

## **Analysing the Training and Development Needs of Instituto Cervantes Teachers with the Help of the European Profiling Grid (EPG)**

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The Instituto Cervantes carried out a study in 2013-2014 in order to identify the training and development needs of teaching staff, and ultimately to improve the quality of language teaching. Over 90% of Instituto Cervantes centres worldwide took part in the study. 749 teachers assessed their own professional development with the help of the European Profiling Grid (EPG).

The results showed that a majority of Instituto Cervantes teaching staff assessed themselves as at the most advanced development phase (3.2.) in all categories covered by the EPG, most significantly in *Language Proficiency* and *Education and Training*. Teachers claimed to be at a medium and advanced development phase in *Language Awareness* and *Intercultural Competence*. On the other hand, most teachers assessed themselves at a substantially lower development phase in Digital Media (between 2.2. and 3.2.), and showed a more distributed profile both in *Professional conduct* and in *Assessed Teaching*.

The information gathered on Instituto Cervantes assistant teachers confirms that their professional development is slightly below that of Instituto Cervantes main teaching staff in most categories, which might be explained by less teaching experience, education and training.

In sum, the study provided evidence that facilitated the design of current and future training actions in the Instituto Cervantes. Training courses based on the development needs identified have been offered over the last three years. An example would be that *Assessed Teaching* has been integrated into pre-service teacher training courses designed by the Instituto Cervantes Teacher Training Department, and also at Instituto Cervantes centres worldwide