

Starter Profile of Professional Standards for Qualified Teacher Status

EAST MIDLANDS ASSESSMENT CONSORTIUM

2007-8

UNIVERSITY OF DERBY

**Initial Teacher Education
BEd Year 1**

Name:

THE FRAMEWORK OF PROFESSIONAL STANDARDS FOR TEACHERS
Standards for Qualified Teacher Status (September 2007)

Starter Professional Development Profile

1. High expectations & relationships	Q1, Q2
<p>Students demonstrate an understanding of the professional working atmosphere required in schools. They show positive attitudes through good time-keeping and organisation, appropriate dress and interactions with school staff. They provide good role models for children's attitude to work and behaviour. They are fair, respectful, trusting and supportive of children in their care.</p>	
2 Team Work	Q4, Q6, Q32
<p>Students communicate effectively with both children and school colleagues. They develop positive working relationships with mentors and other school staff. They show a commitment to collaborative and co-operative working, becoming involved in activities such as break duties, sharing resources, out of school learning, etc.</p>	
3. Reflective Response	Q7a, Q9
<p>Students recognise the need to develop their practice through the advice and guidance of experienced colleagues. With the support of formal and informal feedback, they evaluate their own practice and where appropriate ask relevant questions to support their development. Such evaluations are recorded in lesson plans and through the Starter PDP. They are willing to listen to advice given and act upon suggestions made.</p>	
4. Behaviour Management	Q10, Q31
<p>Students are aware of a range of behaviour management strategies including those used within their placement class and make use of these in their own practice. They maintain a confident classroom presence, developing effective use of the voice and management of behaviour through positive praise and encouragement.</p>	
5. Knowledge and Understanding of the Curriculum: Core Curriculum, ICT, Foundation Subjects and RE	Q14, Q15, Q17, Q23
<p>Students demonstrate sufficient knowledge to plan, teach and evaluate the learning experiences they provide for children (eg starter activities, plenaries, group activities, whole lessons, etc). They are able to relate learning objectives to the National Curriculum and other relevant documentation. Students begin to use their skills in ICT, literacy and numeracy to support their teaching. They also begin to consider how children may develop their own literacy, numeracy and ICT skills in other curriculum contexts.</p>	
6. Assessment for Learning	Q12, Q26a
<p>Students are aware of the need to assess learning to support future teaching and include this in their lesson planning. They know a range of assessment strategies, including questioning, observation, marking, discussion, peer and self assessment etc. They begin to match appropriate strategies to different learning activities and make some judgements about next steps in learning based on evidence.</p>	

7. Response to Children's Needs	Q19
<p>Students are aware of different needs within the placement class. With support from their mentor they aim to take account of these needs in their planning and choice of resources used in their teaching. They may begin to differentiate the learning experiences within the class under the guidance of their mentors.</p>	
8. Planning for Learning in and out of school	Q22, Q30
<p>Students plan in detail for all the learning experiences they provide for children (eg starter activities, plenaries, group activities, whole lessons, etc). They consider children's previous learning and maintain a purposeful learning environment, including a consideration of effective management of time and space. They take account of health and safety considerations when planning activities.</p>	
9. Teaching	Q25
<p>Students have taught a range of subjects, including some sequences of lessons. They have experience of working with individuals, groups and the whole class. Across these experiences they make use of a range of teaching strategies and resources. They begin to make use of children's prior knowledge and adapt their language to suit children's needs. They are aware of the importance of effective management of time and space.</p>	

1. High expectations & relationships

Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				

2. Team work

Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				

3. Reflective response

Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				

4. Behaviour Management

Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				

5. Knowledge and Understanding of the Curriculum: Core curriculum, ICT, Foundation Subjects and RE

Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				

6. Assessment for Learning

Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				

7. Response to Children's Needs

Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				

8. Planning for learning in and out of school

Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				

9. Teaching					
Date	Evidence base	Description and reflection	SMART target	Revisit Date	Mentor's Initial
	e.g. Observation sheets; TP Reports; Witness statements; Weekly reviews ...				