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## Section 1: How to use this guide

### Overview of content

This guide includes the learning aims for all EF China's Distance Learning Courses in 2022. They are aligned with the Kids & Teens Performance Review Management (PRM) criteria.

This guide can be used by:

- DOSes recommending training courses to members of their teaching team, or
- Teachers deciding on which courses align best with their goals

The next six pages show the PRM criteria for Teachers and Senior Teachers (STs). A 'X' means that the PRM criterion is related to the content in the respective distance learning course.

The rest of the guide shows the goals of individual courses (written as 'can do' statements), and again references the PRM criteria in the right-hand column.

### Suggested course selection process

When choosing distance courses for yourself or a member of your team, Sections 3 and 4 (lists of course aims) can give more specific detail on what the course involves, to see how far it aligns with personal goals.

Meanwhile, Section 2 (the PRM criteria) can indicate which more general performance areas are aligned with each course, helping them to fit into ongoing development plans.

## Section 2: PRM Criteria

### Distance Course Aims – Teacher Courses

| Section A Knowledge, Preparation and Planning                             | Relevant Distance Courses |            |                 |                 |              |                 |                     |                      |                       |                   |                     |
|---|---------------------------|------------|-----------------|-----------------|--------------|-----------------|---------------------|----------------------|-----------------------|-------------------|---------------------|
| Lesson Planning and Preparation   | Grammar 1                 | Grammar 2  | Pronunciation 1 | Pronunciation 2 | Vocabulary 1 | Lesson Planning | Reflective Practice | Classroom Management | Learning Through Play | Child Development | Language Production |
| 1A.1.<br>Availability of lesson plans                                     |                           |            |                 |                 |              | X               |                     |                      |                       |                   |                     |
| 1A.2.<br>Aims and Objectives  | X                         | X          | X               | X               | X            | X               |                     |                      |                       |                   |                     |
| 1A.3.<br>Appropriacy of planned activities                                | X                         | X          | X               | X               | X            | X               |                     |                      | X                     |                   | X                   |
| 1A.4.<br>Staging and timing   | X                         | X          | X               | X               | X            | X               |                     |                      |                       |                   |                     |
| 1A.5.<br>Anticipated problems   | X                         | X          | X               | X               | X            | X               |                     |                      |                       |                   | X                   |
| <b>Knowledge of Content and Pedagogy</b>                                  | <b>GR1</b>                | <b>GR2</b> | <b>PR1</b>      | <b>PR2</b>      | <b>V1</b>    | <b>LP</b>       | <b>RP</b>           | <b>CM</b>            | <b>LTP</b>            | <b>CD</b>         | <b>FLP</b>          |
| 2A.1.<br>Knowledge of approaches and methodologies                        | X                         | X          | X               | X               | X            | X               | X                   |                      | X                     |                   | X                   |
| 2A.2.<br>Knowledge of children's cognitive, motor, and social development |                           |            |                 |                 |              |                 |                     |                      | X                     | X                 |                     |
| 2A.3.<br>Knowledge of resources and materials                             | X                         | X          | X               | X               | X            |                 |                     |                      | X                     |                   | X                   |

|   |     |     |     |     |    |    |    |    |     |    |     |
|---|-----|-----|-----|-----|----|----|----|----|-----|----|-----|
| 2A.4.<br>Knowledge of EF Kids and Teens Course Suite        |     |     |     |     |    |    |    |    |     | X  |     |
| 2A.5.<br>Knowledge of prior learning                        |     |     |     |     |    | X  |    |    |     | X  |     |
| <b>Knowledge of Students</b>                                | GR1 | GR2 | PR1 | PR2 | V1 | LP | RP | CM | LTP | CD | FLP |
| 3A.1.<br>Knowledge of students' skills, interests and needs |     |     |     |     |    | X  | X  |    |     |    |     |
| 3A.2.<br>Differentiated teaching                            |     |     |     |     |    |    |    |    |     |    |     |
| 3A.3.<br>Appropriate use of materials to enhance learning   | X   | X   | X   | X   | X  | X  |    |    |     |    | X   |
| <b>Knowledge and Use of Assessment</b>                      | GR1 | GR2 | PR1 | PR2 | V1 | LP | RP | CM | LTP | CD | FLP |
| 4A.1.<br>Previewing progress / assessment                   |     |     |     |     |    |    |    |    |     |    |     |
| 4A.2.<br>Inputting progress/assessment scores in OMNI       |     |     |     |     |    |    |    |    |     |    |     |
| 4A.3.<br>Use of progress in planning                        |     |     |     |     |    | X  |    |    |     |    |     |

| <b>Section B: Teaching Quality</b>                       |     |     |     |     |    |    |    |    |     |    |     |
|--|-----|-----|-----|-----|----|----|----|----|-----|----|-----|
| <b>Communicating with Students</b>                       | GR1 | GR2 | PR1 | PR2 | V1 | LP | RP | CM | LTP | CD | FLP |
| 1B.1.<br>Communicating learning aims and setting context | X   |     | X   |     | X  | X  |    |    |     |    | X   |
| 1B.2.<br>Communicating with accuracy                     |     |     |     |     |    |    |    |    |     |    |     |
| 1B.3.<br>Explaining content                              |     |     |     |     |    |    |    |    |     |    |     |
| 1B.4.<br>Grading of language                             |     |     |     |     |    | X  |    |    |     |    |     |

|  |     |     |     |     |    |    |    |    |     |    |     |
|--|-----|-----|-----|-----|----|----|----|----|-----|----|-----|
| 1B.5.<br>Managing teacher talking time                     |     |     |     |     |    |    |    |    |     |    |     |
| 1B.6.<br>Connecting concepts through scaffolding language  |     |     |     |     |    |    |    |    |     |    |     |
| <b>Student Engagement</b>                                  | GR1 | GR2 | PR1 | PR2 | V1 | LP | RP | CM | LTP | CD | FLP |
| 2B.1.<br>Engaging students in learning                     | X   | X   | X   | X   | X  | X  |    |    |     |    | X   |
| 2B.2.<br>Encouraging participation and motivating students |     |     |     |     |    |    |    | X  |     |    | X   |
| 2B.3.<br>Differentiated teaching in practice               | X   | X   | X   | X   | X  | X  |    |    | X   |    | X   |
| 2B.4.<br>Setting expectations and providing support        |     |     |     |     |    |    |    | X  |     |    | X   |
| 2B.5.<br>Closing and consolidating the lesson              |     |     |     |     |    |    |    |    |     |    |     |
| <b>Classroom Management</b>                                | GR1 | GR2 | PR1 | PR2 | V1 | LP | RP | CM | LTP | CD | FLP |
| 3B.1.<br>Building rapport                                  |     |     |     |     |    |    |    | X  |     |    |     |
| 3B.2.<br>Creating a safe and supportive environment        |     |     |     |     |    |    |    | X  |     |    |     |
| 3B.3.<br>Managing student behaviour                        |     |     |     |     |    |    |    | X  |     |    |     |
| 3B.4.<br>Handing out discipline                            |     |     |     |     |    |    |    | X  |     |    |     |
| 3B.5.<br>Managing procedures and transitions               |     |     |     |     |    |    |    | X  |     |    | X   |
| 3B.6.<br>Organizing materials and resources                |     |     |     |     |    |    |    | X  |     |    |     |

|  |     |     |     |     |    |    |    |    |     |    |     |
|--|-----|-----|-----|-----|----|----|----|----|-----|----|-----|
| 3B.7.<br>Treating students with respect and fairness             |     |     |     |     |    |    |    | X  |     |    |     |
| 3B.8.<br>Managing interaction patterns                           | X   | X   | X   | X   | X  | X  | X  | X  |     |    | X   |
| <b>Giving Instructions and Error Correction</b>                  | GR1 | GR2 | PR1 | PR2 | V1 | LP | RP | CM | LTP | CD | FLP |
| 4B.1.<br>Giving directions                                       | X   | X   | X   | X   | X  |    |    |    |     |    | X   |
| 4B.2.<br>Modelling activities                                    |     |     |     |     |    |    |    |    |     |    | X   |
| 4B.3.<br>Checking for understanding of instructions and concepts |     |     |     |     | X  |    |    |    |     |    | X   |
| 4B.4.<br>Correcting errors                                       |     | X   |     |     |    |    |    |    |     |    | x   |
| 4B.5.<br>Reviewing student performance                           |     |     |     |     |    | X  | X  |    |     |    | X   |

## Section C: Professional Responsibilities

[illegible]

## Distance Course Aims - Manager Courses

| Senior Teacher Responsibilities  | Relevant Distance Course   |                             |                        |
|--|----------------------------|-----------------------------|------------------------|
| Senior Teacher Leadership  | Introduction to Management | Managing Teacher Engagement | Training & Development |
| 12C.1. Leadership: Organizes and leads regular academic team meetings.     | X                          |                             | X                      |
| 12C.2. Leadership: Develops communication between centre departments.      | X                          |                             |                        |
| 12C.3. Leadership: Maintains teacher task completion quality.              |                            | X                           |                        |
| Senior Teacher Development of self & others                                | ITM                        | MTE                         | T&D                    |
| 12C.4. Development: Takes an active role in the development of the centre. | X                          | X                           | X                      |
| 12C.5 Development: Conducts academic workshops.                            |                            |                             | X                      |
| 12C.6. Senior Teacher Development: Seeks to develop.                       | X                          | X                           | X                      |
| Senior Teacher Organization  | ITM                        | MTE                         | T&D                    |

|   |     |     |     |
|---|-----|-----|-----|
| 12C.7. Organization: Manages projects.  |     |     | X   |
| 12C.8. Organization: Manages schedules. |     |     |     |
| Senior Teacher in the DoS Role          | ITM | MTE | T&D |
| 12C.9. The DoS Role: Supports sales.    |     |     |     |
| 12C.10. The DoS Role: Supports service. |     |     |     |



## Section 3: Teacher Course Aims

### Grammar 1

| Grammar 1 'Can Do' statements  | PRM Criteria           |
|--|------------------------|
| Identify and explain which aspects of a grammar point should be taught to my learners                              | 1A.2                   |
| Present Grammar Clearly and appropriately for my learners (including boardwork)                                    | 1B.1                   |
| Plan and conduct engaging, effective and efficient grammar practice activities and procedures                      | 2A.1, 2B.1, 2B.3, 3B.8 |
| Identify and prepare the most appropriate Inductive or Deductive approach  | 2A.1, 2A.3, 3A.3       |
| Use a range of ideas and skills learned from course input and ideas sharing to support learners and learning aims. | 2A.1, 2A.3, 3A.2       |
| Explain how my choice of procedures support lesson aims, unit aims and student needs                               | 1A.3                   |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of a grammar lesson                 | 5C.5                   |
| Anticipate and provide solutions for potential learner challenges with the grammar point                           | 1A.5                   |
| Actively shares ideas with peers on the course and colleagues in my own school                                     | 5C.2, 5C.3, 5C.4       |

### Grammar 2

| Grammar 2  | PRM Criteria     |
|--|------------------|
| Identify and explain which aspects of a grammar point should be taught, taking into account learner needs          | 1A.2             |
| Structure sequences of grammar instruction to scaffold students to success   | 1A.4             |
| Use the most appropriate error correction strategies for different types of grammar error                          | 4B.4             |
| Set and maintain clear context for grammar instruction   | 2A.1, 2A.3, 3A.2 |
| Use a range of ideas and skills learned from course input and ideas sharing to support learners and learning aims. | 2A.1, 2A.3, 3A.3 |
| Explain how your choice of procedures support lesson aims, unit aims, ideas from the course, and student needs     | 1A.3             |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of a grammar lesson                 | 5C.5             |
| Anticipate and provide solutions for potential learner challenges with the grammar point                           | 1A.5             |
| Actively shares ideas with peers on the course and colleagues in my own school                                     | 5C.2, 5C.3, 5C.4 |

## Pronunciation 1

| <b>Pronunciation 1</b>   | <b>PRM Criteria</b>    |
|--|------------------------|
| Identify and explain which aspects of pronunciation should be taught to my learners                                | 1A.2                   |
| Present sounds of English effectively (including boardwork), appropriate for age and level of learners             | 1B.1                   |
| Demonstrate accurate usage of IPA  | 2A.1, 2A.3, 3A.2       |
| Plan and conduct engaging, effective and efficient pronunciation activities and procedures                         | 2A.1, 2B.1, 2B.3, 3B.8 |
| Use a range of ideas and skills learned from course input and ideas sharing to support learners and learning aims. | 2A.1, 2A.3, 3A.2       |
| Explain how my choice of procedures support lesson aims, unit aims and student needs                               | 1A.3                   |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of a pronunciation lesson           | 5C.5                   |
| Anticipate and provide solutions for potential learner challenges with the pronunciation point                     | 1A.5                   |
| Actively shares ideas with peers on the course and colleagues in my own school                                     | 5C.2, 5C.3, 5C.4       |

## Pronunciation 2

| <b>Pronunciation 2</b>  | <b>PRM Criteria</b>    |
|---|------------------------|
| Identify and explain which aspects of pronunciation should be taught to my learners   | 1A.2                   |
| Present sentence stress, intonation and connected speech clearly and appropriately for the age and level of learner           | 1B.1                   |
| Plan and conduct engaging, effective and efficient procedures for practicing sentence stress, intonation and connected speech | 2A.1, 2B.1, 2B.3, 3B.8 |
| Use a range of ideas and skills learned from course input and ideas sharing to support learners and learning aims.            | 2A.1, 2A.3, 3A.2       |
| Explain how your choice of procedures support lesson aims, unit aims, ideas from the course, and student needs                | 1A.3                   |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of a pronunciation lesson                      | 5C.5                   |
| Anticipate and provide solutions for potential learner challenges with the pronunciation point                                | 1A.5                   |
| Actively shares ideas with peers on the course and colleagues in my own school  | 5C.2, 5C.3, 5C.4       |

## Vocabulary 1

| <b>Vocabulary 1</b>  | <b>PRM Criteria</b>    |
|--|------------------------|
| Identify and explain which aspects of new vocabulary should be taught to my learners                               | 1A.2                   |
| Present vocabulary clearly and appropriately for my learners (including boardwork)                                 | 1B.1                   |
| Use a range of appropriate techniques to concept check the meaning of vocabulary                                   | 4B.3                   |
| Plan and conduct engaging, effective and efficient vocabulary practice activities and procedures                   | 2A.1, 2B.1, 2B.3, 3B.8 |
| Use a range of ideas and skills learned from course input and ideas sharing to support learners and learning aims. | 2A.1, 2A.3, 3A.2       |
| Explain how your choice of procedures support lesson aims, unit aims, ideas from the course, and student needs     | 1A.3                   |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of a vocabulary lesson              | 5C.5                   |
| Anticipate and provide solutions for potential learner challenges with the vocabulary point                        | 1A.5                   |
| Actively shares ideas with peers on the course and colleagues in my own school                                     | 5C.2, 5C.3, 5C.4       |

## Lesson Planning

| <b>Lesson Planning</b>   | <b>PRM Criteria</b> |
|--|---------------------|
| Write effective and appropriate lesson aims, and assess their completion   | 1A.2, 4B.5          |
| Set and maintain context and make learning meaningful throughout the lesson  | 1B.1                |
| Present language and skills clearly including effective teacher language   | 1B.1, 1B.4          |
| Provide effective lesson staging and task sequences  | 1A.4                |
| Fit lessons into the wider aims of a course and unit   | 2A.5, 4A.3          |
| Use a range of ideas and skills learned from course input and ideas sharing to support learners and learning aims. | 2A.1, 2A.3, 3A.2    |
| Explain how your choice of procedures support lesson aims, unit aims, ideas from the course, and student needs     | 1A.3, 3A.1          |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of the lesson plan                  | 5C.5                |
| Anticipate and provide solutions for potential learner challenges with the lesson aims                             | 1A.5                |
| Actively shares ideas with peers on the course and colleagues in my own school                                     | 5C.2, 5C.3, 5C.4    |

## Reflective Practice

| Reflective Practice 'Can Do' statements  | PRM Criteria     |
|--|------------------|
| Use a range of methods to reflect on my teaching and develop my skills, including peer observation, reflective journaling, critical incidents and self-monitoring. | 5C.5             |
| Use evidence of student performance to make plans for the future.  | 4B.5             |
| Use a range of ideas and skills learned from course input and ideas sharing to support learners and learning aims.   | 2A.1, 2A.3, 3A.2 |
| Explain how your choice of procedures support lesson aims, unit aims, ideas from the course, and student needs   | 1A.3, 3A.1       |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of a lesson   | 5C.5             |
| Anticipate and provide solutions for potential learner challenges with the lesson aims   | 1A.5             |
| Actively shares ideas with peers on the course and colleagues in my own school   | 5C.2, 5C.3, 5C.4 |

## Classroom Management

| Classroom Management 'Can Do' statements   | PRM Criteria     |
|--|------------------|
| Create a friendly and supportive environment   | 3B.1, 3B.2, 3B.7 |
| Manage Student Behaviour including positive and negative consequences                              | 3B.3, 3B.4       |
| Manage relationships and interaction between students  | 3B.8             |
| Organize activities, procedures and resources to keep students focused on lesson aims              | 3B.5, 3B.6       |
| Set clear expectations for students and support individuals and the class to meet them             | 2B.2, 2B.4       |
| Explain how my choice of procedures support lesson aims, unit aims and student needs               | 1A.3             |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of a grammar lesson | 5C.5             |
| Anticipate and provide solutions for potential learner challenges with the grammar point           | 1A.5             |
| Actively shares ideas with peers on the course and colleagues in my own school                     | 5C.2, 5C.3, 5C.4 |

## Child Development

| Child Development 'Can Do' statements   | PRM Criteria                 |
|---|------------------------------|
| Recall key concepts of Whole-Child Development  | 2A.1, 2A.2                   |
| Identify student behaviour that indicates their achievement of specific Developmental Milestones    | 4B.5                         |
| Use evidence of Developmental Milestones to discuss a child's progress with a caregiver             | 2A.2, 5C.2, 5C.3, 4B.5       |
| Use theories of Whole-Child Development to reflect on the efficacy of an in-class task              | 2A.1, 2A.2, 3A.3, 3A.1, 5C.5 |
| Use theories of Whole-Child Development to plan an appropriate task for my learners                 | 2A.1, 2A.2, 3A.3, 3A.1       |
| Give a rationale for a planned class based on Whole-Child Developmental opportunities it provides   | 1A.3, 3A.1, 3A.3, 4A.3, 5C.5 |
| Write a class profile, identifying specific Developmental Milestones for each learner with evidence | 4A.3, 2A.2, 4B.5             |
| Reflect on my teaching and my approach to planning  | 5C.5                         |
| Actively shares ideas with peers on the course and colleagues in my own school                      | 5C.2, 5C.3, 5C.4             |

## Learning Through Play

| Learning Through Play 'Can Do' statements   | PRM Criteria           |
|---|------------------------|
| Define play and summarise the benefits of play for VYLs   | 2A.1, 2A.2             |
| Identify key obstacles to facilitating play and understand achievable ways I can influence these issues | 2A.1, 2A.3, 2A.4       |
| Analyse the kinds of play that are most achievable and beneficial in my own teaching context            | 1A.3, 2A.3, 3A.1, 3A.3 |
| Create achievable and beneficial opportunities for play for a specific class of VYLs                    | 1A.2, 1A.3, 1A.4, 1A.5 |
| Teach and evaluate the implementation of my play plan   | 3A.2, 4B.5, 5C.5       |
| Actively shares ideas with peers on the course and colleagues in my own school                          | 5C.2, 5C.3, 5C.4       |

## Facilitating Language Production

| Facilitating Language Production  | PRM Criteria     |
|---|------------------|
| Identify students' prior knowledge and support their application of it in language production activities                        | 3A.1, 3A.2       |
| Scaffold questions to support critical thinking   | 2B.1, 2B.2       |
| Use a clearly scaffolded and interactive task based approach to encourage communication and expression of meaning               | 2A.1, 3B.5, 3B.8 |
| Set up tasks clearly and provide effective feedback on task completion that focuses on communication and expression of meaning. | 4B(1-5)          |
| Use effective supplementary materials to support language production activities   | 2A.3, 3A.3       |
| Explain how my choice of procedures support lesson aims, unit aims and student needs  | 1A.3             |
| Use evidence, and reference to lesson aims, to draw conclusions on the success of language production tasks                     | 5C.5             |
| Anticipate and provide solutions for potential learner challenges with the language production activity                         | 1A.5             |
| Actively shares ideas with peers on the course and colleagues in my own school  | 5C.2, 5C.3, 5C.4 |

## Section 4: Manager Course Aims

### Introduction to Management

| Introduction to Management  | PRM Criteria     |
|---|------------------|
| Identify my current and preferred management roles and how they contribute to the performance of the team |                  |
| Use the most appropriate communication strategies for a given situation.                                  | 12C.2            |
| Run effective team meetings   | 12C.1            |
| Motivate my team to do high quality work and stay longer at EF  | 12C.3            |
| Build and develop team culture and inter-departmental communication in a multi-cultural team              | 12C.2            |
| Give objective and effective feedback that leads to positive change                                       | 12C.4            |
| Prioritize what needs to be done and manage my time effectively   |                  |
| Set effective SMART goals   | 12C.3, 12C.6     |
| Provide objective evidence on the completion of goals followed by a SMART plan for further actions        | 5C.5             |
| Actively shares ideas with peers on the course and colleagues in my own school                            | 5C.2, 5C.3, 5C.4 |

### Managing Teacher Engagement

| Managing Teacher Engagement  | PRM Criteria     |
|--|------------------|
| Manage my own motivation   | 12C.6            |
| Help my team feel happier and more engaged at work   |                  |
| Encourage higher quality work from my team (including lesson planning, admin tasks and project management) | 12C.3            |
| Manage change positively and effectively   | 12C.3            |
| Motivate my team to take ownership of their own development  | 12C.4            |
| Provide objective evidence on the completion of goals followed by a SMART plan for further actions         | 5C.5, 12C.6      |
| Actively shares ideas with peers on the course and colleagues in my own school                             | 5C.2, 5C.3, 5C.4 |

## Training & Development

| Training & Development Course Aims  | PRM Criteria        |
|---|---------------------|
| Do effective Training Needs Analysis (TNA) to decide on training aims   | 12C.7               |
| Write relevant and achievable training aims, following Bloom's Taxonomy and behavioral verbs  | 1A.2                |
| Plan clear and engaging training content, aligned with aims and objectives  | 12C.4, 12C.5        |
| Create online and blended training content  | 12C.4, 12C.5        |
| Evaluate the effectiveness of training using the five level Guskey Evaluation Model (Reaction, Learning, Organizational support, Behavior, Results), using surveys, observations and other methods. | 12C.4, 12C.6, 12C.7 |
| Provide objective evidence about your development as a trainer, followed by a SMART plan for further actions  | 5C.5, 12C.6         |
| Actively shares ideas with peers on the course and colleagues in my own school  | 5C.2, 5C.3, 5C.4    |