]  
Planning lessons and courses [PP]  
Assessing learning [PP]  
Assessment for learning [Black and William]  
Classroom management [TS]  
Planning lessons and courses [PP]  
Assessing learning [PP]  
Assessment for learning [Black and William]  |  
HELP LEARNERS IDENTIFY THE STRATEGIES THAT SUIT THEM BEST SO THEY BECOME SUCCESSFUL AND AUTONOMOUS LANGUAGE LEARNERS | Constructivism [Piaget, Bruner]  
Cognitive theory [O’Malley & Chamot]  
No evidence for learning styles [Pashler et al.]  
Cognitive styles [Riding; Mayer & Massa]  
Superiority of intrinsic motivation [Deci & Ryan]  
Gender and achievement [Francis & Skelton, Osler & Vincent]  
Strategies [Cohen & Macaro]  
Classroom management [TS]  
Planning lessons and courses [PP]  
Knowing the subject [PP]  
Assessing learning [PP]  
Assessment for learning [Black and William]  
Classroom management [TS]  
Planning lessons and courses [PP]  
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Assessing learning [PP]  
Assessment for learning [Black and William]  
Classroom management [TS]  
Planning lessons and courses [PP]  
Knowing the subject [PP]  
Assessing learning [PP]  
Assessment for learning [Black and William]  
Classroom management [TS]  
Planning lessons and courses [PP]  
Knowing the subject [PP]  
Assessing learning [PP]  
Assessment for learning [Black and William]  |

ALIGNMENT TO TEACHING SKILLS AND PROFESSIONAL PRACTICES

www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF

HUMAN RIGHTS PERSPECTIVE

Our statement includes a human rights perspective. The British Council advocates the recognition and implementation of language learners’ rights (educational, linguistic, cultural, cognitive) where learning is learner-centred and embedded in a human rights methodology. The methodology also advocates an inclusive approach where all learners are helped to reach their full potential and learn with and from each other.
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Vygotsky, L. (1978) MIND IN SOCIETY. MIT Press