




A 'How To' Guide to embedding the 2014 Professional Standards into initial teacher education programmes: "Turning on the Professional Standards lens"

David Powell


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Professional Standards 2014


This image is taken from an A0 sized poster we have had produced to 'make visible' the 2014 Professional Standards to our trainee teachers, thus 'turning on the Professional Standards lens' for them. This guide tells you about the work we have been doing to embed the standards into our initial teacher education programmes at the University of Huddersfield and our partner colleges and what we, our teacher educators, trainees and subject specialist mentors have learned in the process.



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Professional Standards

As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.

Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

- 1 Reflect on what works best in your teaching and learning to meet the diverse needs of learners
- 2 Evaluate and challenge your practice, values and beliefs
- 3 Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
- 4 Be creative and innovative in selecting and adapting strategies to help learners to learn
- 5 Value and promote social and cultural diversity, equality of opportunity and inclusion
- 6 Build positive and collaborative relationships with colleagues and learners

Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

- 7 Maintain and update knowledge of your subject and/or vocational area
- 8 Maintain and update your knowledge of educational research to develop evidence-based practice
- 9 Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
- 10 Evaluate your practice with others and assess its impact on learning
- 11 Manage and promote positive learner behaviour
- 12 Understand the teaching and professional role and your responsibilities

Professional skills

Develop your expertise and skills to ensure the best outcomes for learners

- 13 Motivate and inspire learners to promote achievement and develop their skills to enable progression
- 14 Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
- 15 Promote the benefits of technology and support learners in its use
- 16 Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning
- 17 Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
- 18 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
- 19 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
- 20 Contribute to organisational development and quality improvement through collaboration with others

www.et-foundation.co.ukconsortium.hud.ac.uk

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David Powell

Director of the Education and Training Consortium

Contents

Professional Standards 2014.....	2
Acknowledgements.....	3
1. The University of Huddersfield's initial teacher education provision and its Consortium of partner colleges	6
2. Introduction to the 'How to' Guide.....	7
3. The Project.....	8
4. Resources Developed	9
4.1 'Talking head' films.....	9
<i>Film 1. 'How to' Guide on the 2014 Professional Standards and ITE.....</i>	<i>10</i>
<i>Film 2. An overview of the 'How to' Guide film</i>	<i>11</i>
<i>Film 3. Embedding the 2014 Professional Standards into the ITE curriculum</i>	<i>12</i>
<i>Film 4. Teacher educators talking about the 2014 Professional Standards</i>	<i>13</i>
<i>Film 5. Trainees' experiences of the 2014 Professional Standards</i>	<i>14</i>
<i>Film 6. Mentors discussing the 2014 Professional Standards.....</i>	<i>15</i>
<i>Film 7. Helping trainees engage with the standards</i>	<i>16</i>
<i>Film 8. Signposting and embedding the Professional Standards</i>	<i>17</i>
<i>Film 9. Embedding of Equality, Diversity, Maths and English</i>	<i>18</i>
<i>Film 10. A teacher educator's use of the teaching observation form.....</i>	<i>19</i>
<i>Film 11. A teacher educator's observation of community learning</i>	<i>20</i>
<i>Film 12. Feeding back using the language of the standards.....</i>	<i>21</i>
<i>Film 13. Using the standards to build a dialogue with trainees about improving their teaching</i>	<i>22</i>
<i>Film 14. Impact of the Professional Standards on teacher educators' practice</i>	<i>23</i>
<i>Film 15. Trainees exploring the standards with subject specialist mentors.....</i>	<i>24</i>
4.2 Teaching materials and course documentation.....	25
4.3 Activities to further explore the 2014 Professional Standards	26
5. Lessons learned	27
6. Future plans	29
7. References	30

Appendices	31
Appendix 1. Course documentation	31
<i>Appendix 1.1: Overview of course forms</i>	<i>31</i>
<i>Appendix 1.2: Example of a blank PDP4 Record of Development.....</i>	<i>32</i>
<i>Appendix 1.3: A copy of the PDP7 Review of Achievement</i>	<i>38</i>
<i>Appendix 1.4: Example of a blank TP2 teaching observation form.....</i>	<i>43</i>
Appendix 2: Examples of completed course documentation	50
<i>Appendix 2.1: Examples of completed PDP4 Record of Development.....</i>	<i>50</i>
<i>Appendix 2.2: Examples of completed PDP7 Review of Achievement</i>	<i>60</i>
<i>Appendix 2.3: Example of completed TP2 teaching observation form</i>	<i>73</i>
Appendix 3: Resources developed to support the introduction of the 2014 Professional Standards.....	83
<i>Resource 3.1 The poster we had produced for display in teaching rooms.....</i>	<i>83</i>
<i>Resource 3.2: A self-assessment tool developed by Easton and Otley College</i>	<i>84</i>
Appendix 4: Activities designed to explore further the 2014 Professional Standards	85
<i>Appendix 4.1: Activity for teacher educators, trainee teachers and mentors: Building a dialogue around the 2014 Professional Standards</i>	<i>85</i>
<i>Appendix 4.2: Activity for teacher educators, trainee teachers and mentors: Explicitly signposting the standards in a TP1 Preparation for teaching observation form</i>	<i>92</i>
<i>Appendix 4.3: Activity for teacher educators, trainee teachers and mentors: Explicitly linking a teaching observation session to the standards in a TP3 Reflections on teaching observation form</i>	<i>96</i>
<i>Appendix 4.4: Activity for mentors and teacher educators who train mentors: Explicitly using the Professional Standards in mentor feedback.....</i>	<i>99</i>
<i>Appendix 4.5: Activity for managers and teacher educators: Where are the 2014 Professional Standards visible in your curriculum?.....</i>	<i>100</i>

1. The University of Huddersfield's initial teacher education provision and its Consortium of partner colleges

The University of Huddersfield is a leading provider of initial teacher education (ITE) for the education and training sector, working through a Consortium, known as the Education and Training Consortium, of twenty four partner colleges across the north of England to deliver pre-service and in-service Certificate in Education and PGCE courses to over 1,000 trainees annually. Three of the Consortium's colleges – Accrington and Rossendale, York College and Northern College – have been partners with the University in this project, providing trainee teachers, subject specialist mentors and teacher educators for the films that have been produced.

From September 2014, all trainees on the University's pre-service and in-service Certificate in Education and PGCE courses have been required to engage fully with the 2014 Professional Standards as an important part of their training. This has entailed significant modifications to our programmes, including new grading criteria, a revised Personal Development Plan, a new approach to the evaluation of trainees' teaching, and revised assignments. This guide documents the work undertaken by the University and its partners to embed the 2014 Professional Standards into its ITE curriculum. This includes the new paperwork we have developed and provides illustrative examples of how it is being used, and teacher educators, trainee teachers and subject specialist mentors bring this to life as they explain how they are working with the standards in the fifteen 'talking head' films we have made.

2. Introduction to the 'How to' Guide

To prepare for the start of the academic year 2014-15, we started the process of embedding the standards into our ITE programmes by reviewing them and identifying three aspects of our assessment process which needed to change to ensure explicit links were made to the 2014 Professional Standards, namely:

- Revise the personal development planning (PDP) documentation trainees use to review their progress on the course;
- Re-model the paperwork we use to observe and feedback on lesson observations;
- Align the summative grading criteria with the 2014 Professional Standards.

This resource is aimed at managers, teacher educators, subject specialist mentors and trainee teachers from the education and training sector who are working with the 2014 Professional Standards. Firstly, it sets out for them what we have done, what we have learned from doing it and what we plan to do next. For example, teacher educators will be interested in the 'talking head' films of other teacher educators explaining how they are working with the standards in their teaching; trainee teachers will be interested in the 'voices' of other trainees and how their subject specialist mentors are building a dialogue around the standards; and subject specialist mentors can watch the film of a mentor feeding back to a trainee after a lesson observation.

Secondly, we want those who read it to make connections between the 2014 Professional Standards, the curriculum and their practice. Therefore, when reading this guide, doing one of the activities or watching one of the accompanying films, we would want you to ask yourself and then answer these three questions:

1. What have I just read, done or heard?
2. What do I make of it?
3. How might I apply it to my own professional setting?

(Rancière, 1991)

It will be when you do this that you will get the most value from the guide.

3. The Project

The team working on this project has developed three sets of resources for managers, teacher educators, trainee teachers and subject specialist mentors to help them make connections between the 2014 Professional Standards, their course and their practice:

1. Fifteen 'talking head' films that include managers, teacher educators, trainee teachers and subject specialist mentors discussing their experience of working with the 2014 Professional Standards. These films are all hosted on YouTube;
2. Teaching and course documentation that have been developed to embed the 2014 Professional Standards and a commentary on how they are used. We have also included examples of the completed documentation to illustrate how trainees and teacher educators are using the paperwork. An overview of the course documentation we use and their interrelationships can be found in [Appendix 1.1](#);
3. Activities for teacher educators, trainee teachers and subject specialist mentors to enable them to explore further the 2014 Professional Standards;

4. Resources Developed

4.1 'Talking head' films

These fifteen films include:

- a) An introduction to the How to Guide films;
- b) Managers and teacher educators discussing how the University of Huddersfield programmes have changed as a result of the introduction of the 2014 Professional Standards;
- c) Teacher educators talking about using the Professional Standards in their practice and considering the impact of the introduction of the standards on their own teaching;
- d) Teacher educators and trainee teachers discussing how the standards have been embedded into the lesson observation process;
- e) Trainee teachers talking about how they are exploring the 2014 Professional Standards with their subject specialist mentors;
- f) Trainee teachers discussing how personal development planning is helping them to self-assess against the 2014 Professional Standards.

The shortest film is just over a minute long, the longest is over 90 minutes in length. When choosing which film to watch, we recommend you read the short synopsis of the film first and that will tell you how long it is and what it covers. This will help you make the most of the time you have available and the resources we have produced for you.

Film 1. 'How to' Guide on the 2014 Professional Standards and ITE

This 100 minute film provides a complete overview of how the University and its partner colleges have embedded the 2014 Professional Standards into its ITE curriculum. There are five chapters: an introductory chapter which provides you with an overview of the film; chapter 1 discusses how the 2014 Professional Standards were embedded into our ITE curriculum; chapter 2 features teacher educators talking about how they are 'unpacking' the standards in their teaching; chapter 3 has the 'voices' of trainee teachers and their experience of working with the standards; and chapter 4 looks at the standards from subject specialist mentors' perspective.



Film 2. An overview of the 'How to' Guide film

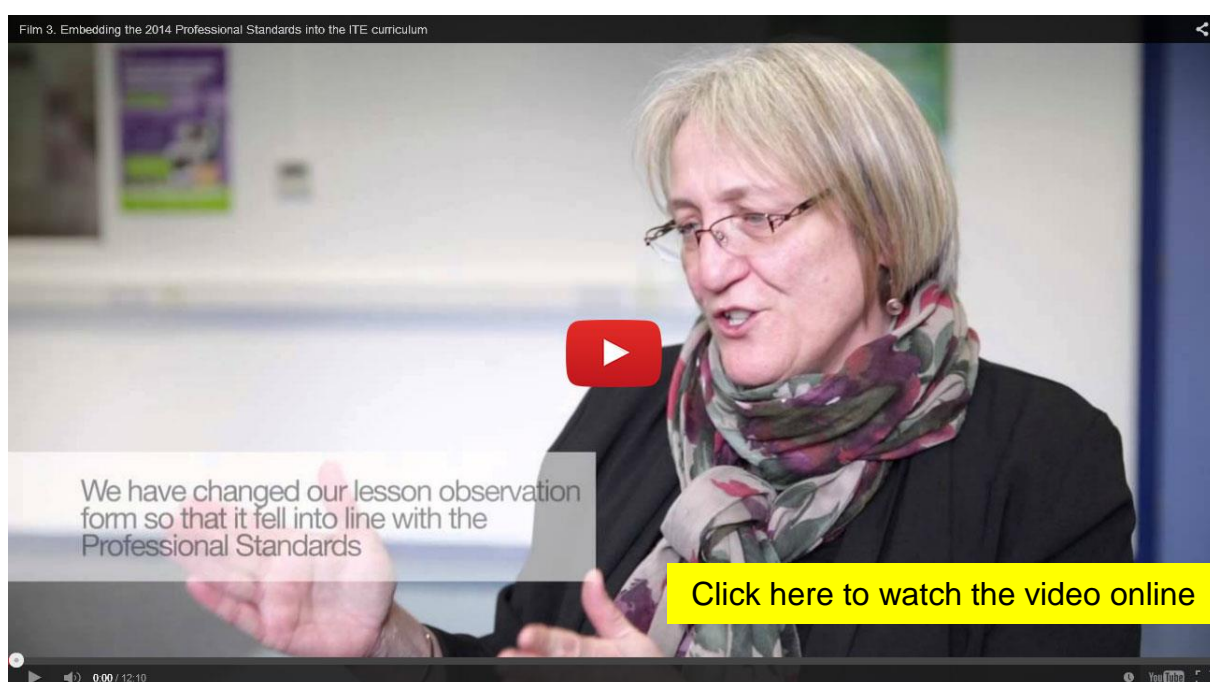
This 3 minute film provides you with an overview of the 'How to' Guide film.



Film 3. Embedding the 2014 Professional Standards into the ITE curriculum

This 12 minute film is aimed at managers and teacher educators, and covers two aspects of the standards and the initial teacher education curriculum. Firstly, a manager explains how the standards have been embedded into the University of Huddersfield's pre-service and in-service courses. Secondly, it considers the relationship between the 2014 Professional Standards and the ITE curriculum.

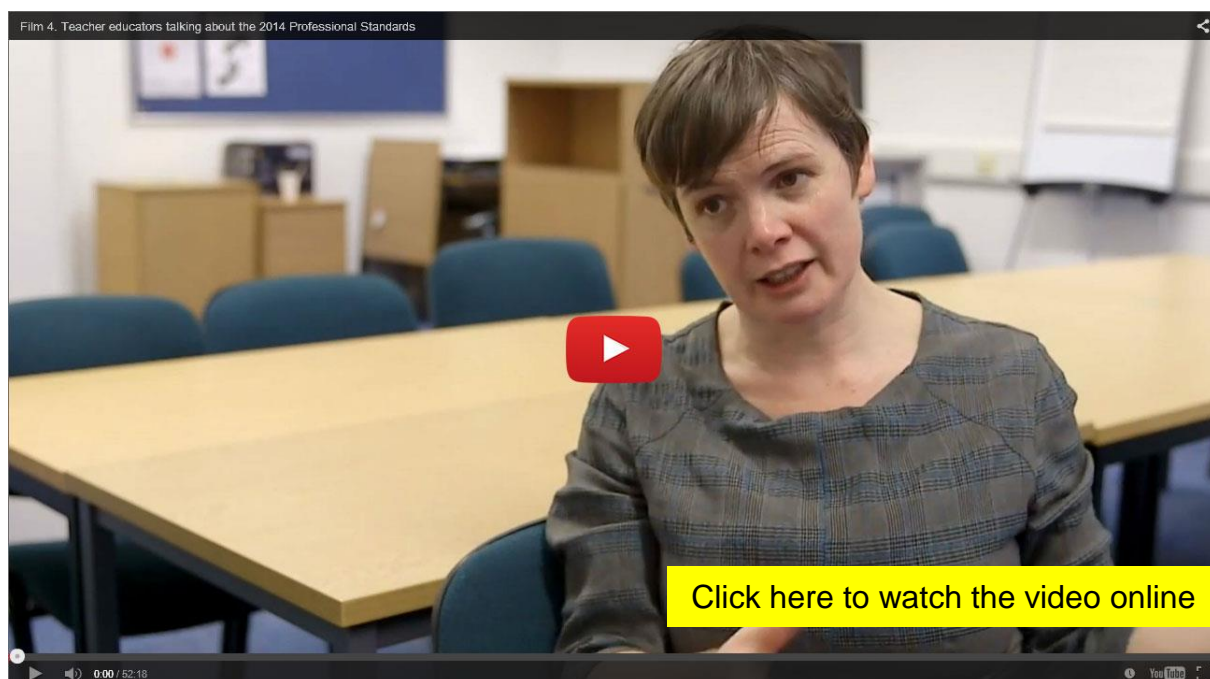
Guide users are referred to the examples of the [PDP4](#), [PDP7](#) and [TP2](#) forms after watching this film.



Film 4. Teacher educators talking about the 2014 Professional Standards

This 52 minute film is aimed at teacher educators, managers and subject specialist mentors, and features a number of teacher educators talking about their practice. Examples of clips include how the standards have been introduced to trainees, feeding back to trainees after lesson observations, making explicit links to the standards in classes and the impact of the introduction of the standards on teacher educators' practice. The YouTube clip provides you with hyperlinks to the sections in the film so you can select those that are of most interest to you.

Guide users are referred to the examples of the completed [PDP4](#), [PDP7](#) and [TP2](#) forms after watching this film.



Film 5. Trainees' experiences of the 2014 Professional Standards

This 12 minute film is aimed at trainee teachers, their subject specialist mentors and teacher educators, and features pre-service and in-service trainee teachers talking about their experiences of working with the standards. The clips in the film include trainees discussing feedback from a lesson observation, personal development planning and working with their subject specialist mentor to explore the standards.

Guide users are referred to the examples of the completed [PDP4](#) and [PDP7](#) forms after watching this film.



Film 6. Mentors discussing the 2014 Professional Standards

This 20 minute film is aimed at subject specialist mentors, trainee teachers and teacher educators who train mentors. It features subject specialist mentors talking about how they are exploring the standards with their trainees and two short films of a mentor discussing and feeding back to a trainee after an observed lesson.

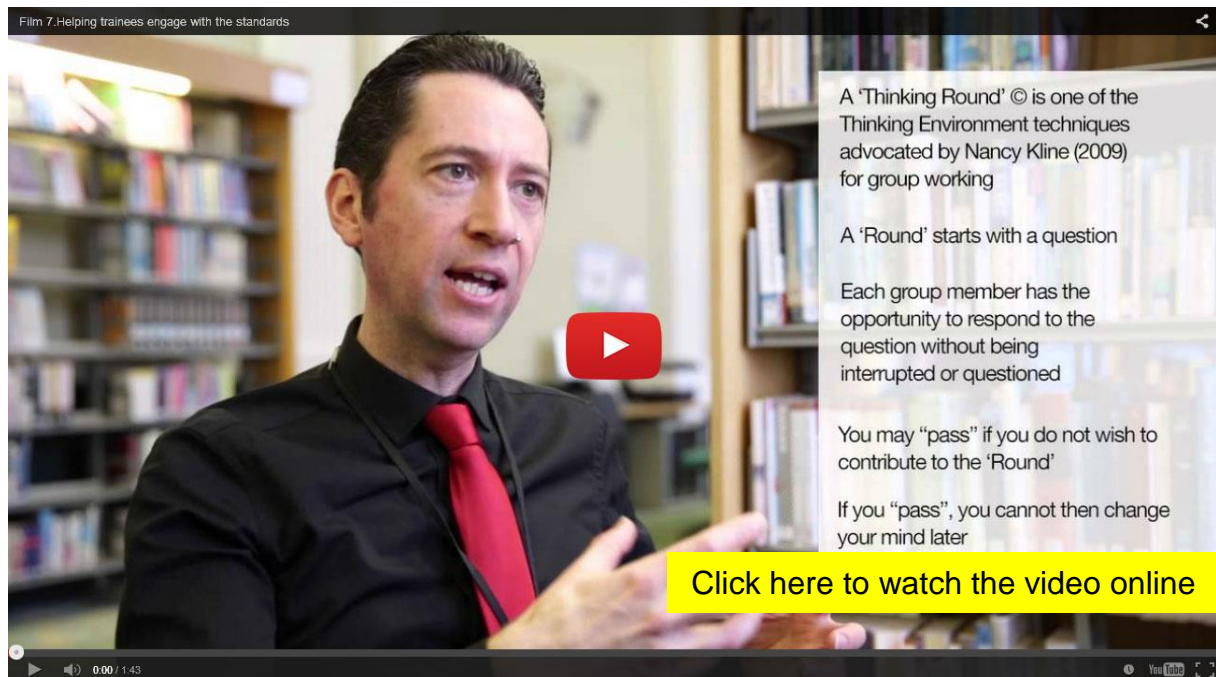
We recommend you print off a copy of the blank [TP2](#) lesson observation form before watching this film.

We have designed an [activity for mentors and teacher educators who train mentors](#) to accompany this film.



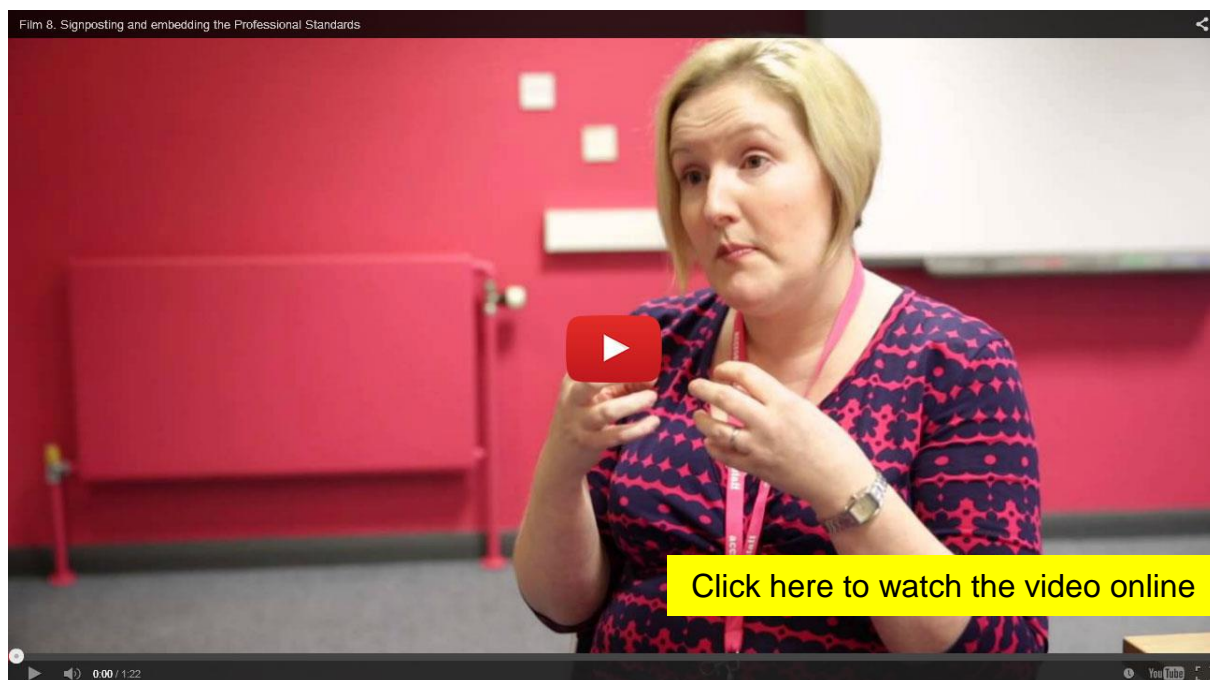
Film 7.Helping trainees engage with the standards

This 1 minute clip is aimed at teacher educators, and features a teacher educator explaining how they have been using the Professional Standards with their trainees.



Film 8. Signposting and embedding the Professional Standards

This 1 minute clip is aimed at teacher educators, and features a teacher educator telling us how she makes explicit links to the standards in her teaching.



Film 9. Embedding of Equality, Diversity, Maths and English

This 1 minute film is aimed at teacher educators, and features a teacher educator explaining how their centre use trainee-led joint practice development to explore the embedding of equality and diversity, maths and English in teaching.

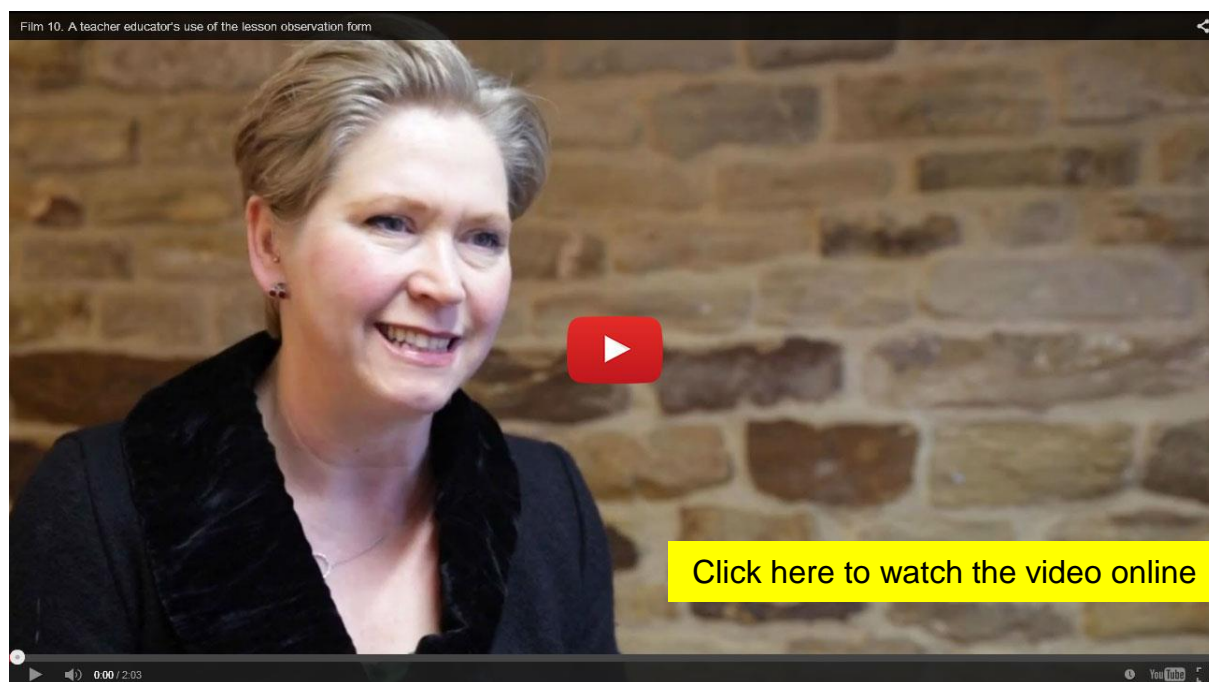


Film 10. A teacher educator's use of the teaching observation form

This 2 minute film is aimed at teacher educators and subject specialist mentors. A teacher educator talks about using the teaching observation form with trainees.

We recommend you print off a copy of the [blank TP2](#) teaching observation form before watching this film.

You are referred to the example of a [completed TP2](#) after watching this film.

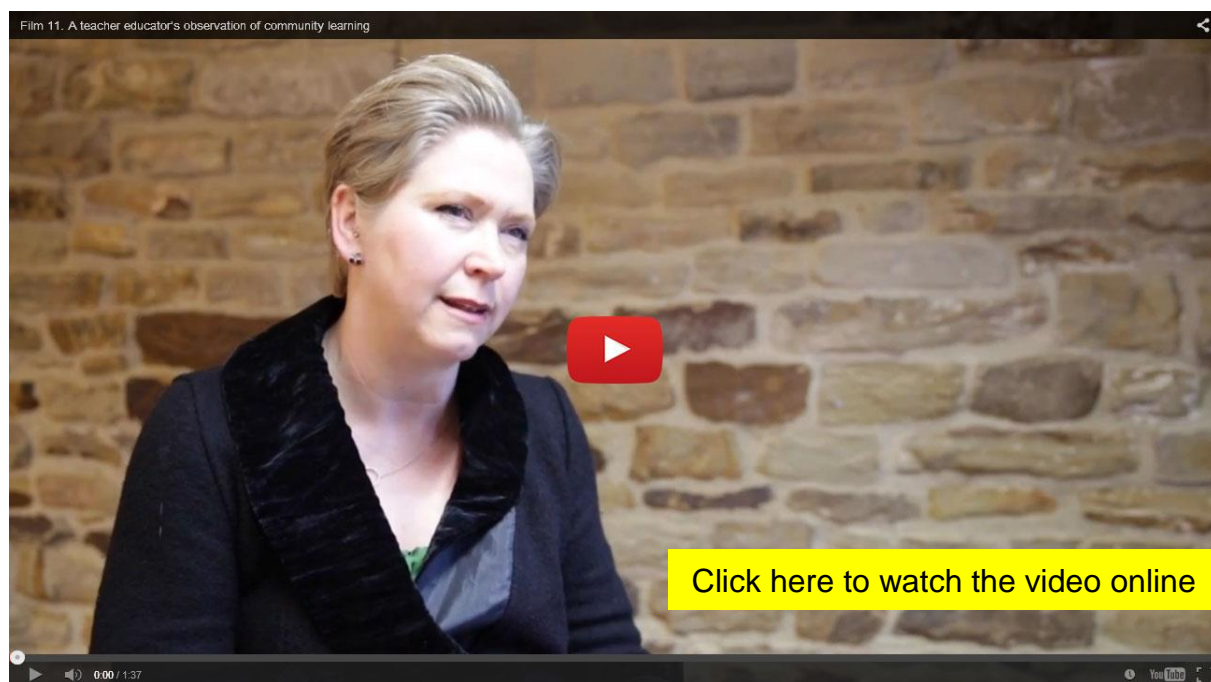


Film 11. A teacher educator's observation of community learning

This 1 minute film is aimed at teacher educators and subject specialist mentors, and features a teacher educator talking about how she observes community-based teaching.

We recommend you print off a copy of the [blank TP2](#) teaching observation form before watching this film.

You are referred to the example of a [completed TP2](#) after watching this film.



Film 12. Feeding back using the language of the standards

This 1 minute film is aimed at teacher educators and subject specialist mentors, and features a teacher educator explaining how she explicitly uses the language of the Professional Standards to feedback to her trainees about their teaching.

An example of a teacher educator's [TP2 feedback](#) making explicit links to the standards is included in [Appendix 2.3](#)



Film 13. Using the standards to build a dialogue with trainees about improving their teaching

This 4 minute film is aimed at teacher educators and subject specialist mentors, and features teacher educators explaining how they are using the standards to promote a dialogue with their trainees about improving teaching and learning.



Film 14. Impact of the Professional Standards on teacher educators' practice

This 3 minute film is aimed at teacher educators and subject specialist mentors, and features a teacher educator explaining the impact the introduction of the 2014 Professional Standards has had on teacher educators' practice.



Film 15. Trainees exploring the standards with subject specialist mentors

This 2 minute film is aimed at trainees, subject specialist mentors and teacher educators who train mentors, and features trainees discussing how they are exploring the 2014 Professional Standards with their subject specialist mentor.



4.2 Teaching materials and course documentation

The introduction of the 2014 Professional Standards and their subsequent embedding into our ITE curriculum resulted in five changes in the way we teach, support and assess our trainees. These changes can be summarised as follows:

Teaching

1. Teacher educators have now ‘turned on the Professional Standards lens’ to make explicit links to the standards in their teaching. One way our teacher educators do this is by drawing on an [A0 sized poster of the 2014 Professional Standards](#) to refer to when they are teaching “to make the standards visible” in classes;

Support

2. Personal tutors build a dialogue around the standards as part of the tutorial discussions they have with their trainees. Questions used might include: “So what does what we’ve discussed mean in terms of the standards? Where are you in relation to the standards in terms of the embedding of equality and diversity into your teaching? What evidence can you draw on to support this claim?” The new grading criteria ([PDP7](#)) we have developed embed the standards and so will help build this dialogue.

Assessment

3. Revised the personal development planning (PDP) documentation trainees use to review their progress on the course. Specifically, we have embedded the standards into two of these forms:
 - the [PDP4](#) form which trainees complete on a monthly basis to record their progress on the course, identify areas for development and action plan;
 - the [PDP7](#) form which is a self-assessment form which trainees complete mid-way through the course and at the end of the course and then use it to negotiate a grade with their tutor;

For a fuller explanation of the different forms we use, there is a [section](#) in the appendices which explains the interrelationship of these forms.

4. Re-modeled the paperwork we use to observe and feedback on lesson observations. This form is known as the [TP2 form](#);
5. Aligned the summative grading criteria with the standards. This is presented within the review and self-assessment form known as [PDP7](#).

4.3 Activities to further explore the 2014 Professional Standards

We have developed five activities for you to explore the standards further:

1. [Activity 1](#) is for teacher educators, subject specialist mentors and trainee teachers and explores how trainees can meet the 2014 Professional Standards in their own setting;
2. [Activity 2](#) is for teacher educators, subject specialist mentors and trainee teachers and explores how trainees might signpost how they will address the standards in a forthcoming lesson observation;
3. [Activity 3](#) is for teacher educators, subject specialist mentors and trainee teachers and explores how trainees might explicitly refer to the way they addressed the standards whilst reflecting on a lesson;
4. This activity is for subject specialist mentors and teacher educators and trainees and involves watching Film 6 and then completing [activity 4](#);
5. [Activity 5](#) is for managers and teacher educators and involves you identifying where in your curriculum the trainees will be engaging with the 2014 Professional Standards.

5. Lessons learned

We asked Andy Armitage, who until July 2014 was Head of Post-Compulsory Education and Training at Canterbury Christ Church University, to watch the films and this is what he identified as the key messages for managers, teacher educators, trainee teachers and subject specialist mentors using the standards:

The embedding of the 2014 Professional Standards into the ITE curriculum

1. The embedding connects personal development planning to grading. It makes the crucial point that it is the trainees themselves who need to identify where they are in their development, given the diversity of institutions and teaching settings they will be in;
2. Teacher educators and trainees will focus on particular standards at different points in the trainees' development;
3. Judith Kidder, a teacher educator based at the University of Huddersfield, uses the metaphor of maps for the trainees' journey and suggests that if you are on a challenging journey you need an overview of it to start with. The 2014 Professional Standards provide trainees with an overview of their journey "and then enables us as teacher educators to fill in those gaps".

Teacher educators' practice and the Professional Standards

1. Professional Standard 8 helps trainees who have come through more professional / vocational rather than academic routes to focus on educational theory and research;
2. Trainees can focus on their professionalism and employability;
3. Trainees are enabled to relate the resources they use to the standards;
4. The standards raise issues of equality and diversity in trainees' practice;
5. The standards help trainees to focus on their reflection;
6. Professional dialogues help trainees to use the language of the standards;
7. The [redesigned teaching observation form](#) has enabled teacher educators to relate their feedback more closely to the standards;
8. David Powell, the Director of the Education and Training Consortium, states that the introduction of the standards means that teacher educators are now "turning on the Professional Standards lens" for their trainees by making explicit links to the standards in their teaching and feedback, thus "making the standards visible" in teaching and assessment.

Trainees' experience of working with the 2014 Professional Standards

1. Trainees are able to connect the standards with their practice and their course;
2. Trainees were introduced to the standards at the start of the course so are familiar with them;
3. Trainees do not see the standards as a set of rules which must be followed, rather as a guide which enables them to relate the standards to their practice;
4. The standards focus their reflection and help to provide a bridge from their practice to their Personal Development Plan;
5. Trainees recognise that, unlike competencies which you either have or do not have, performance against the standards can develop over time;
6. Ian Rushton, a teacher educator based at the University of Huddersfield, observed that the standards "are enacted through trainee teachers' various dispositions";
7. Although trainees may be prompted to make connections between the standards and their practice, this was most effectively carried out by trainees themselves, helping them to internalise the standards, making their own interpretations of how they related to their practice;
8. Dialogue about the standards was an effective way of enabling trainees to learn the language of the standards;
9. Levels of performance against the standards can develop over time

A concluding thought from Andy Armitage

The standards offer tutors, mentors and trainees a common framework for tracking development.

6. Future plans

Our involvement in this project has been of real value to us as teacher educators. It has required us to look very closely at our teaching practice, the assessment processes and paperwork we use and how this contributes to our trainees' development. What we plan to do next is:

1. Review our Personal Development Plan (PDP) to see how it can make the trainee's journey even "more visible" to tutors, trainees and mentors;
2. Review our TP2 teaching observation form to see how we can make the links between the standards and the 13 areas we feedback on to our trainees "more visible";
3. Review our assignments and insert a section at the end of each written assignment for trainees to reflect and write about how they have been engaging with the standards in that piece of work;
4. Provide additional training for teacher educators and subject specialist mentors to give them opportunities to explore the relationship between the standards and the ITE curriculum further;
5. Review our curriculum to see what further links we can make to the standards.

7. References

Rancière, J. (1991) *The ignorant schoolmaster: five lessons in intellectual emancipation*.
Stanford, CA: Stanford University Press

Appendices

Appendix 1. Course documentation

Appendix 1.1: Overview of course forms

An important component of our trainees' course is their personal development planning and they do this through their Personal Development Plan (PDP). The purpose of the PDP is to enable trainees to plan, record and reflect on their learning and achievement as they progress through the course. We have our own Personal Development Planning system and the list below provides an overview of the course forms. However, we have chosen specific examples relevant to this guide to illustrate their application to the Professional Standards.

Personal Development Plan forms

Form	Description	Timeline
PDP1	Role as a teacher or trainer	Initial stages
CV	Curriculum Vitae	Initial stages
PDP2	Teaching log	Ongoing
PDP3	Initial assessment record	Initial stages
PDP4	Record of Development	Updated monthly
PDP5	Teaching observation record	Ongoing
PDP6	Record of discussion with mentor	Updated monthly
PDP7	Review of Achievement	2 per course duration

Teaching Practice forms

Form	Description	Timeline
TP1	Preparation for teaching observation	Before observation (x 8)
TP2	Tutor/mentor feedback on teaching observation	After observation
TP3	Reflections on teaching observation	After observation

Appendix 1.2: Example of a blank PDP4 Record of Development

You should update PDP4 **on a monthly basis**, referring to the grade descriptors linked to **THE 2014 PROFESSIONAL STANDARDS**:

As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.

Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners
2. Evaluate and challenge your practice, values and beliefs
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
4. Be creative and innovative in selecting and adapting strategies to help learners to learn
5. Value and promote social and cultural diversity, equality of opportunity and inclusion
6. Build positive and collaborative relationships with colleagues and learners

Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and assess its impact on learning
11. Manage and promote positive learner behaviour
12. Understand the teaching and professional role and your responsibilities

Professional skills

Develop your expertise and skills to ensure the best outcomes for learners

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
15. Promote the benefits of technology and support learners in its use
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organisational development and quality improvement through collaboration with others

Professional Values and Attributes Reflecting on what best meets diverse needs; evaluating and challenging your practices, values and beliefs; inspiring learners through enthusiasm and knowledge; being creative, innovative and adaptable; valuing diversity, equal opportunity and inclusion and building collaborative relationships.		
Areas for Development (including building on identified strengths)	Actions and outcomes (including what you will do, by when, anticipated outcomes for learners, and/or outcomes for yourself and colleagues). On completion, comment briefly on actual outcomes.	Date updated

Professional Knowledge and Understanding

Updating knowledge of subject and educational research for evidence-based practice; applying theory; evaluating your practice and its impact on learning with others; managing behaviour; understanding professional role.

Areas for Development (including building on identified strengths)	Actions and outcomes (including what you will do, by when, anticipated outcomes for learners, and/or outcomes for yourself and colleagues). On completion, comment briefly on actual outcomes.	Date updated

Professional Skills

Motivating and inspiring learners to develop and progress, planning and delivering effective learning programmes for diverse groups in a safe and inclusive environment, using technology, addressing maths and English needs to overcome barriers, enabling learners to share responsibility for learning, assessment and goal setting; effective assessment and feedback, updating skills through collaboration with employers and contributing to organisational development.

Areas for Development (including building on identified strengths)	Actions and outcomes (including what you will do, by when, anticipated outcomes for learners, and/or outcomes for yourself and colleagues). On completion, comment briefly on actual outcomes.	Date updated

Progress in Language, Literacy and Academic Writing

Include personal skills as well as knowledge of embedding / supporting learners.

Areas for Development (including building on identified strengths)	Actions and outcomes (including what you will do, by when, anticipated outcomes for learners, and/or outcomes for yourself and colleagues). On completion, comment briefly on actual outcomes.	Date updated

Progress in Numeracy

Include personal skills as well as knowledge of embedding / supporting learners.

Areas for Development (including building on identified strengths)	Actions and outcomes (including what you will do, by when, anticipated outcomes for learners, and/or outcomes for yourself and colleagues). On completion, comment briefly on actual outcomes.	Date updated

Progress in ICT

Include personal skills as well as knowledge of embedding/supporting learners.

Areas for Development (including building on identified strengths)	Actions and outcomes (including what you will do, by when, anticipated outcomes for learners, and/or outcomes for yourself and colleagues). On completion, comment briefly on actual outcomes.	Date updated

Appendix 1.3: A copy of the PDP7 Review of Achievement

2014 Professional Standards		In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)
Professional Values and Attributes					
1	Reflect on what works best in your teaching and learning to meet the diverse needs of learners	Working towards this standard	Reflect on your teaching and evaluate its impact on different learners. Identify aspects of your teaching that work well and those that need developing to meet the diverse needs of learners.	Reflect systematically on your teaching to evaluate its effectiveness in meeting the diverse needs of learners and to plan effective action to meet these needs.	Engage in critical, learner-focussed reflections to set challenging professional targets designed to meet more effectively the diverse needs of learners.
2	Evaluate and challenge your practice, values and beliefs	Working towards this standard	Evaluate your own practice, values and beliefs in education and training and show an awareness of alternative positions.	Systematically evaluate your own practice, values and beliefs in education and training and explore how alternative positions might challenge them.	Reflect critically on your own practice, values and beliefs and how they might impact on learners. Explore how alternative positions might challenge your own, and evaluate their implications for teaching and learning.
3	Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge	Working towards this standard	Demonstrate an evident enthusiasm in the teaching of your subject and/or in your teaching context.	Inspire and communicate your enthusiasm for learning to your learners.	Engage, motivate and inspire learners consistently in the teaching of your subject and/or in your context.
4	Be creative and innovative in selecting and adapting strategies to help learners to learn	Working towards this standard	Use established strategies and some new approaches for teaching and assessment in your specialist area confidently and competently	Evaluate and extend your range of strategies, learning from experience in order to meet identified learner needs	Develop innovative and creative approaches to improve teaching, learning and/or assessment, including risk-taking where appropriate.
5	Value and promote social and cultural diversity, equality of opportunity and inclusion.	Working towards this standard	Demonstrate an understanding of social and cultural diversity, equality of opportunity and inclusion.	Demonstrate a secure understanding and application to your teaching of social and cultural diversity, equality of opportunity and inclusion.	Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion and show a depth of understanding of their implications for teaching and learning.
6	Build positive and collaborative	Working towards	Work effectively with other professionals to create a safe and	Work effectively with learners and colleagues in planning, teaching, and	Collaborate with learners and colleagues to support all learners in achieving

2014 Professional Standards		In Progress	Meets Standards (i)		Good (ii)	Outstanding (iii)
	relationships with colleagues and learners	this standard	supportive environment for learners.		reviewing learners’ progress.	learning outcomes which challenge and enthuse them
Professional Knowledge and Understanding						
7	Maintain and update knowledge of your subject and/or vocational area	Working towards this standard	Demonstrate secure and current subject or vocational knowledge that is relevant to developing learners’ understanding and skills.		Use secure and current subject or vocational knowledge to underpin different teaching and learning strategies and ways of explaining/demonstrating key concepts and skills.	Apply depth of subject or vocational knowledge to support learners in acquiring appropriately high levels of understanding and skills.
8	Maintain and update your knowledge of educational research to develop evidence-based practice	Working towards this standard	Use a range of sources on educational research to reflect on and inform own practice.		Systematically engage with a broad range of educational research and use it to reflect on and develop own practice.	Systematically engage with a broad range of educational research with identified relevance to own current and future teaching contexts, using it to develop, reflect and challenge the limitations of own practice
9	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Working towards this standard	9a	Explain how your lesson planning fits into a sequence that will enable some learners to make progress	Give examples of securing and evidencing progression for specific groups or individual learners through a sequence of lessons	Discuss, with evidence, how you supported learners' progress through a topic or set of concepts using an appropriate sequence of teaching
		Working towards this standard	9b	Explain the use of particular teaching, learning and assessment approaches with reference to theory and relevant research.	Discuss the use of particular teaching, learning and assessment approaches in context with reference theory and relevant research	Critically discuss the use of a range of teaching, learning and assessment strategies in different contexts with reference to subject specific pedagogical understanding, theory and relevant research.
		Working towards this standard	9c	Explain how you monitor and assess learners’ achievements, and how this indicates that the learners are making progress	Discuss the progress of individual learners drawing on an understanding of assessment strategies and their implications for accurate assessment of individual learners’ achievements	Consider in detail individual learners’ progress, attainment & achievement, leading to well-informed discussion about individuals, groups and their particular needs

2014 Professional Standards		In Progress	Meets Standards (i)		Good (ii)	Outstanding (iii)
10	Evaluate your practice with others and assess its impact on learning.	Working towards this standard	Evaluate your own practice and its impact on learners, under the guidance of tutors and mentors.		Systematically evaluate your own practice and its impact on learners, under the guidance of tutors and mentors. Set proactive development goals and find ways to achieve them with support from tutors and mentors.	Use a variety of sources of support, including tutors and mentors, to reflect critically on your own practice and its impact on learners. Set proactive development goals and find ways to achieve them with support from tutors and mentors.
11	Manage and promote positive learner behaviour	Working towards this standard	Set clear expectations for learning and behaviour.		Manage learning and behaviour and understand using a range of different approaches and explain why particular approaches are appropriate to the context.	Deal confidently and flexibly with learner behaviours, maintaining a rapport with individuals and groups conducive to high-quality engagement in learning.
12	Understand the teaching and professional role and your responsibilities	Working towards this standard	12a	Explain your own view of teacher professionalism, and relate this to the teaching role and responsibilities, including current legal and regulatory frameworks.	Discuss different ways of thinking about teacher professionalism in the sector, and relate them to a range of teaching and support roles	Critically evaluate different perspectives of teacher professionalism in the sector, and how they might relate to concepts of the reflective practitioner and evidence-based practice.
		Working towards this standard	12b	Know who to turn to for expert advice on particular aspects of learners' overall development, specifically including child protection and safeguarding issues.	Give examples of working with a wider range of professionals to secure the overall development of learners.	Demonstrate a clear understanding of the range of professionals that contribute to learners' overall development and your place in the 'bigger picture'.

2014 Professional Standards		In Progress	Meets Standards (i)		Good (ii)	Outstanding (iii)
Professional Skills						
13	Motivate and inspire learners to promote achievement and develop their skills to enable progression	Working towards this standard	Enable learners to meet intended learning outcomes.		Ensure all learners are sufficiently engaged and challenged in order to develop and make good progress in their learning	Use a range of approaches to ensure that all learners are appropriately challenged and supported to make excellent progress in their learning
14	Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment See TP2 for tutor feedback on specific aspects of your performance which will provide evidence for these strands.	Working towards this standard	14a	Produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account potential barriers to learning.	Consistently produce planning with clear, differentiated learning outcomes and well-matched activities that accommodate the needs of individuals and groups and their potential barriers to learning.	Develop and adapt sequenced planning to accommodate a range of individual needs and deal skilfully with barriers to learning.
		Working towards this standard	14b	Plan for assessment and monitoring and maintain consistent and accurate records of individual learners’ achievements in relation to expected outcomes.	Use records of individual learners' achievements for subsequent planning and devise assessment and monitoring that clearly link to the expected outcomes.	Produce records with a clear focus both on groups and on individual learners that consistently enlighten and inform subsequent planning.
		Working towards this standard	14c	Teach in ways that consistently meet an appropriate range of professional standards.	Teach in ways that never fail to meet an appropriate range of standards, and are often good or better.	Teach inclusive and stimulating lessons that are mostly good and often show outstanding characteristics
15	Promote the benefits of technology and support learners in its use	Working towards this standard	Use technology appropriately to support teaching and learning and to enable learners to make progress.		Use a range of technology to support teaching and promote learning in your specialist area and/or to overcome barriers to learning.	Make creative and innovative use of technology to develop in-depth understanding and/or acquisition of skills relevant to subject or vocational areas.
16	Address the mathematics and English needs of learners and work creatively to overcome individual barriers to	Working towards this standard	Develop personal knowledge and skills in English and mathematics, identifying and using opportunities to embed these skills in learning sessions.		Demonstrate secure personal knowledge and skills in English and mathematics. Consistently identify and use opportunities to embed these skills in learning sessions.	Demonstrate secure and confident personal knowledge and skills in English and mathematics. Systematically use your depth of knowledge and skills to embed opportunities for learners to develop in these areas.

2014 Professional Standards		In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)
	learning				
17	Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.	Working towards this standard	Encourage and respond to learners' contributions and questions to support their progress. Match teaching and learning activities to appropriate learning outcomes.	Show flexibility and adaptability in pace and teaching strategies to promote high achievement and take account of the progress made by individual learners.	Demonstrate flexibility and adaptability by engaging learners in decisions about pace, approach and teaching method. Set challenging learning goals to promote the progress of individual learners
18	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Working towards this standard	Monitor learners' progress and assess their achievement, and provide feedback to learners that support their progress.	Monitor and assess progress and achievement, providing feedback based on the specific needs of learners that leads to further progress.	Assess learners' achievement using a range of approaches. Provide detailed feedback and targets to ensure that learners make progress, including timely evaluation of learner progress within lessons
19	Maintain and update your teaching and training expertise and vocational skills through collaboration with employers	Working towards this standard	Review and update own subject knowledge and skills and engage with principles of curriculum and pedagogy relating to the subject or vocational area. Demonstrate engagement with relevant communities of educational and vocational practice.	Systematically review and update own subject knowledge and skills and engage with current developments in curriculum and pedagogy in the subject or vocational area. Demonstrate active participation in communities of educational and vocational practice.	Be pro-active, as part of a community of practice, in maintaining own subject knowledge and skills at a high level, and engaging with a range of current debates in curriculum and pedagogy relating to the subject or vocational area.
20	Contribute to organisational development and quality improvement through collaboration with others	Working towards this standard	Make an appropriate and effective contribution to teaching and pastoral teams.	Make a range of contributions to the work of a specialist area, engaging with colleagues, learners and stakeholders.	Show the capacity to develop leadership and management skills and/or show initiative in improving teaching and learning within your work setting/placement

Appendix 1.4: Example of a blank TP2 teaching observation form

TUTOR/MENTOR FEEDBACK ON TEACHING OBSERVATION (TP2)

Generic Teaching Observation: (please circle) 1 2 3 4 5 6 7 8	Module Code (please tick): DFD7130 <input type="checkbox"/> DMD7130 <input type="checkbox"/> DID7230 <input type="checkbox"/> DHD7230 <input type="checkbox"/> DMD7230 <input type="checkbox"/>		Trainee:
Date:	Course/Group being taught:		No. of Students in Group:
Time of Session: From: To:	Subject/Topic:		
Duration of Observation: From: To:	Location of Session:		
Observing Tutor:		Observing Tutor's Signature:	
Tick the box(es) which apply to observer: Mentor <input type="checkbox"/> Subject Specialist <input type="checkbox"/> Teacher Trainer <input type="checkbox"/> Other (please specify) <input type="checkbox"/>			

Summary of Key Strengths and Development Points:


The observing tutor will complete this section towards the end of the session, noting your strengths and the main areas where you need to develop.


Strengths:


Key Development Points:


Comments on the Session and Suggestions for Development *(including overall quality of learning; effectiveness of planning, preparation and learning activities; impact of trainee's communication skills on learning; integration of English, mathematics and ICT; how the trainee's approach to equality and diversity impacts on learning; effectiveness of assessment and feedback; differentiation and the achievement of individual learners)*


Important Note: The statements in the boxes refer only to the session being observed and not to the trainee's general abilities as a developing teacher

Progress in Teaching Performance				
Tick appropriate box to right				
Planning <i>(objectives, structure, sequencing, transitions)</i>	Does not take sufficient account of needs of learners. This may be because learning outcomes are inappropriate or unclear and/or lesson structure does not support learners' development.	Adequately planned lesson to achieve relevant learning outcomes but does not sufficiently develop all learners' knowledge and understanding/skills	Good. Identifies learning outcomes which deepen learners' knowledge/understanding/skills and structures lesson to support learners' development in these areas	Excellent. Identifies appropriate and challenging outcomes for learners and structures lesson to enable learners to achieve these challenging outcomes
Communication <i>Verbal, non verbal, instructions, questioning, interactions, briefing, debriefing, plenary)</i>	Communication is ineffective. This may be because instructions or teacher exposition are unclear, and/or because interaction between teacher and learners is absent or very limited	Communication is mostly adequate but interactions between teacher and learners are limited and some opportunities for promoting learning are missed	Good. Communication is clear and encourages learners to interact with teacher and other learners	Excellent. Highly effective dialogue between teacher and learners in all phases of the lesson
Resources	Resources are not sufficiently matched to learners' needs	Resources are mostly appropriate but do not meet all needs and/or limit the quality of learning possible	Appropriate resources are used effectively to support most learners	Resources are well-judged and used effectively to support learners in achieving challenging learning outcomes

Progress in Teaching Performance				
Tick appropriate box to right				
Management of lesson <i>Behaviour issues, emotional intelligence, interactions</i>	Learners' lack of engagement/low level disruption reduce learning and/or lead to a disorderly environment	Occasional low level inattention/disruption. Nearly all learners respond positively. Clear procedures for managing interaction/behaviour but not always used consistently	A good climate for learning is maintained. Activities, interactions and behaviour managed consistently well.	A positive climate for achieving high standards of learning exists throughout the lesson. Teacher manages activities, interactions and behaviour skilfully and with great consistency
Safety (including e-safety)	Teacher does not actively engage with safety issues and/or learners do not understand risks and may endanger themselves and others	Learners know (or are made aware of) the risks they face and this is reflected in their behaviour	Teacher supports learners to identify unsafe situations and understand how to keep themselves safe	Teacher supports learners to identify and understand unsafe situations very clearly. Learners are (or are made) highly aware of how to keep themselves and others safe
Subject Knowledge	Subject knowledge is limited, ineffective , inaccurate and/or at a level which does not support the learners' development	Demonstrates secure subject or vocational knowledge that is relevant to developing learners' understanding and skills.	Uses secure subject or vocational knowledge to find and underpin different teaching and learning strategies and ways of explaining/demonstrating key concepts and skills.	Applies depth of subject or vocational knowledge to support learners in acquiring appropriate understanding and skills, ensuring expected progress for all through a range of approaches.

Progress in Teaching Performance				
Tick appropriate box to right				
Differentiation, Interventions and support	Little differentiation. Support and interventions have little or no impact on learning	Some impact but not always timely or consistent in meeting individual needs	Good impact on learning. Appropriate interventions which reflect learners' individual needs	Notable impact. Sharply focussed and timely interventions. Where appropriate, learners' individual needs accurately identified before and/or during lesson and teacher acts positively to meet these needs
Expectations/challenge	Not high enough. Progress is limited	Expectations sufficient for learners to make satisfactory progress towards meeting the requirements of their course	High and realistic expectations for learners in most aspects of the lesson.	Consistently high but realistic expectations of learners, including identification of learning outcomes, engagement in lesson, behaviour and achievement
Functional Skills <i>Reading, writing, communications, maths and ICT</i>	Personal knowledge and skills in English/mathematics/ICT are limited, ineffective, inaccurate and/or at a level which does not support the learners' development	Personal knowledge and skills in English/ mathematics/ICT needs some development. Occasional opportunities are taken to embed these skills in learning sessions.	Demonstrates secure personal knowledge and skills in English and mathematics. Consistently identifies and uses opportunities to embed these skills in learning sessions.	Demonstrates secure and confident personal knowledge and skills in English/ mathematics/ICT. Systematically uses depth of knowledge and skills to embed opportunities for learners to develop in these areas.

Progress in Teaching Performance				
Tick appropriate box to right				
Equality, Diversity and Inclusion	Overlooked , ignored and/or opportunities missed.	Demonstrates an understanding of social and cultural diversity, equality of opportunity and inclusion. Occasional opportunities are taken to develop skills knowledge and understanding	Demonstrates a secure understanding and application to teaching of social and cultural diversity, equality of opportunity and inclusion. Most opportunities are taken to develop skills knowledge and understanding	Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion and show a depth of understanding of their implications for teaching and learning. Every opportunity is taken to develop skills knowledge and understanding.
Assessment during lesson	Assessment is not used effectively to help learners improve	Work is monitored during the lesson. General misconceptions are picked up. Plans are adapted but this is not always timely or relevant	Progress is assessed regularly and accurately. Teacher listens to, carefully observes and skilfully questions learners to reshape tasks and/or explanations to improve learning	Understanding is assessed systematically and effectively, using a range of approaches and leading to appropriate and timely interventions to improve learning
Feedback	Learners are rarely informed about progress. Many do not know how to improve. Feedback is minimal	Feedback is adequate but limited. Learners know how well they have done and key areas in which to improve	Learners are given clear guidance on well they are doing and how to improve. Feedback is given regularly and effectively throughout the session, including individual feedback.	High quality of constructive feedback throughout the session to support group and individual progress and challenge learners to achieve high standards

Progress in Teaching Performance				
Tick appropriate box to right				
Progress and Learning	Some or all are making weak progress. Learning is limited. Learners underachieve	Learners engage consistently with the learning activities. Progress is broadly in line with the intended outcomes of the session	Most learners make good progress and achieve intended outcomes by the end of the session. Learning activities are effectively completed and support achievement.	There is a clear focus throughout the session on learner achievement. Most learners achieve intended outcomes and make sustained progress towards appropriately high standards
<p>Has the trainee, on the basis of the session observed, demonstrated acceptable professional standards of practical teaching (for a trainee at this stage of the course)?</p> <p>YES () NO () [please tick]</p>				
<p>Observing Tutor's Signature:</p>				

Appendix 2: Examples of completed course documentation

Appendix 2.1: Examples of completed PDP4 Record of Development

The **Record of Development** (PDP4) is the means by which you will plan, reflect on and record your progress through the course. You should draw on the 2014 Professional Standards and the course grade descriptors (see PDP7) when completing this section. Although the comments you include will be quite brief, they should summarise real engagement with your development as a teacher, any difficulties experienced, and the action you need to undertake to achieve a higher grade or to maintain the highest standards as a trainee.

You should update PDP4 **on a monthly basis**, referring to the grade descriptors linked to [the 2014 Professional Standards](#).

PDP 4 Example 1 - Pre-service trainee's PDP 4 completed after 25 hours teaching

PROGRESS TOWARDS PROFESSIONAL STANDARDS (PDP4)

Update 1: (usually after 25 hours of teaching/two observations)

Professional Values and Attributes	
Reflecting on and evaluating your impact, inspiring learners, being creative and innovative, valuing diversity and building collaborative relationships.	
<p>Strengths and Areas for Development</p> <p>(1) Good</p> <ul style="list-style-type: none"> Adjusted lesson plans to have a better balance of teacher led and student led activities – reflective in lesson plans/reflective journal.TP1, TP2, TP3. <p>(2) Good</p> <ul style="list-style-type: none"> Flexibility needed on hand in dates where students working hard and struggling to meet deadlines – evident in reflective journal <p>(3) Good</p> <ul style="list-style-type: none"> Feedback given both written and verbally in detail to inspire and motivate students to raise their aspirations. See teaching file PDP2 TP2 Use my university experience to guide students with written work - evidenced in reflective journal and teaching file. Positive commendations on student profiles on firefly also demonstrate this point. Requested further Braille and Moon examples from RNIB to help enthuse learners – evident in PDP 2b and lesson plan. <p>(4) Outstanding</p> <ul style="list-style-type: none"> Used various creative techniques in lessons –research and presentation, date of birth activity to simulate what it's like not to be able to talk. Evidenced in lesson plans and. Update Moodle with my powerpoints and extra information to extend learning opportunities see PDP 2b <p>(5) Good</p> <ul style="list-style-type: none"> Powerpoint images and case studies are reflective of diverse society. Evidenced in lesson plan and resources. The nature of the unit is all about equality, inclusion and social and cultural diversity – evidenced throughout whole unit resources, lesson plans. <p>(6) Outstanding</p> <ul style="list-style-type: none"> Evidenced by helping out at Open Event, college trip, Children in Need event –evidence PDP2b. Attended meetings –voice, staff meeting –evidence PDP2b. TP2 -feedback 	<p>Date updated: 22/1/15</p>
<p>Actions, including proposed impact on learners</p> <p>1) Get to know learners better so that I can meet the diverse need of learners more effectively, draw up a detailed profile – this will aid my differentiation techniques so that I can be more inclusive.</p> <p>(6) Ask for shadowing in different subject area like Health and Social Care and Sociology. This will give me a wider perspective of the different teaching techniques across subjects and may also give me some ideas to improve my teaching.</p>	<p>25th January</p> <p>28th January</p>

Professional Knowledge and Understanding Updating knowledge of subject and educational research, applying theory, evaluating your impact on learning, managing behaviour and understanding the professional role.	
Strengths and Areas for Development (7) Good <ul style="list-style-type: none"> Specialist communication is not an area that I was confident in. I printed out lots of website details, borrowed a Makaton Vocabulary book from the library and contacted various organisations to ask for information e.g. library –talking books, RNIB regarding Moon and Braille, transcription services – evidence in PDP2b. I also discussed some aspects of this unit with Julie e.g. PECs – evidence PDP5. This effort resulted in secure and current subject knowledge and is evident in TP2. (8) Outstanding I have reflected on learning theories using books and journals and how I can use in my teaching throughout my university assignment -1 for evidence see TP1, TP3 or reflective journal. (10) Good <ul style="list-style-type: none"> I have evaluated my practice through taking on board feedback in observations see TP2 &TP3. Also through discussion with my mentor and other specialist staff. (11) Good <ul style="list-style-type: none"> TP1, TP2 & TP3 I model my behaviour so that students can learn from it by being on time and always getting feedback to them the following week -evidence TP2. Introduced a behaviour incentive scheme using marbles to reduce low level disruption. (12b) Good <ul style="list-style-type: none"> I have undertaken a safeguarding course and am aware of who to guide me with safeguarding issues –evident PDP2b. I have also attended whole college meetings, requested resources from outside agencies, attended a college trip, met with parents at open days that all demonstrate my understanding of the bigger picture. All evident in PDP2b. 	Date updated 22/1/15
Actions, including proposed impact on learners (12a) Make myself more familiar with current legal and regulatory frameworks such as OFSTED and my role as a professional. Will write about this in journal 11 Create a behaviour incentive scheme	Date completed 15 th February 6 th January
Professional Skills Motivating and inspiring learners , planning and deliver effective learning programmes, using technology, addressing maths and English needs, goal setting and sharing, assessment and feedback, updating skills through and contributing to organisational development	
Strengths and Areas for Development 13) Outstanding <ul style="list-style-type: none"> Picked up on a student being good at Makaton and then demonstrating in front of class. I gave 	January 2015

verbal praise and also written praise on Firefly –this improved her self-esteem and her attitude. See PDP2b.

- Feedback re referencing and also essay structure to help students to prepare for university expectations.
- Many of the things I have taught in unit 28 are transferable skills such as Makaton, Braille, British Sign language. These are things that I have taught and that the students can use in future. Evidence in reflective journal and Feedback sheets.
- My lessons have a combination of teacher led and student led activities to try to motivate students. Used various creative techniques in lessons – games wearing visually impaired simulation glasses and scarves to simulate blindness, date of birth activity to simulate what it's like not to be able to talk. Evidenced in lesson plans and photographs.-evidenced in lesson plans, photographs and resources.

(14a) Good

- Christmas carol, Christmas cards activity was differentiated to allow non-Christian believers to take part.
- Always include clear objectives that are linked to assignment –evidence in lesson plans, power points, TP1 &TP2

(14b) Good

Formative assessment activities included such as work sheets, quiz, questioning evidenced in lesson plans, TP1, TP2 and resources.

(14c) Good

The ETF standards are demonstrated and evidenced throughout TP2 and reflective journal.

(15) Good

- Update firefly with grades after each assignment. Use firefly to print off profiles to check progress.
- Attending socrative and interactive whiteboard workshop. I use powerpoint, videos and independent student research using internet to support learning. Evident in lesson plans, TP1 and resources.
- My last observation, I had problems with the powerpoint –however this is not normally a problem I have –though it was marked as a development point.

(16) Good

- Through a skills test and consistent evidence in my lessons I have demonstrated a good level of numeracy and literacy skills.
- This is evidenced in my TP2 and resources.
- I am embedding these skills within lessons where it is appropriate. For example after marking a written assignment I would do a short session on essay structure or punctuation –evidenced in lesson plans and power point slides. Also evident in written feedback. One lesson included playing games such as draughts and snakes and ladders.
- The marble incentive incorporated numeracy as it meant the students had to calculate how many minutes they had banked.

(17) Good

- Introduced individual learning plans in assignment workshop to allow learners to take responsibility for their learning.
- Also where appropriate I am prepared to move on to the next lesson for some groups of

<p>students who have completed all of the tasks early. This is evident in my reflective journal.</p> <p>(18) Good</p> <ul style="list-style-type: none"> Although I haven't yet been involved in creating any summative assessment, I have been involved with marking. I always ensure that I provide written and where possible verbal feedback the following week. With formative assessment, I give feedback immediately so that the students are able to act on it – see resources and lesson plans for evidence such as quiz, worksheets, matching pairs, questioning. 	
<p>Actions, including proposed impact on learners</p> <p>(15) In second teaching block I would like to become more familiar with Socrative and interactive whiteboard so that I can use in the lessons. This is likely to help improve motivation of learners and overcome barriers to learning.</p> <p>(19) There are some training courses running throughout the college, however they clash with my days at University. Also the training provided by Clive clashes with me teaching on a Wednesday afternoon. Although I do attend college meetings see PDP2b and when I am in full time block hope to be able to take full advantage of any training provided.</p> <p>(20) I have updated Firefly with any pastoral issues in order to work collaboratively with colleagues. Again when in full time block placement hopefully there will be more opportunities for me to be involved with organisational development.</p>	<p>Date completed 13th February</p>
<p>Progress in Language, Literacy and Academic Writing</p> <p>Include personal skills as well as knowledge of embedding/supporting learners.</p>	
<p>Strengths and Areas for Development</p> <p>My language, literacy and academic writing skills are good – evident by my CV, Skills test and TP2.</p> <p>I am aware of my requirement to embed these skills in lessons and supporting learners. Many of my lessons include classroom discussion, academic writing techniques and written work. Evidenced in lesson plans, resources and TP1 & TP2.</p>	<p>Date updated: 22/1/15</p>
<p>Actions, including proposed impact on learners</p> <p>I would like to teach the students how to reference properly and think this is something that I could do with my next group in my full time block.</p>	<p>Date completed</p>
<p>Progress in Numeracy</p> <p>Include personal skills as well as knowledge of embedding/supporting learners.</p>	
<p>Strengths and Areas for Development</p> <p>I have good numeracy skills evident by my skills test and resources. Where possible I try to embed some numeracy into lessons. For example introduction of a marble behaviour incentive where each marble represents 5 minutes proved to be a good way of practising problem solving using multiplication. Evidence in resources, powerpoints, TP1 & TP2 and lesson plan.</p>	<p>Date updated: 22/1/15</p>

<p>Actions, including proposed impact on learners</p> <p>I would like to look for more ways to build numeracy in my lesson, observing other teachers may help me to do this.</p>	<p>Date completed</p>
<p>Progress in ICT</p> <p>Include personal skills as well as knowledge of embedding/supporting learners.</p>	
<p>Strengths and Areas for Development</p> <p>I am happy with using the basic software such as Microsoft word, powerpoint, excel spreadsheet. Evidence in resources.</p>	<p>Date updated</p>
<p>Actions, including proposed impact on learners</p> <p>However recent attendance at a skills workshop for Socrative and interactive whiteboards demonstrated to me that I have still a lot to learn and practice in this area. I would like to practice using this in my next teaching block as a way of motivating and increasing interest for the students.</p>	<p>13th February</p>

PDP 4 Example 2 - Same trainee's PDP 4 completed after 50 hours of teaching

PROGRESS TOWARDS PROFESSIONAL STANDARDS (PDP4)

Update 2: usually after 50 hours of teaching/4 observations

Professional Values and Attributes Reflecting on and evaluating your impact, inspiring learners, being creative and innovative, valuing diversity and building collaborative relationships.	
<p>Strengths and Areas for Development</p> <p>(1) Outstanding</p> <ul style="list-style-type: none"> TP3 – marble incentive, individual progress sheets. <p>3. Outstanding</p> <ul style="list-style-type: none"> Use of games and simulation glasses to help learners appreciate the needs of visually impaired children.-Lesson plans, resources and photos. Use of real materials –Braille transcripts, Moon magazines-lesson plans and resources, photos. Lessons – clear clarification on assignment points to ensure learners are motivated – TP2. <p>4. Outstanding</p> <ul style="list-style-type: none"> See above point on games, learned PECS by using play food and role play. <p>5. Good</p> <ul style="list-style-type: none"> The whole unit is about equality and diversity –so this is evident throughout lesson plans and resources. <p>6. Outstanding</p> <ul style="list-style-type: none"> Communication skills being graded as outstanding TP2. Feel like I am really getting to know students. Am able to treat as individuals and know what motivates them. All assignments completed. Marble strategy having a positive impact . TP2, assessment sheets.TP1 Attended and helped at Progression Fayre –communicating with external speaker, senior management, IT department, reception and students.PDP2b Worked with Sociology and Health and Social Care to improve my practice.PDP2B 	13 th February
<p>Actions, including proposed impact on learners</p> <p>Write of question cards before each lesson to help me get those deeper questions in.</p>	Date completed
Professional Knowledge and Understanding Updating knowledge of subject and educational research, applying theory, evaluating your impact on learning, managing behaviour and understanding the professional role.	
<p>Strengths and Areas for Development</p> <p>7. Good</p> <ul style="list-style-type: none"> Continue to build by observing colleagues in childcare, and researching specialist communication.PDP2B Observed Health and Social Care to improve my subject knowledge to support future 	13 th February

<p>career choices. PDP2b</p> <p>8. Outstanding</p> <p>Evident in TP3</p> <p>9c Meets standards</p> <ul style="list-style-type: none"> Introduced progress monitoring into an assignment workshop lesson. <p>10 Outstanding</p> <ul style="list-style-type: none"> PDP2 b, TP1, TP2, TP3 <p>11 Good</p> <ul style="list-style-type: none"> Behaviour management is improving, evident in TP2. Will continue to use this. <p>12 Good</p> <ul style="list-style-type: none"> Updating Firefly I have had contact with personal tutors about behaviour management. 	
<p>Actions, including proposed impact on learners</p> <p>Develop student profiles – next full time block I will do a questionnaire at the start.</p> <p>Set individual targets and monitor progress.</p> <p>Continue with behaviour incentive scheme in full time block. When working outside classroom position students strategically to reduce behaviour issues.</p>	<p>Date completed</p>
<p>Professional Skills</p> <p>Motivating and inspiring learners , planning and deliver effective learning programmes, using technology, addressing maths and English needs, goal setting and sharing, assessment and feedback, updating skills through and contributing to organisational development</p>	
<p>Strengths and Areas for Development</p> <p>13. Outstanding</p> <p>Evident in TP2, lesson plans, resources.</p> <p>14a. Good</p> <ul style="list-style-type: none"> Evident in TP2, lesson plans, powerpoints. Regularly allow some students to progress to next assignment – assessment sheets evidence this. Support some students who take longer by being flexible on deadlines as long as they demonstrate hard work. <p>14b Meets standards</p> <ul style="list-style-type: none"> Have introduced target sheets and now understand why they should be used. Evident in TP1, TP2, TP3 and resources. <p>14c Outstanding</p> <ul style="list-style-type: none"> TP2 all mainly good with outstanding aspects. See resources and lesson plans for evidence of stimulating activities. <p>15 Good</p> <ul style="list-style-type: none"> Incorporate video into lessons, have introduced Socrative as a formative quiz, and interactive whiteboard. Will use these more in full time block. <p>16 Outstanding –TP2 personal skills and also embedding within lessons where possible.</p> <p>17. Good</p> <ul style="list-style-type: none"> TP2 –adapting lesson to suit learner needs. Introduced target forms to allow learners to set themselves challenging and realistic targets. <p>18 Good</p> <ul style="list-style-type: none"> Marked and feedback 500 assignments mostly independently. Constructive feedback. Within lessons regularly feedback and monitor progress. 	<p>13th February</p>

<p>19 Good</p> <ul style="list-style-type: none"> • Share information within team –observed mentor. Share ideas within university group members and facebook page. <p>20 Good</p> <ul style="list-style-type: none"> • Attended open evenings, spoke with parents, progression fayre –talked with external speaker, students, senior leadership team. Introduced benefits of Socrative to immediate team. Add comments to Firefly pastoral log and communicated with personal tutors. 	
<p>Actions, including proposed impact on learners Devise student profile questionnaire. Speak with student support where appropriate. Go out into placement setting – mentoring a student whilst in a school in full time block. Continue to work on questioning.</p>	<p>Date completed</p>
<p>Progress in Language, Literacy and Academic Writing Include personal skills as well as knowledge of embedding/supporting learners.</p>	
<p>Strengths and Areas for Development Outstanding –TP2 Embedding literacy through class discussions, completion of written assignments, feedback on assignments and class discussion around long sentences, punctuation, grammar.</p>	<p>13th February</p>
<p>Actions, including proposed impact on learners Continue to do the above. With the first years in full time block, when giving an assignment, go through the basics of writing skills and get them to practice formatively.</p>	<p>Date completed</p>
<p>Progress in Numeracy Include personal skills as well as knowledge of embedding/supporting learners.</p>	
<p>Strengths and Areas for Development Used marble incentive scheme to bring in numeracy. Will continue to use this and where possible use in full time block</p>	<p>Date updated 13th February</p>

<p>Actions, including proposed impact on learners</p> <p>Continue to look for opportunities to bring in to lessons.</p>	<p>Date completed</p>
<p>Progress in ICT</p> <p>Include personal skills as well as knowledge of embedding/supporting learners.</p>	
<p>Strengths and Areas for Development</p> <p>Use powerpoint and videos comfortably.</p> <p>Tried Socrative as a formative method – useful.</p> <p>Tried interactive whiteboard –also useful,</p>	<p>Date updated</p> <p>13th February</p>
<p>Actions, including proposed impact on learners</p> <p>Build interactive whiteboard and Socrative into lessons where possible.</p>	<p>Date completed</p>

Appendix 2.2: Examples of completed PDP7 Review of Achievement

The grading process is recorded in PDP7 and links to the Year 1 module *Personal and Professional Development (Teaching and Researching in Lifelong Learning for Postgraduate Diploma trainees)* and the *Teaching a Specialist Subject* modules in Year 2. However, it draws on evidence from all the work you have done on the course. Your self-assessment grades will be agreed or amended following discussion with your tutor.

In Year 1, the grades are indicative and their purpose is to help you monitor your progress and achievement. They will not appear on your credit transcript. In Year 2, a formal grade for the module is awarded and this will be reflected on your credit transcript, which will show a literal grade as follows: A = Outstanding; B = Good; C = Standards Met. The grade 'Standards Met' means that the trainee has passed the module and achieved the teaching standards for the lifelong learning sector, but has not sufficiently exceeded the pass standard to be awarded a higher grade.

The self-assessment process will draw on a range of evidence from your work on the course.

- PDP7 contains grade descriptors which relate to the current Professional Standards for teachers in the education and training sector, taking into account the fact that you are a trainee rather than a fully qualified and experienced teacher.
- The grade descriptors are intended to help you think about your progress as a trainee and inform the discussion you will have with your tutor to arrive at your agreed grade.
- You do not need to show that you have achieved all the standards at an early stage in the course – there is a category of 'In progress' in which you are still working towards meeting the standard. However, by the end of the course you need to have achieved all the standards as specified in (at least) the 'Standards Met' grade descriptors.
- Highlight the grid boxes which you think apply to you. Ensure that you have evidence from your work on the course to support your selections.
- Think about why you are selecting each box and how you might explain the reason for your choices to help you complete the self-assessment documentation.
- Then fill in the self-assessment documentation and explain why you have decided on a particular self-assessment grade, referring to evidence from the course. The descriptors associated with each grade can be referred to using the Roman numerals as indicated in PDP7. Briefly explain what actions you plan to take to improve further – at intermediate points in the course, these actions should be reflected in more detail in PDP4, whilst at the end of the course you should look ahead to your first year as a newly-qualified teacher.
- Then discuss your self-assessment with your tutor who will confirm or amend the grade as a result of discussion, and may also suggest how to develop your action plans.
- Include the self-assessment documentation with the rest of your PDP.

PDP 7 Example 1 is from a pre-service trainee's mid-programme self-assessment

REVIEW AND GRADING SELF-ASSESSMENT (PDP7)

Self- assessment, drawing on evidence of what you have achieved so far:	Pass			Refer
	Outstanding	Good	Standards Met	
Professional Values & Attributes		✓		
<p>Explanation and indicative evidence:</p> <p>I believe that I should be graded as good for this area because over the first part of my professional placement I have developed effective and positive working relationships with students and other teachers which have helped me to seamlessly settle in at College Y. I also believe that I regularly use my excellent subject knowledge and enthusiasm to inspire and motivate my students to want to learn about a wide variety of topics covering Talent Identification and Development, Sports Nutrition, Sports Injuries, and Anatomy and Physiology. Additionally, I regularly reflect upon my teaching with other members of staff, evaluating effective techniques and looking for opportunities to try out new things with regards to teaching, learning and assessment methods, particularly with the BTEC Sport classes. Finally, I think that over the course of the first part of my placement I have developed innovative and creative resources which have assisted with the teaching, learning and assessment of my students as well as taking risks during my lessons to see if new methods work or not. Indicative evidence for this area can be found in the professional standards grading guidance document, in the two updates to my PDP4, and the rest of my teaching file.</p> <p>Key priorities for improvement and action plan:</p> <p>The key areas that I am going to focus on during the next part of my professional placement are to consistently reflect upon my practice, examining my current values and beliefs and looking at their impact on my students, other teachers and the senior leadership team. I also think that I need to regularly look at how I can promote students' understanding of equality and diversity within wider society as well as just in a sports setting; particularly with the fact that issues of racism have been in the public eye with the recent incidents on the Paris Metro with the Chelsea fans before their Champions League match against Paris Saint-Germain. I think that I also should be collaborating more with my colleagues to help learners to achieve challenging learning outcomes during all my lessons, for example by regularly discussing teaching, learning and assessment strategies and progress that individual students are making in their learning; something that I will believe will become easier now that I am more familiar with the personalities, strengths and weaknesses of individual students within my groups.</p>				
<p>Mentor comment: agreement/amendment</p> <p>I believe that James has underestimated himself in this self-assessment. His professionalism has been exemplary from the start of his placement and continues to be so. James possesses the necessary attributes to continue to develop and contribute to outstanding learning.</p>				
Grade Agreed with Mentor	Grade: Outstanding			

Grades discussed and agreed:

Trainee signature: Mentor signature: Date:

REVIEW AND GRADING SELF-ASSESSMENT (PDP7)

Self- assessment, drawing on evidence of what you have achieved so far:	Pass			Refer
	Outstanding	Good	Standards Met	
Professional Knowledge & Understanding		✓		
<p><i>Explanation and indicative evidence:</i></p> <p>I believe that I should be graded as good in this area because I have consistently demonstrated excellent subject knowledge in all lessons, which I have been able to use to support my students through making difficult topics more accessible. As well as this, I have regularly engaged with a wide range of educational research and used this to develop and reflect upon my teaching practice. I believe that I effectively apply all the educational theory that I have read about into my practice, which has allowed me to successfully develop my teaching style through the course of my professional placement so far. I think that I have learned how to successfully manage classroom behaviour and maintain the climate of learning within a lesson and I have collaborated with a range of teachers and regularly take time to discuss and evaluate my practice to help me to successfully develop individual learners over the course of this part of my professional practice. Indicative evidence for this area can be found in the professional standards grading guidance document, in the two updates to my PDP4, and the rest of my teaching file.</p> <p><i>Key priorities for improvement and action plan:</i></p> <p>The areas that I plan on focussing on during my block placement are developing my classroom management techniques through observing more teachers and finding out which strategies work best with different level learners, for example BTEC level 2 learners vs. A2 Physical Education students. Additionally, I want the opportunity to spend more time with other professionals who contribute to the 'bigger picture' outside of what simply goes on in the classroom by talking to the Senior Leadership Team, Curriculum Managers and pastoral staff; this is something that I want to be able to do during the six week block placement where I should have some more time on my hands. The final aspect that I want to focus on improving is how I have supported learners' progress through a unit or topic, which I feel I will be able to do after I manage to complete a full unit with a BTEC Sport class or through working one-to-one with an AS Physical Education student who I am currently mentoring; if I can get him a pass in his exam then I will be extremely pleased.</p>				
<p><i>Mentor comment: agreement/amendment</i></p> <p>I agree with James within this area, although he is certainly pushing towards outstanding. It is clear that his University work and studies have had an effect upon his practice and that he has developed up-to-date knowledge of the current issues within teaching and learning. He has gained a sound grasp of the requirements of a range of courses within Further Education, and this has enabled him to adapt his approach accordingly depending on the level of course and the learners within a group.</p>				
Grade Agreed with Mentor	Grade: Good			

Grades discussed and agreed:

Trainee signature: Mentor signature: Date:

REVIEW AND GRADING SELF-ASSESSMENT (PDP7)

Self- assessment, drawing on evidence of what you have achieved so far:	Pass			Refer
	Outstanding	Good	Standards Met	
Professional Skills		✓		
<p><i>Explanation and indicative evidence:</i></p> <p>I believe that I should be graded as good in this area because over the course of my professional placement so far I have consistently demonstrated excellent, details plans for my lessons, which have clear and well thought out learning objectives that are appropriate for the diverse group of students in my classes. Additionally, I regularly make creative and innovative use of technology such as Socrative, mypeexam.org and other online resources to develop an in-depth understanding relevant to my subject area. Finally, I believe that I always use my excellent skills and knowledge in maths and English to embed the essential functional skills within my lessons, often coming up with creative methods of doing so, such as the Scrabble lesson starter activity. Indicative evidence for this area can be found in the professional standards grading guidance document, in the two updates to my PDP4, and the rest of my teaching file.</p> <p><i>Key priorities for improvement and action plan:</i></p> <p>In order to improve during the next part of my professional placement, I think that I need to learn to develop more flexibility and adaptability with the pace of my lesson delivery as well as with the range of teaching strategies that I use in order to help my students to become high achievers, which will work hand in hand with developing my skills at implementing Stretch and Challenge within my lessons. I also think that I need to pay more attention to the progress made by individual learners as well as the group as a whole, which will then enable me to provide accurate and constructive feedback that leads to further progress. Finally, I feel that it will be more beneficial for me to become a more pro-active member of the teaching staff by further improving my subject knowledge and skills, and engaging with a range of current debates on curriculum and pedagogy, which will come through observing more teachers teaching, attending staff meetings and also attending CPD events around the college, which I will have more time to do now that I am at college five days per week.</p>				
<p><i>Mentor comment: agreement/amendment</i></p> <p>Again I would agree with James here. His professional skills are continuing to develop and he is constantly striving to improve his delivery. James has been very proactive in taking on responsibility and always working with a diligent and meticulous approach. Lesson observations have highlighted areas in which he can develop, and James has always responded to these with a positive attitude and willingness to learn.</p>				
Grade Agreed with Mentor	Grade: Good			

Grades discussed and agreed:

Trainee signature: Mentor signature: Date:

REVIEW AND GRADING SELF-ASSESSMENT (PDP7)

OVERALL GRADE													
<p>How to judge the overall grade for a trainee (see the Ofsted Grade Criteria):</p> <p>First, check that the <i>Standards Met</i> characteristics have been met before using the <i>Good</i> or <i>Outstanding</i> characteristics to make a judgement at a higher level.</p> <p>All aspects of Standards Met in each of the three sections have to be achieved. These are:</p> <ul style="list-style-type: none"> Professional Values and Attributes Professional Knowledge and Understanding Professional Skills <p>Trainees must also meet all the Cert Ed/PGCE course requirements.</p> <p>In order to judge a trainee as Good or Outstanding, those making the judgement need to look at the characteristics in all of the areas detailed above. The characteristics describe the features indicating that a trainee is performing at that level. It is a 'best fit' model. They also need to be interpreted within the setting and context in which the trainee works.</p> <p>To judge the overall grade, weigh the evidence in each of the three section areas. To be Outstanding overall, there must be Outstanding at least two of the three sections and one of these must be in Professional Skills. Similarly, in reaching a judgement of Good there must be sufficient Good features in at least two of the three sections and one of these must be in Professional Skills.</p>													
Self- assessment, drawing on evidence of what you have achieved so far:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="padding: 5px;">Pass</th> </tr> <tr> <th style="width: 33%; padding: 5px;">Outstanding (A)</th> <th style="width: 33%; padding: 5px;">Good (B)</th> <th style="width: 33%; padding: 5px;">Standards Met (C)</th> </tr> </thead> <tbody> <tr> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%; text-align: center; vertical-align: middle;">✓</td> <td style="width: 33%; height: 40px;"></td> </tr> </tbody> </table>			Pass			Outstanding (A)	Good (B)	Standards Met (C)		✓		Refer
Pass													
Outstanding (A)	Good (B)	Standards Met (C)											
	✓												
1. OVERALL GRADE, at this point in the course													
<p><i>Trainee comment/explanation:</i></p> <p>I have thoroughly enjoyed my time on professional placement at College Y and I believe that I have made excellent progress from when I first started teaching. I am confident and composed when delivering lessons, my planning and resources are excellent and I have developed some fantastic working relationships with staff and students alike. I am looking forward to getting the opportunity to expand on my teaching practice during the next six weeks of my block placement, as well as attending more CPD events within college. As discussed earlier, I feel that I am currently good in the three skill areas, and will be looking to move to outstanding by the end of my training year.</p>													
<p><i>Mentor comment: agreement/amendment</i></p> <p>James has been a pleasure to work with and has been a very valuable asset to the sports team within College. He has developed continually and is trusted by all of the team to deliver lessons, contribute to assessment and planning of learning. His organisational skills are exemplary and his strong work ethic underpins all that he does. James is very keen to develop his practice and is constantly reflecting upon his lessons and experiences. James has maintained an excellent relationship with the students, across a range of courses, and significantly contributed to their learning. I have no doubt that James has the capacity to become an outstanding teacher very quickly and would be an asset to any department and College.</p>													
Grade Agreed with Mentor	Grade: Good												

Grades discussed and agreed:

Trainee signature: Mentor signature: Date:

PDP 7 Example 2 is from a different pre-service trainee's mid-programme self-assessment

This trainee has selected descriptors to show their achievement against the standards in the form of a visual summary.

PROFESSIONAL STANDARDS GRADING GUIDANCE – Trainee's visual summary for PDP7 self – assessment

Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose <i>one</i> of the four options (Working towards, Meets standard, Good or Outstanding). Shade in the one which best matches your current stage of development. Remember your work for the module should provide evidence to support your self-assessment.					
2014 Professional Standards	In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)	
Professional Values and Attributes					
1	Reflect on what works best in your teaching and learning to meet the diverse needs of learners	Working towards this standard	Reflect on your teaching and evaluate its impact on different learners. Identify aspects of your teaching that work well and those that need developing to meet the diverse needs of learners.	Reflect systematically on your teaching to evaluate its effectiveness in meeting the diverse needs of learners and to plan effective action to meet these needs.	Engage in critical, learner-focussed reflections to set challenging professional targets designed to meet more effectively the diverse needs of learners.
2	Evaluate and challenge your practice, values and beliefs	Working towards this standard	Evaluate your own practice, values and beliefs in education and training and show an awareness of alternative positions.	Systematically evaluate your own practice, values and beliefs in education and training and explore how alternative positions might challenge them.	Reflect critically on your own practice, values and beliefs and how they might impact on learners. Explore how alternative positions might challenge your own, and evaluate their implications for teaching and learning.
3	Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge	Working towards this standard	Demonstrate an evident enthusiasm in the teaching of your subject and/or in your teaching context.	Inspire and communicate your enthusiasm for learning to your learners.	Engage, motivate and inspire learners consistently in the teaching of your subject and/or in your context.
	Be creative	Working	Use established	Evaluate and extend your	Develop

Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose **one** of the four options (Working towards, Meets standard, Good or Outstanding). Shade in the one which best matches your current stage of development. Remember your work for the module should provide evidence to support your self-assessment.

2014 Professional Standards		In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)
4	and innovative in selecting and adapting strategies to help learners to learn.	towards this standard	strategies and some new approaches for teaching and assessment in your specialist area confidently and competently	range of strategies, learning from experience in order to meet identified learner needs	innovative and creative approaches to improve teaching, learning and/or assessment, including risk-taking where appropriate.
5	Value and promote social and cultural diversity, equality of opportunity and inclusion.	Working towards this standard	Demonstrate an understanding of social and cultural diversity, equality of opportunity and inclusion.	Demonstrate a secure understanding and application to your teaching of social and cultural diversity, equality of opportunity and inclusion.	Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion and show a depth of understanding of their implications for teaching and learning.
6	Build positive and collaborative relationships with colleagues and learners	Working towards this standard	Work effectively with other professionals to create a safe and supportive environment for learners.	Work effectively with learners and colleagues in planning, teaching, and reviewing learners' progress.	Collaborate with learners and colleagues to support all learners in achieving learning outcomes which challenge and enthuse them
Professional Knowledge and Understanding					
7	Maintain and update knowledge of your subject and/or vocational area	Working towards this standard	Demonstrate secure and current subject or vocational knowledge that is relevant to developing learners' understanding and skills.	Use secure and current subject or vocational knowledge to underpin different teaching and learning strategies and ways of explaining/demonstrating	Apply depth of subject or vocational knowledge to support learners in acquiring appropriately high

Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose **one** of the four options (Working towards, Meets standard, Good or Outstanding). Shade in the one which best matches your current stage of development. Remember your work for the module should provide evidence to support your self-assessment.

2014 Professional Standards		In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)
				key concepts and skills.	levels of understanding and skills.
8	Maintain and update your knowledge of educational research to develop evidence-based practice	Working towards this standard	Use a range of sources on educational research to reflect on and inform own practice.	Systematically engage with a broad range of educational research and use it to reflect on and develop own practice.	Systematically engage with a broad range of educational research with identified relevance to own current and future teaching contexts, using it to develop, reflect and challenge the limitations of own practice
9a	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Working towards this standard	Explain how your lesson planning fits into a sequence that will enable some learners to make progress	Give examples of securing and evidencing progression for specific groups or individual learners through a sequence of lessons	Discuss, with evidence, how you supported learners' progress through a topic or set of concepts using an appropriate sequence of teaching
9b		Working towards this standard	Explain the use of particular teaching, learning and assessment approaches with reference to theory and relevant research.	Discuss the use of particular teaching, learning and assessment approaches in context with reference theory and relevant research	Critically discuss the use of a range of teaching, learning and assessment strategies in different contexts with reference to subject specific pedagogical understanding, theory and relevant research.

Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose **one** of the four options (Working towards, Meets standard, Good or Outstanding). Shade in the one which best matches your current stage of development. Remember your work for the module should provide evidence to support your self-assessment.

2014 Professional Standards		In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)
9c		Working towards this standard	Explain how you monitor and assess learners' achievements, and how this indicates that the learners are making progress	Discuss the progress of individual learners drawing on an understanding of assessment strategies and their implications for accurate assessment of individual learners' achievements	Consider in detail individual learners' progress, attainment & achievement, leading to well-informed discussion about individuals, groups and their particular needs
10	Evaluate your practice with others and assess its impact on learning.	Working towards this standard	Evaluate your own practice and its impact on learners, under the guidance of tutors and mentors.	Systematically evaluate your own practice and its impact on learners, under the guidance of tutors and mentors. Set proactive development goals and find ways to achieve them with support from tutors and mentors.	Use a variety of sources of support, including tutors and mentors, to reflect critically on your own practice and its impact on learners. Set proactive development goals and find ways to achieve them with support from tutors and mentors.
11	Manage and promote positive learner behaviour	Working towards this standard	Set clear expectations for learning and behaviour.	Manage learning and behaviour and understand using a range of different approaches and explain why particular approaches are appropriate to the context.	Deal confidently and flexibly with learner behaviours, maintaining a rapport with individuals and groups conducive to high-quality engagement in learning.

Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose *one* of the four options (Working towards, Meets standard, Good or Outstanding). Shade in the one which best matches your current stage of development. Remember your work for the module should provide evidence to support your self-assessment.

2014 Professional Standards		In Progress	Meets Standards (i)		Good (ii)	Outstanding (iii)
12	Understand the teaching and professional role and your responsibilities	Working towards this standard	12a	Explain your own view of teacher professionalism, and relate this to the teaching role and responsibilities, including current legal and regulatory frameworks.	Discuss different ways of thinking about teacher professionalism in the sector, and relate them to a range of teaching and support roles	Critically evaluate different perspectives of teacher professionalism in the sector, and how they might relate to concepts of the reflective practitioner and evidence-based practice.
		Working towards this standard	12b	Know who to turn to for expert advice on particular aspects of learners’ overall development, specifically including child protection and safeguarding issues.	Give examples of working with a wider range of professionals to secure the overall development of learners.	Demonstrate a clear understanding of the range of professionals that contribute to learners’ overall development and your place in the ‘bigger picture’.
Professional Skills						
13	Motivate and inspire learners to promote achievement and develop their skills to enable progression	Working towards this standard	Enable learners to meet intended learning outcomes.		Ensure all learners are sufficiently engaged and challenged in order to develop and make good progress in their learning	Use a range of approaches to ensure that all learners are appropriately challenged and supported to make excellent progress in their learning
14a	Plan and deliver	Working towards this standard	Produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes,		Consistently produce planning with clear, differentiated learning outcomes and well-matched activities that	Develop and adapt sequenced planning to accommodate a range of individual

Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose *one* of the four options (Working towards, Meets standard, Good or Outstanding). Shade in the one which best matches your current stage of development. Remember your work for the module should provide evidence to support your self-assessment.

2014 Professional Standards		In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)
	effective learning programmes for diverse groups or individuals in a safe and inclusive environment		taking into account potential barriers to learning.	accommodate the needs of individuals and groups and their potential barriers to learning.	needs and deal skilfully with barriers to learning.
14b		Working towards this standard	Plan for assessment and monitoring and maintain consistent and accurate records of individual learners' achievements in relation to expected outcomes.	Use records of individual learners' achievements for subsequent planning and devise assessment and monitoring that clearly link to the expected outcomes.	Produce records with a clear focus both on groups and on individual learners that consistently enlighten and inform subsequent planning.
14c		Working towards this standard	Teach in ways that consistently meet an appropriate range of professional standards.	Teach in ways that never fail to meet an appropriate range of standards, and are often good or better.	Teach inclusive and stimulating lessons that are mostly good and often show outstanding characteristics
15	Promote the benefits of technology and support learners in its use	Working towards this standard	Use technology appropriately to support teaching and learning and to enable learners to make progress.	Use a range of technology to support teaching and promote learning in your specialist area and/or to overcome barriers to learning.	Make creative and innovative use of technology to develop in-depth understanding and/or acquisition of skills relevant to subject or vocational areas.
16	Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning	Working towards this standard	Develop personal knowledge and skills in English and mathematics, identifying and using opportunities to embed these skills in learning sessions.	Demonstrate secure personal knowledge and skills in English and mathematics. Consistently identify and use opportunities to embed these skills in learning sessions.	Demonstrate secure and confident personal knowledge and skills in English and mathematics. Systematically use your depth of knowledge and skills to embed opportunities for learners to develop in these areas.

Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose **one** of the four options (Working towards, Meets standard, Good or Outstanding). Shade in the one which best matches your current stage of development. Remember your work for the module should provide evidence to support your self-assessment.

2014 Professional Standards		In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)
17	Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.	Working towards this standard	Encourage and respond to learners' contributions and questions to support their progress. Match teaching and learning activities to appropriate learning outcomes.	Show flexibility and adaptability in pace and teaching strategies to promote high achievement and take account of the progress made by individual learners.	Demonstrate flexibility and adaptability by engaging learners in decisions about pace, approach and teaching method. Set challenging learning goals to promote the progress of individual learners
18	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Working towards this standard	Monitor learners' progress and assess their achievement, and provide feedback to learners that support their progress.	Monitor and assess progress and achievement, providing feedback based on the specific needs of learners that leads to further progress.	Assess learners' achievement using a range of approaches. Provide detailed feedback and targets to ensure that learners make progress, including timely evaluation of learner progress within lessons
19	Maintain and update your teaching and training expertise and vocational skills through collaboration with employers	Working towards this standard	Review and update own subject knowledge and skills and engage with principles of curriculum and pedagogy relating to the subject or vocational area. Demonstrate engagement with relevant communities of educational and vocational practice.	Systematically review and update own subject knowledge and skills and engage with current developments in curriculum and pedagogy in the subject or vocational area. Demonstrate active participation in communities of educational and vocational practice.	Be pro-active, as part of a community of practice, in maintaining own subject knowledge and skills at a high level, and engaging with a range of current debates in curriculum and pedagogy relating to the subject or vocational area.

Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose *one* of the four options (Working towards, Meets standard, Good or Outstanding). Shade in the one which best matches your current stage of development. Remember your work for the module should provide evidence to support your self-assessment.

2014 Professional Standards		In Progress	Meets Standards (i)	Good (ii)	Outstanding (iii)
20	Contribute to organisational development and quality improvement through collaboration with others	Working towards this standard	Make an appropriate and effective contribution to teaching and pastoral teams.	Make a range of contributions to the work of a specialist area, engaging with colleagues, learners and stakeholders.	Show the capacity to develop leadership and management skills and/or show initiative in improving teaching and learning within your work setting/placement

Appendix 2.3: Example of completed TP2 teaching observation form

This is a completed lesson observation form for an in-service trainee in year 2 of their course.

In this report on an observation of practical teaching, the commentary is cross referenced to the appropriate standards. In the grid, each Progress in Teaching Performance Category is cross referenced to the standards and then a series of graded descriptors relate to that Performance Category and therefore to the Standard(s). Observers select which descriptor for each category applies to the lesson observed.

TUTOR/MENTOR FEEDBACK ON TEACHING OBSERVATION (TP2)

Generic Teaching Observation: (please circle) <div style="text-align: center; font-size: 1.5em;">5</div>	Module Code (please tick): DFD7130 <input type="checkbox"/> DMD7130 <input type="checkbox"/> DID7230 <input type="checkbox"/> DHD7230 <input type="checkbox"/> DMD7230 ✓		Trainee:
	Date:		
Course/Group being taught: BTEC level 3 Extended Dip Applied Science		No. of Students in Group: 14	
Time of Session: From: To:		Subject/Topic: Biology – cells and tissues	
Duration of Observation: From: To:		Location of Session:	
Observing Tutor:		Observing Tutor's Signature:	
Tick the box(es) which apply to observer:			
Mentor <input type="checkbox"/>		Subject Specialist <input type="checkbox"/>	
Teacher Trainer ✓		Other (please specify) <input type="checkbox"/>	

Summary of Key Strengths and Development Points:

The observing tutor will complete this section towards the end of the session, noting your strengths and the main areas where you need to develop.

Strengths:

The level of planning for differentiation.
 Variety in assessment tools and strategies.
 Careful and detailed planning – very good resources and session plan.
 Clear and fluent communication skills.

Key Development Points:

Suggest that you make small refinements to your questioning style and instructions.
 Step back a little more or further – more like “monitor and manage” rather than getting immersed in a small group and taking your eyes off the others- (remember that this lab is your space) – make the learners work harder than you. For example, appoint a lab tech who can cope with the simple demands on you.

Comments on the Session and Suggestions for Development *(including overall quality of learning; effectiveness of planning, preparation and learning activities; impact of trainee's communication skills on learning; integration of English, mathematics and ICT; how the trainee's approach to equality and diversity impacts on learning; effectiveness of assessment and feedback; differentiation and the achievement of individual learners)*

Very good introduction to the session (you are using whole-group open questions so it might be useful to have a tally chart with names and correct answers with the winner being given the lab tech duties, for example).

Some fabulous resources in this session which enabled the learners to really pursue the learning objectives [ETF4, 14]. I particularly liked the laminated diagram because it provoked serious and focussed discussion when things began to be erased (which promoted AfL rather than AoL as an ally of social cognitivism. Think about the theories at work in these activities and why they make the impact that they do).

You have very good and clear communication skills which work well for this group and setting, for the most part. (A refinement that you could make [ETF7] here could be to assert yourself a little more. For example, rather than say, "Kamran, can you...?" try, "Kamran, show me how...Thank you").


You were using a diverse and varied range of assessments [ETF18] throughout the session which worked very well for monitoring the learning that was taking place. (You could refine this further by moving away from giving a name then asking the question [because the others can switch off momentarily] to asking the question, waiting a moment while they all think about it, then nominating someone to answer it. If you then nominate someone else to say whether the answer was correct, you tested two learners with one question [which can reduce the number of questions in your question bank]. i.e. Pose, Pause, Pounce, Bounce).


One of the strengths of this session was the care, planning and forethought that you put into differentiation [ETF1, 4, 13, 14], particularly in your pursuit of challenging the more able whilst supporting the less able without pushing either out of their stretch zones. (Remember, learners getting to sit with their friends is a reward for good behaviour and effort – not necessarily and automatic right [ETF 11]). This is a particularly difficult thing to do but you achieved it through knowing your learners, thinking it through beforehand and being deliberate in how you wanted them to work. Well done. On the developmental side, however, there were two occasions when you were looking down microscopes and there was some messing behind your back (two lads squirted saline at each other once) but you had no way of knowing this given your focus of interest. (Suggest that you work with strategies to help you take more of a monitoring role at key points as opposed to individual coaching. E.g. use the RAG Post-It method to summon you when they are struggling; tell them what they will do, rather than ask them, then get them to tell you what they will be doing before you let them start; change pairings more frequently, if you can; try pairing the immature lads with the more able girls – lads might try harder and mature by Christmas; appoint a learner as lab technician so that the questions and pleas that go to you could be absorbed by someone else from the group, allowing you to continue to monitor.)


As part of your evaluation of this session on TP3, discuss the following:


1. You have excellent ideas for embracing AfL at the planning stage. To what extent did you achieve this? What will help you to exploit this further? Which theories would be at work here (remember to cite them accurately)?
2. Suggest ways in which you could support the following learners in this group: one who seems to have only a narrow vocabulary; one who seems unable to use apostrophes accurately; and one who seems to struggle to grasp the concept of magnification in lenses as soon as numbers are mentioned or introduced.
3. To what extent would rate (grade) the quality of the following in this session: the teaching; the learning; the learner experience. Suggest a grade for the teaching and justify it.


Important Note: The statements in the boxes refer only to the session being observed and not to the trainee's general abilities as a developing teacher


Progress in Teaching Performance				
Tick appropriate box to right				√
Planning <i>(objectives, structure, sequencing, transitions)</i> PS 14 Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment	Does not take sufficient account of needs of learners. This may be because learning outcomes are inappropriate or unclear and/or lesson structure does not support learners' development.	Adequately planned lesson to achieve relevant learning outcomes but does not sufficiently develop all learners' knowledge and understanding/skills	Good. Identifies learning outcomes which deepen learners' knowledge/understanding/skills and structures lesson to support learners' development in these areas	Excellent. Identifies appropriate and challenging outcomes for learners and structures lesson to enable learners to achieve these challenging outcomes
			√	√
Communication <i>Verbal, non verbal, instructions, questioning, interactions, briefing, debriefing, plenary)</i> PS 6 Build positive and collaborative relationships with colleagues and learners	Communication is ineffective. This may be because instructions or teacher exposition are unclear, and/or because interaction between teacher and learners is absent or very limited	Communication is mostly adequate but interactions between teacher and learners are limited and some opportunities for promoting learning are missed	Good. Communication is clear and encourages learners to interact with teacher and other learners	Excellent. Highly effective dialogue between teacher and learners in all phases of the lesson
				√
Resources PS 15 Promote the benefits of technology and support learners in its use	Resources are not sufficiently matched to learners' needs	Resources are mostly appropriate but do not meet all needs and/or limit the quality of learning possible	Appropriate resources are used effectively to support most learners	Resources are well-judged and used effectively to support learners in achieving challenging learning outcomes

Progress in Teaching Performance				
PS 19 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers				
Tick appropriate box to right		√		
Management of lesson <i>Behaviour issues, emotional intelligence, interactions</i> PS 3 Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge PS 11 Manage and promote positive learner behaviour	Learners' lack of engagement/low level disruption reduce learning and/or lead to a disorderly environment	Occasional low level inattention/disruption. Nearly all learners respond positively. Clear procedures for managing interaction/behaviour but not always used consistently	A good climate for learning is maintained. Activities, interactions and behaviour managed consistently well.	A positive climate for achieving high standards of learning exists throughout the lesson. Teacher manages activities, interactions and behaviour skilfully and with great consistency
	√			
Safety (including e-safety) PS 12 Understand the teaching and professional role and your responsibilities	Teacher does not actively engage with safety issues and/or learners do not understand risks and may endanger themselves and others	Learners know (or are made aware of) the risks they face and this is reflected in their behaviour	Teacher supports learners to identify unsafe situations and understand how to keep themselves safe	Teacher supports learners to identify and understand unsafe situations very clearly. Learners are (or are made) highly aware of how to keep themselves and others safe
				√
Subject Knowledge PS 7 PS	Subject knowledge is limited, ineffective , inaccurate and/or	Demonstrates secure subject or vocational knowledge that is	Uses secure subject or vocational knowledge to find and underpin	Applies depth of subject or vocational knowledge to

Progress in Teaching Performance				
PS7 Maintain and update knowledge of your subject and/or vocational area PS 19 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers	at a level which does not support the learners' development	relevant to developing learners' understanding and skills.	different teaching and learning strategies and ways of explaining/demonstrating key concepts and skills.	support learners in acquiring appropriate understanding and skills, ensuring expected progress for all through a range of approaches.
Tick appropriate box to right				✓
Differentiation, Interventions and support PS 1 Reflect on what works best in your teaching and learning to meet the diverse needs of learners PS 4 Be creative and innovative in selecting and adapting strategies to help learners to learn PS 13 Motivate and inspire learners to promote achievement and develop their skills to enable progression PS 14 Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment	Little differentiation. Support and interventions have little or no impact on learning	Some impact but not always timely or consistent in meeting individual needs	Good impact on learning. Appropriate interventions which reflect learners' individual needs	Notable impact. Sharply focussed and timely interventions. Where appropriate, learners' individual needs accurately identified before and/or during lesson and teacher acts positively to meet these needs
			✓	✓
Expectations/challenge ps	Not high enough. Progress is limited	Expectations sufficient for learners to make satisfactory	High and realistic expectations for learners in most aspects of the	Consistently high but realistic expectations of learners,

Progress in Teaching Performance				
PS3 Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge		progress towards meeting the requirements of their course	lesson.	including identification of learning outcomes, engagement in lesson, behaviour and achievement
			✓	
Functional Skills <i>Reading, writing, communications, maths and ICT</i> PS 15 Promote the benefits of technology and support learners in its use PS 16 Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning	Personal knowledge and skills in English/mathematics/ICT are limited, ineffective , inaccurate and/or at a level which does not support the learners' development	Personal knowledge and skills in English/ mathematics/ICT needs some development. Occasional opportunities are taken to embed these skills in learning sessions.	Demonstrates secure personal knowledge and skills in English and mathematics. Consistently identifies and uses opportunities to embed these skills in learning sessions.	Demonstrates secure and confident personal knowledge and skills in English/ mathematics/ICT. Systematically uses depth of knowledge and skills to embed opportunities for learners to develop in these areas.
Tick appropriate box to right			✓	
Equality, Diversity and Inclusion PS 2 Evaluate and challenge your practice, values and beliefs PS 5 Value and promote social and cultural diversity, equality of opportunity and inclusion. PS 12 Understand the teaching and	Overlooked , ignored and/or opportunities missed.	Demonstrates an understanding of social and cultural diversity, equality of opportunity and inclusion. Occasional opportunities are taken to develop skills knowledge and understanding	Demonstrates a secure understanding and application to teaching of social and cultural diversity, equality of opportunity and inclusion. Most opportunities are taken to develop skills knowledge and understanding	Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion and show a depth of understanding of their implications for teaching and learning. Every opportunity is taken to develop skills


Progress in Teaching Performance				
professional role and your responsibilities				knowledge and understanding.
			√	√
Assessment during lesson PS 17 Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge. PS 18 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Assessment is not used effectively to help learners improve	Work is monitored during the lesson. General misconceptions are picked up. Plans are adapted but this is not always timely or relevant	Progress is assessed regularly and accurately. Teacher listens to, carefully observes and skilfully questions learners to reshape tasks and/or explanations to improve learning	Understanding is assessed systematically and effectively, using a range of approaches and leading to appropriate and timely interventions to improve learning
			√	
Feedback PS 18 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Learners are rarely informed about progress. Many do not know how to improve. Feedback is minimal	Feedback is adequate but limited. Learners know how well they have done and key areas in which to improve	Learners are given clear guidance on well they are doing and how to improve. Feedback is given regularly and effectively throughout the session, including individual feedback.	High quality of constructive feedback throughout the session to support group and individual progress and challenge learners to achieve high standards
Tick appropriate box to right			√	
Progress and Learning	Some or all are making weak progress. Learning is limited.	Learners engage consistently with the learning activities.	Most learners make good progress and achieve intended outcomes by	There is a clear focus throughout the session on

Progress in Teaching Performance				
PS 10 Evaluate your practice with others and assess its impact on learning.	Learners underachieve	Progress is broadly in line with the intended outcomes of the session	the end of the session. Learning activities are effectively completed and support achievement.	learner achievement. Most learners achieve intended outcomes and make sustained progress towards appropriately high standards
Has the trainee, on the basis of the session observed, demonstrated acceptable professional standards of practical teaching (for a trainee at this stage of the course)? YES (<input checked="" type="checkbox"/>) NO (<input type="checkbox"/>) [please tick]				
Observing Tutor's Signature: <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>				


Appendix 3: Resources developed to support the introduction of the 2014 Professional Standards

Resource 3.1 The poster we had produced for display in teaching rooms.


This poster is normally printed in A0 size and laminated.



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Professional Standards

As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.

Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

- 1 Reflect on what works best in your teaching and learning to meet the diverse needs of learners
- 2 Evaluate and challenge your practice, values and beliefs
- 3 Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
- 4 Be creative and innovative in selecting and adapting strategies to help learners to learn
- 5 Value and promote social and cultural diversity, equality of opportunity and inclusion
- 6 Build positive and collaborative relationships with colleagues and learners

Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

- 7 Maintain and update knowledge of your subject and/or vocational area
- 8 Maintain and update your knowledge of educational research to develop evidence-based practice
- 9 Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
- 10 Evaluate your practice with others and assess its impact on learning
- 11 Manage and promote positive learner behaviour
- 12 Understand the teaching and professional role and your responsibilities

Professional skills

Develop your expertise and skills to ensure the best outcomes for learners

- 13 Motivate and inspire learners to promote achievement and develop their skills to enable progression
- 14 Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
- 15 Promote the benefits of technology and support learners in its use
- 16 Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning
- 17 Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
- 18 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
- 19 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
- 20 Contribute to organisational development and quality improvement through collaboration with others

www.et-foundation.co.ukconsortium.hud.ac.uk

Resource 3.2: A self-assessment tool developed by Easton and Otley College

This form could be used by a trainee teacher at the start, during and end of their course 'to make visible' to themselves and their tutor where they are in relation to each of the standards. This could then form the basis of an action plan for the trainee.

Rate yourself against the 2014 Professional Standards? For each statement score yourself (e.g. I can/do...) from **1** i.e. **totally disagree** to **6** i.e. **totally agree**

A. Professional Values and Attributes – *Develop your own judgement of what works and does not work in your teaching*

1. Reflect on your teaching and learning to meet the diverse needs of learners	1	2	3	4	5	6
2. Evaluate and challenge your own practice, values and beliefs	1	2	3	4	5	6
3. Inspire and motivate learners with your enthusiasm and knowledge	1	2	3	4	5	6
4. Be creative and innovative in selecting and adapting strategies to help learners to learn	1	2	3	4	5	6
5. Value and promote social and cultural diversity, equality of opportunity and inclusion	1	2	3	4	5	6
6. Build positive and collaborative relationships with colleagues and learners	1	2	3	4	5	6

B. Professional Knowledge and Understanding – *Develop deep and critically informed knowledge and understanding in theory and practice*

7. Maintain and update knowledge of your subject and/or vocational area	1	2	3	4	5	6
8. Demonstrate theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	1	2	3	4	5	6
9. Maintain and update your knowledge of educational research to develop evidenced-based practice	1	2	3	4	5	6
10. Evaluate your practice with others and assess its impact on learning	1	2	3	4	5	6
11. Manage and promote positive learner behaviour	1	2	3	4	5	6
12. Understand the teaching and professional role and your responsibilities	1	2	3	4	5	6

C. Professional Skills – *Maintain and develop expertise and skills to ensure the best outcomes for learners*

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression	1	2	3	4	5	6
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment	1	2	3	4	5	6
15. Promote the benefits of technologies and support learners in their use of new technologies	1	2	3	4	5	6
16. Address the needs of learners in English and maths, and work creatively to overcome individual barriers to learning	1	2	3	4	5	6
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge	1	2	3	4	5	6
18. Apply appropriate and fair methods of assessment and provide constructive feedback to support progression and achievement	1	2	3	4	5	6
19. Update your expertise and vocational skills through partnerships with employers and the wider community	1	2	3	4	5	6
20. Contribute to organisational development and quality improvement through collaboration with others	1	2	3	4	5	6

Appendix 4: Activities designed to explore further the 2014 Professional Standards

Appendix 4.1: Activity for teacher educators, trainee teachers and mentors: Building a dialogue around the 2014 Professional Standards

This activity requires you to identify examples of how trainees might meet the 2014 Professional Standards in their professional setting.

Professional Values and Attributes

Reflecting on and evaluating your impact, inspiring learners, being creative and innovative, valuing diversity and building collaborative relationships.

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners

Example.

- being aware of and critically appraising your own practice;

Other examples...

2. Evaluate and challenge your practice, values and beliefs

Example

- regularly questioning your own personal and professional attitudes and beliefs;

Other examples...

3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge

Example

- not being afraid to display your passion for your vocational/subject area;

Other examples...

4. Be creative and innovative in selecting and adapting strategies to help learners to learn

Example

- finding better, more effective ways of helping all learners you teach or train to appreciate, understand and learn the subject;

Other examples...

5. Value and promote social and cultural diversity, equality of opportunity and inclusion

Example

- ensuring that you effectively communicate and encourage learners to gain an understanding of how diversity brings extensive added-value to the teaching and learning process;

Other examples...

6. Build positive and collaborative relationships with colleagues and learners

Example

- encouraging a mutually supportive environment in which team-work is valued and its significant advantages fully understood;

Other examples...

Professional Knowledge and Understanding

Updating knowledge of subject and educational research, applying theory, evaluating your impact on learning, managing behaviour and understanding the professional role.

7. Maintain and update knowledge of your subject and/or vocational area

Example

- keeping yourself constantly updated on your subject/vocational area so that learners receive the benefit of the latest knowledge and skills;

Other examples...

8. Maintain and update your knowledge of educational research to develop evidence-based practice

Example.

- reading professional literature, regularly reviewing professional websites and blogs, etc.;

Other examples...

9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence

Example

- using the understanding you have gained through reading literature on theories and engaging with research to test out new approaches to your practice;

Other examples...

- **10. Evaluate your practice with others and assess its impact on learning**

Example

- assessing your own practice and discussing it with others with a view to collaboratively improving it

Other examples...

11. Manage and promote positive learner behaviour

Example

- consider how the following can be used to help learners by creating a positive, proactive learning environment:– advice from experienced colleagues;– personal professional development;– reflection on your own practice;

Other examples...

12. Understand the teaching and professional role and your responsibilities

Example

- being fully aware of the requirements of your role and responsibilities;

Other examples...

Professional Skills

Motivating and inspiring learners , planning and deliver effective learning programmes, using technology, addressing maths and English needs, goal setting and sharing, assessment and feedback, updating skills through and contributing to organisational development

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression

Example

- identifying the strengths and weakness of individual learners and working to deepen the former while ameliorating the latter;

Other examples...

14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment

Example

- promoting equality and diversity in your teaching and learning in order to create a positive inclusive learning environment;

Other examples...

15. Promote the benefits of technology and support learners in its use

Example

- using data to track learner progress to enable you to plan teaching and cater for individual needs;

Other examples...

16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning

Example

- identifying the needs of individual learners in maths and English;

Other examples...

17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge

Examples ...

- encouraging all learners to appreciate that learning is not a passive process but an active one;

18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

Example

- understanding methods of assessment and their values in specific circumstances and with specific types of learners;

Other examples...

19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers

Example

- being constantly aware of developments in teaching/training theory and skills as they relate to your subject/vocational area;

Other examples...

20. Contribute to organisational development and quality improvement through collaboration with others

Example ...

- working with colleagues to improve and develop the organisation in which you work - its systems, structures and policies;

Other examples...

Appendix 4.2: Activity for teacher educators, trainee teachers and mentors: Explicitly signposting the standards in a TP1 Preparation for teaching observation form

Contextual information. The following TP1 relates to the [TP2](#) and the [TP3](#) in Appendix 4.3.

Preparation required. You will need a copy of the 2014 Professional Standards to hand to complete this activity.

1. Read the TP1 form and identify which of the 2014 Professional Standards the trainee might have mentioned they would be addressing in the lesson observation.
2. Discuss your answers with others in your group.

Teaching Observation: (please circle) 5		Module Code (please tick): DFD7130 <input type="checkbox"/> DMD7130 <input type="checkbox"/> DID7230 <input type="checkbox"/> DHD7230 <input type="checkbox"/> DMD7230 <input checked="" type="checkbox"/>	Trainee: Observing Tutor:
Date:	Group: BTEC level 3 Extended Dip Applied Science		
Time:	Subject/Topic: Biology – cells and tissues		
		Institution:	

Teaching skills development points from your last observation, and the action you have taken to address them:

Punctuality of learners/starting the session repeatedly: I discussed lateness and ways of managing it with my mentor and she has suggested two strategies that I have since tried and seem to work well in cutting this down. Firstly, latecomers are kept behind after class and lateness is addressed then. Secondly, two latenesses in the same week are sent to Head of Year.

Pink power point font on a grey background. Whilst I love pink, I now acknowledge that it is difficult to read at distance and keep all text either black or navy (which means I can have a pink background).

Any other areas on which you would like specific feedback:

Classroom management during a practical, re: various learners requiring assistance simultaneously.

Behaviour management.

Assessing whether learning has occurred.

Background information on the session and rationale for your approach to teaching it:

I began teaching BTEC Level 3 Extended Diploma last year. It is an assignment-based course where the learners compile evidence of their learning in the form of assignment tasks. The assignment tasks are in line with the specification grading criteria. Guidelines for delivery of content are also provided. A scheme of work provides a basic framework for my planning. However, this is a working document which I adapt for effective time management and depends upon the ability/needs/progress/prior knowledge of my learners.

The session will provide background learning in preparation for the "Cells and Tissues" assignment of Unit 1 (summative assessment). It is intended that part of the learning outcome "Be able to use the correct equipment to identify structures and functions in different types of cells" will be met. The rationale for my approach of a practical lesson is in order to practice/develop skills such as maximising the effective use of varying components of microscopes and stains. Objectives also include developing correct techniques for drawing images seen with the microscope in compliance with the delivery guidance of such a vocational course. Unit content must include light microscope work, eukaryote (plants and animals) cells and cell organelle structure: cell membrane; cell wall; nucleus; nucleolus; cytoplasm; mitochondria; ribosome; endoplasmic reticulum (smooth and rough); Golgi

body; lysosome; and vesicles. This practical work will hopefully be fun and interesting, engaging all, but especially the visual and kinaesthetic learners.

I haven't felt the need to implement a seating plan with this particular group as the social groups are productive and peers are providing assistance to one another. However, I will be splitting these established social groups during the practical to encourage team work with 'new' people in readiness for HE and the workplace. Humanist theories such as Maslow claim that learning can happen when the need to feel a sense of belonging to a group is satisfied. But I believe that the learners will learn even more effectively if they are just outside their comfort zone. Hopefully, as Vygotsky (a social constructivist) suggests, this method of teaching will encourage the learners to grow and learn.

I will begin the session by recapping the previous session, give an introduction to cells, organelles and tissues and give a demonstration of the practical.

Learners will draw a plant and an animal cell on their mini whiteboards and answer questions relating to their difference. I will question learners at the intro confirming the expectations of the task and recalling slide preparation and microscope use. In line with ECM, lab safety rules will be enforced.

Learners will then carry out the practical using microscopes to identify plant cells first, then animal cells, then draw their images. There will be an opportunity for learners to check their peers' images.

I may select a really good slide to place on the Trinocular microscope where the image can be displayed on the Smart board.

There will be an activity that requires the learners to annotate laminated diagrams. In line with the Constructivist thought, I feel that learners will benefit from this exercise as it will enable them to build upon their existing knowledge with that of their peers.

If time permits, I would like to have a plenary relating to the aims and objectives of the session to reinforce the learning of the most relevant points of the session. Lolly sticks will be used for this.

Discuss what you want the learners to achieve in or as a result of the session, and why:

I want the learners to demonstrate that they are getting better and more proficient in the use of the light microscope, making slides, analysing their findings and recording the results through sketching. These are central requirements of: "Be able to use the correct equipment to identify structures and functions in different types of cells" and I want to see that they can do so safely within the lab environment. I want the learners to become more fluent in their use of scientific jargon so that its use and pronunciation becomes quite natural to them. I also want the learners to develop team working and inter-personal skills which they will use when they progress either into University or straight into employment through a non-graduate route. Finally, I want the learners to realise that they are building on the foundations of learning earlier in the course – to make connections and to appreciate their distance travelled in biology.

Discuss how you will assess the progress of learners in the session, and how feedback will be given to learners:

There will be varied and continuous formative assessment throughout the session in order to monitor learning. Instant oral feedback will be given using the "feedback sandwich" (constructive feedback enveloped in praise) where possible. I hope to recognise opportunities to extend questioning to engage the more able learners. Also, I aim to 'bounce' questions in order to reduce learner 'opt-out'.

Questioning during the recap of the previous session will identify areas which may need to be touched upon again. I will also be ascertaining prior knowledge of the topic content (initial assessment) to identify strong/weak areas, eg areas which may require a more in-depth teaching or elaboration. I may be able to use this to modify my teaching of topic content, including the use of mini whiteboards.

Indirect questioning may be used where learners can volunteer answers. Peers may have the opportunity to say whether another learner's answer is correct or not, and why.

During the practical I will be moving around the lab observing and facilitating the learners whilst they prepare slides, operate microscopes, and draw the images. Peers can comment on other groups' images.

Learners return to original seats and each table will be given a laminated diagram of a plant and an animal cell. Learners annotate the diagram with an organelle and pass it on. It circulates the group twice, learners can miss their turn if they're struggling and they can correct any incorrect annotation. Groups then swap diagrams so peers can offer peer feedback.

The plenary involves learners answering questions through random questioning 'lolly sticks' with their names on. (Used lolly sticks are returned to the pot so the possibility of being chosen more than once maintains engagement).

Discuss how you will support differentiated learning during the session:

On checking the profiles of my learners, there are no additional support requirements flagged up.

There is no opportunity in this session to relate content to equality and diversity issues.

With regards to the preferred learning styles, this session will involve kinaesthetic, visual, read/write and aural styles of delivery (as categorised by Neil Fleming).

I will assess prior knowledge to reduce the disengagement of the more knowledgeable/able learners and try to balance this with recapping/elaborating content for the less knowledgeable/able.

The learners will write answers to questions on mini white boards and hold them up. This gives them the option to leave them blank or write 'don't know' without the other learners being aware. This prevents lower-ability learners from being isolated.

Where applicable, paraphrasing and strategic pausing can assist in understanding and connect related information together, supporting less able learners.

The indirect questioning will allow more able learners to volunteer answers giving them opportunity to extend, elaborate and apply what they have learned whilst preventing less knowledgeable/confident learners from being singled out.

Learners will be asked to carry out the plant cell part of the practical first. This is because it is more difficult to obtain a successful image of animal cells resulting in a risk of learners becoming disheartened or disengaged.

I will hopefully engage more-able learners by extending questioning where possible.

For the laminated diagram activity, each group will have learners of mixed ability. Less confident/able learners can pass the diagram on without being singled-out, but may add a label the next time around when their memory has been refreshed.

Identify the literacy and numeracy issues that will arise during the session and discuss how you will address them:

Calculating the magnification of microscope images – instructions and calculators will be provided.

Diagrams of organelles will be presented on the white board to assist learners with low level spelling.

Appendix 4.3: Activity for teacher educators, trainee teachers and mentors: Explicitly linking a teaching observation session to the standards in a TP3 Reflections on teaching observation form

Contextual information: The following TP3 relates to the [TP2](#) and the [TP1](#) Appendix 4.2.

Preparation required. You will need a copy of the 2014 Professional Standards to hand to complete this activity.

1. Read the TP1 and TP2 forms first and make a set of notes;
2. Now read the TP3 and identify which of the 2014 Professional Standards the trainee might have mentioned they have addressed in the lesson observation;
3. Discuss your answers with others in your group.

REFLECTIONS ON TEACHING OBSERVATION (TP3)

THIS FORM MUST BE COMPLETED BEFORE EACH TEACHING OBSERVATION

Teaching Observation: (please circle) 5		Module Code (please tick): DFD7130 <input type="checkbox"/> DMD7130 <input type="checkbox"/> DID7230 <input type="checkbox"/> DHD7230 <input type="checkbox"/> DMD7230 <input checked="" type="checkbox"/>	Trainee: Observing Tutor:
Date:	Group: BTEC level 3 Extended Dip Applied Science		
Time:	Subject/Topic: Biology – cells and tissues		
		Institution:	

Record here your own reflections on the session and on the feedback you received:

Overall, I was very pleased with how the session went. On recognising the differentiation within the group I carefully planned and prepared an engaging session to suit **all** learners, using a wide range of resources and activities. I ascertained prior knowledge and asked learners to recall the previous session allowing me to determine the depth or scope of the teaching of the content, this along with learner affirmation of objectives and expectations 'levelled the playing field' for the session.

I provided the possible answers for an activity on the white board to support low level spellers. However, if learners were carrying out a task involving descriptive writing I would support learners with potentially a narrow vocabulary by providing a thesaurus in the lab and showing the class as a whole how to use an on-line thesaurus. I would also consider writing frames, gapped handouts and lists of key words. With regards to punctuation, I would also provide a help/reference sheet displaying examples of how to use apostrophes correctly. I do encourage the use of 'Spellcheck' (UK, not USA!). If I discovered that learners were struggling to grasp the concept of lenses and magnification as soon as figures were introduced, I would use a line of thought from the Constructivist model of learning. I would break down the lenses information into basic digestible units, what they do and how they work, then once that was understood I would apply the magnification (figures) to enable the learners to see the 'bigger picture'.

I used a variety of assessment methods. I was particularly pleased with how well the laminated diagrams were received and how effective they were in not only the assessment **of** learning but assessment **for** learning. Learners were checking both their own and their peers' learning, discussing where they may have gone wrong and what they needed to do, resulting in constructive critical dialogue between and within groups. The element of competition between the two groups also made the activity fun. If I were to attempt to exploit this AFL further I could ask the learners to explain **why** their or their peers' answers were wrong and why the correct answer is actually correct. Other ways in which I could approach AFL in my lessons include: learners comparing their work with an exemplar/text book and discussing the differences; and providing written/verbal feedback to peers' class presentations.

The feedback from the session mentioned that I could have involved a tally chart of names and

correct answers in the Q+A part of the introduction to encourage the volunteering of answers. I could try this in the future but i would have to ensure that it didn't isolate less confident/knowledgeable learners. As for a reward, a prize may be more suitable since being the technician for the duration of the session would be seen as a punishment; these particular learners aren't open to making an effort over what is expected for completing their assignment.

It was also mentioned that while i was spending a lot of time looking down microscopes assisting learners in obtaining their microscopic images, certain learners were 'messaging about' behind my back. I was aware of irrelevant chatting but I didn't realise the equipment was being misused. To tackle this, I agree with the feedback in that I should 'make them do more', step back and manage and monitor them instead of being a 'personal coach' after all the instructions **were** reiterated sufficiently. I could make use of the red, amber and green cups that are available in the class rooms which indicate when a learner is okay, unsure or definitely requires help. This way learners can continue as far as they possibly can instead of asking for may assistance as an easier option before they have made sufficient effort themselves. When/if a cup is displayed I could utilize more knowledgeable/able learners which I have done in previous sessions. I use them as a resource in terms of assisting others which also frees up my own time whilst reinforcing their own learning. The feedback suggests that I change pairings during the practical, this would promote sharing of good practice/skills. Similarly I could give those learners that had completed the task something to do by getting them to check their peers' work and report their progress back to me.

Overall I feel that I delivered a high quality session where **all** learners learned and outcomes were met. I would grade the session as a Grade 2 with Outstanding characteristics such as the assessment for learning.

Action points:

Develop methods for AFL.

Try using a tally chart to encourage participation in Q+A.

Monitor and manage during practicals, using the coloured cups and other learners.

Appendix 4.4: Activity for mentors and teacher educators who train mentors: Explicitly using the Professional Standards in mentor feedback

This activity is based on [Film 6](#) and provides you with an opportunity to explore feeding back to a trainee using the Professional Standards.

Before you start the activity, make sure you have a copy of the standards to hand so you can refer to them when watching the feedback.

Tasks

1. Read through the [blank lesson observation form \(TP2\)](#) and identify which of the standards might link to each of the 13 areas identified in the observation form, e.g. Planning
2. Now go to 12.58 in [Film 6](#) and watch the second of the films, where Paul provides feedback on the class to Christine. Paul effectively uses the headings from the TP2 form to give Christine clear and helpful feedback on her class. If Paul had wanted to make explicit links to the 2014 Professional Standards, which of the standards might he have fed back on to Christine? What form of words might he have used?

Appendix 4.5: Activity for managers and teacher educators: Where are the 2014 Professional Standards visible in your curriculum?

Where might the 2014 Professional Standards be most visible to our trainees within the curriculum? The purpose of this mapping activity is to identify where the standards exist in your curriculum and this then helps you to signpost this to your trainees.

Preparation: You will need a copy of your module specifications and the standards to hand when you do this activity.

The template on the following page is based on the University of Huddersfield's modules and can be easily adapted to your own curriculum.

Activity for managers and teacher educators: Where are the 2014 Professional Standards visible in your curriculum?

Professional values and attributes : Develop your own judgement of what works and does not work in your teaching and training		TLA	P&PD	TSS	C&P
1.	Reflect on what works best in your teaching and learning to meet the diverse needs of learners				
2.	Evaluate and challenge your practice, values and beliefs				
3.	Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge				
4.	Be creative and innovative in selecting and adapting strategies to help learners to learn				
5.	Value and promote social and cultural diversity, equality of opportunity and inclusion				
6.	Build positive and collaborative relationships with colleagues and learners				
Professional knowledge and understanding: Develop deep and critically informed knowledge and understanding in theory and practice		TLA	P&PD	TSS	C&P
7.	Maintain and update knowledge of your subject and/or vocational area				
8.	Maintain and update your knowledge of educational research to develop evidence-based practice				
9.	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence				
10.	Evaluate your practice with others and assess its impact on learning				
11.	Manage and promote positive learner behaviour				
12.	Understand the teaching and professional role and your responsibilities				
Professional skills: Develop your expertise and skills to ensure the best outcomes for learners		TLA	P&PD	TSS	C&P
13.	Motivate and inspire learners to promote achievement and develop their skills to enable progression				
14.	Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment				
15.	Promote the benefits of technology and support learners in its use				
16.	Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning				
17.	Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge				
18.	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement				
19.	Maintain and update your teaching and training expertise and vocational skills through collaboration with employers				
20.	Contribute to organisational development and quality improvement through collaboration with others				

Glossary

TLA Teaching, Learning and Assessment; **P&PD** Personal and Professional Development; **TSS** Teaching a Specialist Subject; **C&P** Curriculum and Professional Issues