

Guidance to accompany the Standards for Qualified Teacher Status (QTS)

The revised QTS standards give providers of initial teacher training increased flexibility in the way they design their programmes, and encourage the use of professional judgement in the assessment of trainees against them. The purpose of this guidance is to help providers as they exercise that judgement and to help them maximise the opportunities for the development of their programmes that the QTS standards offer. It is designed to help everyone involved in initial teacher training (ITT), including teacher trainees, to understand the scope and expectations of the standards. The guidance is non-statutory and will be kept under review. The TDA welcomes comments on how this guidance might be improved: please send comments to enquiries-itt@tda.gov.uk

This guidance will be of particular interest to accredited ITT providers, all schools, trainee teachers and employers and includes:

- A rationale statement for each sub-section of the standards that sets out the background to why those standards are important
- A statement setting out the scope of each standard – what is encompassed by that standard, and what is not
- A series of questions headed *questions to consider*. These questions are not intended to be exhaustive, nor should they be used as a checklist of achievement. They are intended to guide assessors as they seek to identify assessment evidence relevant to the standard, and to guide trainees as to the expectations of that standard
- An indication for each sub-section of the standards on the likely sources of assessment evidence relevant to that group of standards
- Cross references with other standards. This is intended to promote holistic rather than atomistic assessment; providers will want to group the standards for the purposes of gathering assessment evidence
- Links to supporting resources. Trainees will find this section particularly useful to support both their developing professional knowledge and practice and their academic endeavours.

The guidance focuses particularly on assessment, because the standards are outcome statements that indicate what trainee teachers must know, understand and be able to do in order to achieve QTS. The many different people involved in assessment – school-based tutors, class teachers, higher education tutors and the trainees themselves – need to develop a common understanding of what is involved in meeting the standards. Assessment against the standards is a matter of skilled professional judgement made at different times in different contexts, and often draws on evidence from a range of sources collected over time. The guidance draws attention to the kinds of evidence that could be relevant when making judgements about whether a trainee is meeting the standards in full.

Many of the standards are inter-related, and single assessment opportunities will produce evidence for several different standards. The standards relating

to professional attributes underpin all the rest: trainees should be able to show that they meet these standards in everything they do. The standards relating to professional knowledge are closely linked to those relating to professional skills, and successful trainees will demonstrate these standards in teaching as well as through their academic attainments.

Professional Attributes

Relationships with children and young people (Q1, Q2)

Relationships with Children and young people (Q1, Q2) – Rationale

Education is part of the process through which people acquire values and learn to apply those values in the attitudes they adopt and the ways they behave. Teachers recognise the role they play in this process, and demonstrate appropriate values, including a professional commitment to raising the educational achievement of all learners. Children and young people are more likely to thrive if they feel that they are valued and are confident that their teachers and their peers will support them. They are more likely to behave in a positive and constructive manner, and adopt appropriate values and attitudes, when they encounter such behaviours, values and attitudes in their teachers.

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Scope

This standard requires trainees to demonstrate that they can help learners to achieve by establishing fair, respectful, trusting, supportive and constructive professional relationships with them, and by maintaining high expectations. They will need to demonstrate that they can create a purposeful and safe atmosphere characterised by respect and cooperation.

Questions to consider

- Has the trainee planned work at a suitably high level in relation to age and ability and to external benchmarks such as National Curriculum level descriptors?
- Has the trainee planned to meet diverse needs?
- Can the trainee encourage learners to contribute views, and to reflect on, evaluate and learn from their mistakes?
- Can the trainee resolve conflicts and individual learners' problems sensitively to protect their self-esteem?
- Does the trainee succeed in teaching learners to cooperate, to collaborate and to listen to others?
- Is the trainee able to build learners' confidence?
- Do learners show respect and sensitivity in their relationships with one another and in their responses to the trainee?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q4, Q5 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q15 (Subjects and curriculum)

- Q18, Q19, Q20 (Achievement and diversity)
- Q21(b) (Health and well-being).
- Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
- Q26(b), Q27, Q28 (Assessing, monitoring and giving feedback)
- Q29 (Reviewing teaching and learning)
- Q30, Q31 (Learning environment).

ITT Requirement R1.5 stipulates that all entrants to ITT programmes must 'possess the appropriate qualities, attitudes and values expected of a teacher'.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Scope

Trainee teachers are expected to understand and demonstrate the values and attitudes that they want learners to develop. Such values will include, for example: respect for other people, a positive attitude towards learning and teaching, care for the environment and social responsibility. Trainee teachers should put these values into practice both in the classroom and in the wider learning and teaching context.

Questions to consider

Does the trainee:

- Establish positive relationships with learners, particularly through effective communication?
- Communicate and promote positive attitudes, values and behaviour by personal example?
- Motivate children and young people and encourage them to engage in and enjoy learning?
- Establish high expectations for learner behaviour, and resolve conflicts inside and outside the classroom appropriately?
- Encourage a 'can-do' approach?
- Promote children and young people's health, safety and well-being?
- Implement the school's policies, for example on equality, discipline, bullying and harassment?
- Set a good example through the relationships they forge and in their general conduct throughout the school?
- Demonstrate an understanding of the needs of minority groups?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q4, Q5, Q6 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q15 (Subjects and curriculum)
- Q18, Q19, Q20 (Achievement and diversity)
- Q21(a), Q21(b) (Health and well-being).
- Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
- Q27 (Assessing, monitoring and giving feedback)

- Q30, Q31 (Learning environment)
- Q32, Q33 (Team working and collaboration)

ITT Requirement R1.5 stipulates that all entrants to ITT programmes must 'possess the appropriate qualities, attitudes and values expected of a teacher'.

Relationships with children and young people (Q1, Q2) – sources of evidence

Evidence about trainee teachers' commitment, attitudes, behaviour and expectations of learners' achievement are likely to emerge from most aspects of their professional practice including the ways they conduct themselves throughout the school and in the wider learning environment. Trainees' planning will demonstrate how they aim to develop specific values, attitudes and behaviour in children and young people.

Relationships with children and young people (Q1, Q2) – links

The GTC(E) *Statement of Professional Values and Practice for Teachers* and the *Code of Conduct and Practice for Registered Teachers* can be accessed at:

www.gtce.org.uk

A range of relevant articles and resources is available on the Teacher Training Resource Bank at:

www.ttrb.ac.uk

Information on promoting positive values can be found at:

www.citizEd.info

Various articles and research reports on personalised learning are available on the DfES Standards Site at:

www.standards.dfes.gov.uk/personalisedlearning

The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at:

www.teachernet.gov.uk/publications

DfES (2005) *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline* can be accessed at:

www.dfes.gov.uk/behaviourandattendance

DfES guidance on anti-bullying can be accessed at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying

DfES (2007) *Diversity and Citizenship in the Curriculum: Research Review* (Ajegbo Report) is available at:

www.teachernet.gov.uk/publications

DfES (2004) *Every Child Matters: Change for Children* is available at:

www.everychildmatters.gov.uk

Frameworks (Q3(a), Q3(b))

Frameworks (Q3(a), Q3(b)) – Rationale

Teachers' professional duties are framed by legislation, statutory instruments, the latest *School Teachers' Pay and Conditions Document* and statutory and non-statutory guidance. These include the Education Act 2002, Every Child Matters (2003), the Children Act 2004 and the Children's Workforce Strategy (2005). Teachers also have rights and responsibilities, such as those contained in the 2003 national agreement *Raising Standards and Tackling Workload*. Teachers' work in schools and other educational settings will be supported by various structures and systems, including policies, codes and practices. Many of these will have been devised by local authorities, schools and other organisations as a result of statutory requirements or guidance; others will have been created to reflect a particular mission and ethos. Teachers understand, support and enact these policies collectively and consistently in their professional practice.

Q3(a) Be aware of the professional duties of teachers and the statutory framework within which they work.

Scope

Trainee teachers need to be aware of relevant aspects of the law, including the legal framework relating to professional conduct and teachers' conditions of service. Knowing the extent of their professional rights and responsibilities will help them to anticipate problems and avoid errors. This standard does not require trainees to have a detailed knowledge of all documents listed in the links, but they should be aware of their own rights and responsibilities in areas such as equality, health and safety, special educational needs, child protection and teacher employment.

Questions to consider

- Is the trainee aware of the statutory duties of teachers as set out in the latest *School Teachers' Pay and Conditions Document*?
- Is the trainee able to articulate the roles and responsibilities of the teacher in relation to the national agreement *Raising Standards and Tackling Workload*?
- Is the trainee aware of their responsibilities in relation to equality legislation and duties?
- Does the trainee seek advice at an appropriate stage in relation to, for example, learners' special educational needs?
- Does the trainee take appropriate responsibility for their own and learners' safety in the classroom and during off-site activities or visits?
- Is the trainee able to judge when they may need advice and help, for example in matters of child protection or confidentiality, and do they know how to seek it?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q5 (Communicating and working with others)

- Q10 (Teaching and learning)
- Q15 (Subjects and curriculum)
- Q18, Q19, Q20 (Achievement and diversity)
- Q21(a) (Health and well-being)
- Q30 (Learning environment)

Q3(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Scope

As members of the community of an educational setting, trainees will be expected to adhere to the requirements, rights and responsibilities articulated in the policies of that setting and share responsibility for putting them into practice.

Questions to consider

- Is the trainee aware of the range of policies that support school practice, for example those that relate to equality, behaviour – including bullying, racial harassment and abuse – and special educational needs?
- Does the trainee demonstrate an understanding of the place and importance of agreed school policies and practice?
- Does the trainee make full use of policies and agreed practices to support their planning, teaching and wider involvement in the life of the school?
- Does the trainee seek advice from others on a range of school policy-related matters?
- Does the trainee collaborate successfully with others to implement school policies and practices?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q4, Q5 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q11, Q12, Q13 (Assessment and monitoring)
- Q18, Q19 (Achievement and diversity)
- Q21(a) Q21(b) (Health and well-being)
- Q22, Q24 (Planning)
- Q25 (Teaching)
- Q26 (Assessing, monitoring and giving feedback)
- Q30, Q31 (Learning environment)
- Q32 (Team working and collaboration).

ITT Requirement R1.5 stipulates that all entrants to ITT programmes must 'possess the appropriate qualities, attitudes and values expected of a teacher'.

Frameworks (Q3(a), Q3(b)) – sources of evidence

Assessors will wish to use a variety of means to establish trainees' understanding of how the statutory framework impacts on the work of teachers. Assessment evidence might include records of discussions with the

trainee and any written material produced by them. Evidence of trainees' knowledge, understanding and collective implementation of policies may also emerge through trainees' planning, assessment and monitoring documentation and their involvement in a wide range of school-based activities.

Frameworks (Q3(a), Q3(b)) – links

A list of the main statutory and non-statutory guidance documents about the care and education of children and young people is in preparation.

Communicating and working with others (Q4, Q5, Q6)

Communicating and working with others (Q4, Q5, Q6) – Rationale

Good communication is central to working with children, young people, their families and carers, and with colleagues across the workforce of the school and the wider children's workforce. Teachers communicate effectively with children and young people within and beyond the classroom, in order to build rapport and secure learning and well-being. They also communicate effectively with parents and carers to support them in their role as educators. Recent school reforms mean that teachers now need to work effectively with an increasingly diverse range of colleagues, all of whom are supporting the development of children and young people.

Teachers do not work in isolation; the education and well-being of learners are increasingly the collective responsibility of a network of professionals and other support staff, who work together to ensure that needs are met. Teachers understand how other adults, both in the classroom and beyond, can contribute to teaching and learning. They are aware of the roles of colleagues across children's services, and they know when and how to liaise with and seek help from them.

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Scope

This standard requires trainees to demonstrate knowledge, skills and understanding of effective communication in order to support teaching and learning and their wider professional role. In achieving this, they will demonstrate that they meet the expectations contained in the *Common Core of Skills and Knowledge*. This standard does not require trainees to take full or sole responsibility for communications between school and home or between school and other agencies.

Questions to consider

- Does the trainee communicate in ways that demonstrate respect for others?
- Does the trainee demonstrate that communication is a two-way process?
- Does the trainee listen, build empathy, consult and negotiate effectively?
- Does the trainee motivate, support, challenge, and manage learners effectively in order to secure learning?
- Does the trainee use questioning effectively?
- Does the trainee demonstrate sensitivity, for example, to culture and context when communicating?
- Is the trainee able to communicate effectively both on a one-to-one basis and as a member of a team?
- How effective and appropriate is the trainee's use of non-verbal communication?
- Does the trainee seek guidance and support from, and communicate positively and effectively with, colleagues and other professionals?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3(b) (Frameworks)
- Q5 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q18, Q19, Q20 (Achievement and diversity)
- Q21(a) (Health and well-being)
- Q22 (Planning)
- Q25(c) (Teaching)
- Q26, Q27 (Assessing, monitoring and feedback)
- Q32, Q33 (Team working and collaboration).

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Scope

This standard requires trainees to demonstrate that they understand the important roles that colleagues, parents and carers can play in promoting learning and the ways in which they can help to secure the well-being of children and young people.

Questions to consider

- Does the trainee recognise and value the knowledge and expertise brought to the school by colleagues undertaking a range of roles across the children's workforce?
- Is the trainee able to articulate the benefits of engaging with others, including parents and carers, in supporting learning and teaching, and raising attainment levels?
- Does the trainee acknowledge the contribution that all parents or carers can make, regardless of the parents' or carers' home circumstances or experience of education?
- Is the trainee able to respond appropriately to the fact that a child or young person is in public care?
- Does the trainee know about the statutory rights of parents and carers, for example in relation to communicating information about a child's or young person's progress?
- Does the trainee demonstrate sensitivity, for example to ethnic, cultural and religious factors when communicating with parents and carers?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3(a) (Frameworks)
- Q4, Q6 (Communicating and working with others)
- Q9 (Personal professional development)
- Q18, Q20 (Achievement and diversity)

- Q21(a), Q21(b) (Health and well-being)
- Q22 (Planning)
- Q32, Q33 (Team working and collaboration)

Q6 Have a commitment to collaboration and co-operative working.

Scope

This standard requires trainees to demonstrate that they can work with a range of other adults that will vary according to the educational settings in which they work. The standard does not require trainees to undertake an independent supervisory role with colleagues (such as teaching assistants). However, trainees are expected to develop skills to collaborate and co-operate with others, and to understand the processes of, and issues related to, the management of other colleagues, especially pertaining to planning and teaching.

Questions to consider

- How effectively does the trainee involve other adults in the work of the classroom by drawing on their specific insights or expertise?
- Does the trainee establish collaborative working relationships with colleagues within and outside of the classroom?
- Does the trainee demonstrate a clear understanding of how the teacher's role relates to that of other colleagues?
- Does the trainee demonstrate an understanding of some of the distinct roles and responsibilities of other professionals, including, for example, educational psychologists, social workers, youth justice workers, early years professionals, and other children's services professionals?
- Is the trainee aware of how they might contribute to the work of other professionals across the spectrum of children's services?
- Is the trainee able to contribute to planning when working with others, for example, specialist or year group teachers, teaching assistants, or during in-service training sessions?
- Does the trainee demonstrate an awareness of the ways that others can be involved constructively to support learning and teaching?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q2 (Relationships with children and young people)
- Q5 (Communicating and working with others)
- Q20 (Achievement and diversity)
- Q21(a), Q21(b) (Health and well-being)
- Q22 (Planning)
- Q25(a), Q25(d) (Teaching)
- Q32, Q33 (Team working and collaboration)

ITT Requirement R1.5 stipulates that all entrants to ITT programmes must 'possess the appropriate qualities, attitudes and values expected of a teacher'.

Communicating and working with others (Q4, Q5, Q6) – sources of evidence

Planning documentation and observations of trainees' teaching will provide evidence of their ability to use language effectively in the classroom to motivate, support, challenge and manage learners, and to secure learning. These, along with written tasks and other training activities, might additionally provide evidence of trainees' understanding of the benefits to learners of working effectively with colleagues. Discussions with tutors and mentors will provide evidence of trainees' knowledge and understanding of the valuable contribution to learners' development and progress made by parents and carers. A wide range of opportunities – such as involvement in consultation meetings – might be used to explore trainee teachers' ability to communicate sensitively and effectively with parents and carers.

Communicating and working with others (Q4, Q5, Q6) – links

DfES (2005) *Every Child Matters: Common core of skills and knowledge for the children's workforce* can be accessed at:

<http://publications.everychildmatters.gov.uk>

A range of articles and resources is available on the Teacher Training Resource Bank at:

www.ttrb.ac.uk

Raising standards and tackling workload: a national agreement provides information on working practices in remodelled schools, implications for teachers, extended schools, and includes case studies. It is available at:

www.tda.gov.uk/remodelling

DfES (2004) *Every Child Matters: change for children in schools* is available at:

<http://publications.everychildmatters.gov.uk>

Ofsted (2006) *Extended schools: a report on early developments* is available at:

www.ofsted.gov.uk/publications

The GTC(E) *Statement of Professional Values and Practice for Teachers Practice* is available at:

www.gtce.org.uk/publications/pub_reg

Personal professional development (Q7(a), Q7(b), Q8, Q9)

Personal professional development (Q7(a), Q7(b), Q8, Q9) – Rationale

Teachers analyse and reflect on their own practice in order to improve learning and teaching. They seek to improve their practice through professional development including engaging with and contributing to the development of new knowledge and ideas. In recent years the field of education has been characterised by innovation and change. Teachers use their experience and professional judgement to assess the benefits of adapting their practice through critical analysis of any innovative pedagogy, strategy or theory. In the context of *new professionalism* teachers find themselves increasingly both developing their skills as coaches and mentors, and benefiting from the coaching and mentoring that they receive.

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.

Scope

This standard requires trainees to develop an ability to make judgements about the effectiveness of their teaching, and to identify ways of bringing about improvement. Trainees are expected to show a commitment to improving both their classroom practice and wider aspects of their professional knowledge and skills. Trainees should be able to discuss their own practice in relation to broader pedagogical issues.

Questions to consider

- Does the trainee use self-reviewing techniques to identify specific ways of improving their practice?
- Does the trainee set personal learning goals and targets?
- Does the trainee seek out and critically engage with resources such as the Teacher Training Resource Bank, publications from subject associations or research and inspection reports to help them to improve their teaching?
- Does the trainee use the feedback they receive from more experienced colleagues and the experience of observing others to identify ways of improving their practice?
- Is the trainee able to draw on important general issues in education that relate to their own practice and professional needs?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q7(b), Q8, Q9 (Personal professional development)
- Q29 (Reviewing teaching and learning)

Q7(b) Identify priorities for their early professional development in the context of induction.

Scope

This standard requires trainees to make judgements about the effectiveness of their teaching and to take responsibility for identifying priorities for

improvement in the induction phase of their careers. Trainees should understand that as NQTs they will need to develop a professional dialogue with induction tutors about their experiences, strengths and personal professional development needs.

Questions to consider

- Is the trainee able to reflect on their experience as a trainee teacher, and on the knowledge, skills and expertise they have developed?
- Is the trainee able to identify their main strengths and achievements as a teacher?
- Is the trainee able to identify those aspects of teaching about which they feel less confident, or where they have had limited opportunities to gain experience?
- Are the trainee's judgements consistent with the judgements made by others, for example tutors, mentors and peers?
- Is the trainee able to articulate their strengths and development needs through the discussion of their practice?
- Does the trainee make effective use of, for example, the career entry and development profile (CEDP)?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q7(a), Q8, Q9 (Personal professional development)

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Scope

Much of what trainees encounter in their training will be new to them. This standard requires trainees to demonstrate, within the contexts in which they work, that they can identify the skills, techniques and approaches to teaching that are successful, and those that are not. The standard also requires trainees to identify those elements of innovative teaching styles, strategies and approaches that can be incorporated into their own repertoire of teaching skills in order to improve learning and teaching.

Questions to consider

- Is the trainee open to, and able to critically appraise, innovation?
- Is the trainee able to critically appraise and justify their own and others' practice in the light of innovation?
- Does the trainee understand the wider contextual implications of innovative practice for learning and teaching?
- Is the trainee able to develop their own practice as a result of an informed and constructively critical analysis of the many innovations they encounter?

Cross references

Evidence for this standard could also contribute to assessment against the following standards:

- Q7(a), Q7(b), Q9 (Personal professional development)
- Q29 (Reviewing teaching and learning)

Q9 Act upon advice and feedback and be open to coaching and mentoring.

Scope

This standard requires trainees to respect the advice and guidance offered by colleagues and to act on it to develop their professional practice. Trainees are expected to work professionally and productively with school-based tutors, mentors and other colleagues who have responsibility for their professional development during their training.

Questions to consider

- Does the trainee seek opportunities to engage in collaborative planning and teaching?
- Is the trainee open to advice and feedback from others including, for example, mentors, tutors, and peers?
- Is the trainee able to reflect on and evaluate advice and feedback?
- Does the trainee use advice and feedback to inform their professional practice?
- Does the trainee respond positively to constructive criticism?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q5 (Communicating and working with others)
- Q7(a), Q7(b), Q8 (Personal professional development)
- Q29 (Reviewing teaching and learning)
- Q32 (Team working and collaboration)

Personal professional development (Q7(a), Q7(b), Q8, Q9) – sources of evidence

Evidence relating to trainees' developing professionalism will emerge from most aspects of their training and practice including action plans, discussions with and reports of school-based tutors and mentors, involvement in school- and centre-based professional development activities, audits of subject knowledge, and academic tasks. Completion of transition point one of the *Career Entry and Development Profile* (CEDP) will draw on evidence relating to all of the QTS standards and enable trainees to identify their strengths and areas for development.

Personal professional development (Q7(a), Q7(b), Q8, Q9) – links

The Career Entry and Development Profile (CEDP), including templates that trainees may download to record their progress, resources and other relevant materials, is available at:

<http://www.tda.gov.uk/teachers/induction/cedp.aspx>

The Teachernet website contains links to a variety of professional associations at:

www.teachernet.gov.uk/professionaldevelopment/professionalassociations/teachingassociations

The DfES Standards Site contains information, resources, guides and links to a variety of innovative policy and practice at:

www.standards.dfes.gov.uk

A range of articles and resources is available on the Teacher Training Resource Bank at:

www.ttrb.ac.uk

The citizED website contains mentor packs and materials useful for both mentors and trainees at:

www.citized.info

The Innovation Unit promotes innovation to improve education. The site can be found at:

www.innovation-unit.co.uk

Resources on coaching and mentoring are available at:

www.curee-paccts.com

As well as broadcasting a digital television service, Teachers tv has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240, and Tiscali 845. Its website is at:

www.teachers.tv

ITT Requirement R2.6 requires providers to ensure that all those who are recommended for QTS are informed about the statutory arrangements for the induction of newly qualified teachers, and have been supported in preparing for these.

Professional Knowledge

Teaching and Learning (Q10)

Teaching and Learning (Q10) – Rationale

Children and young people learn best in a purposeful learning environment. Teachers use a range of teaching and learning strategies and promote learning behaviours that ensure learners are engaged and do not hinder the learning of others. Learners present teachers with widely varying needs; teachers ensure that their teaching is sufficiently personalised to enable all learners to make good progress and succeed.

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Scope

This standard requires trainees to demonstrate their knowledge and understanding of a range of learning, teaching and behaviour management strategies. Trainees should know how to secure an effective learning environment that enables learners to achieve. Within their repertoire of teaching strategies, trainees should demonstrate knowledge and understanding of the range of ways to personalise learning.

Questions to consider

Does the trainee know how to:

- Use the range of local and national data available to inform planning and teaching?
- Set realistic targets for learners, and involve the learner fully in every aspect of their learning?
- Monitor individual responses and use discussion and questioning to provide challenges at a variety of levels?
- Engage parents and carers in support of children's learning?
- Use different organisational strategies to support individuals and groups effectively?
- Recognise and take account of the specific needs of individuals and groups of learners (for example those with special educational needs, and those for whom English is an additional language)?
- Employ a range of strategies including working with colleagues across the wider school workforce to secure appropriate learning behaviours and effective progress?
- Make use of relevant school policies, such as the school's behaviour policy, to secure appropriate learning behaviours?
- Establish and maintain effective relationships with learners?
- Select appropriate curriculum content and associated activities, and differentiate these effectively?
- Use resources effectively to support learning?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2, (Relationships with children and young people)
- Q3a, Q3b (Frameworks)
- Q4 (Communicating and working with others)
- Q12, Q13 (Assessment and monitoring)
- Q14 (Subjects and curriculum)
- Q18, Q19 (Achievement and diversity)
- Q21(b) (Health and well-being)
- Q22, Q24 (Planning)
- Q25 (Teaching)
- Q26, Q27, Q28 (Assessing, monitoring and giving feedback)
- Q29 (Reviewing teaching and learning)
- Q30, Q31(Learning environment)

Teaching and Learning (Q10) - sources of evidence

Trainees' knowledge of how to establish and maintain environments that promote learning will be evident in all aspects of their professional practice. Evidence may emerge from their discussions with tutors, mentors and other trainees as a result of reflection on teaching. This analysis and reflection might contribute to written materials that provide further evidence of trainees' developing knowledge and understanding.

Teaching and Learning (Q10) - links

DfES (2005) *Every Child Matters: Common Core of Skills and Knowledge for the Children's Workforce* can be accessed at:

<http://publications.everychildmatters.gov.uk>

Various articles and research reports on personalised learning are available on the DfES Standards Site at:

www.standards.dfes.gov.uk/personalisedlearning

The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at:

www.teachernet.gov.uk/publications

Information and case study materials on personalisation are available at:

www.everychildmatters.gov.uk/ete/personalisedlearning

Ofsted (2006) *Extended Schools: A Report on Early Developments* is available at:

www.ofsted.gov.uk/publications

The Behaviour4Learning and Multiverse websites contain a range of relevant articles and resources, and can be accessed through the Teacher Training Resource Bank at:

www.ttrb.ac.uk

DfES (2005) *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline* can be accessed at:

www.dfes.gov.uk/behaviourandattendance

DfES guidance on anti-bullying can be accessed at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying

The citized website contains materials and resources useful for both mentors and trainees at:

www.citized.info

Assessment and monitoring (Q11, Q12, Q13)

Assessment and Monitoring (Q11, Q12, Q13) – Rationale

Secure *Assessment for Learning (AfL)*¹ practices enable teachers to monitor and assess the achievements and needs of learners and to plan their teaching effectively. Teachers know that learners will make good progress if they are given regular, constructive and formative feedback. Teachers also recognise the benefits of self and peer assessment, giving learners responsibility for assessing their own progress and deciding what and how to improve. They use national and local pupil performance data to compare the progress and attainment of learners, to set targets, to inform their teaching and to improve learning. A secure knowledge of national assessment requirements helps teachers to prepare learners well for public examinations and qualifications.

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.

Scope

This standard requires trainees to demonstrate a secure knowledge of the assessment requirements and arrangements relevant to the age ranges they are being trained to teach. Trainees will be expected to demonstrate knowledge and understanding of the assessment requirements for national Curriculum testing, public examinations and other relevant qualifications. For the foundation stage, trainees will demonstrate that they have met this standard through familiarity with the structure and uses of the foundation stage profile. For key stages 1, 2 and 3 and for learners aged 14 to 19, trainees will demonstrate that they have met this standard through their knowledge of statutory and optional tasks and/or tests and examinations used to assess learners in the relevant key stages and age ranges. Working under the direction of experienced teachers, trainees need opportunities to work with learners undertaking national tests in order to prepare them for the responsibilities they will have as newly qualified teachers.

Questions to consider

- Does the trainee seek opportunities to engage in discussion with experienced colleagues about assessment requirements and arrangements?
- Is the trainee aware of how to moderate and interpret assessments?
- Is an awareness and understanding of assessment requirements and arrangements evident in the trainee's planning and teaching?
- Is the trainee familiar with ways of preparing learners for assessment activities?

¹ "Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (Assessment Reform Group 2002)

- Where relevant, is the trainee familiar with the attainment target levels of the National Curriculum, and how learners progress from one level to the next?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q3b (Frameworks)
- Q12, Q13 (Assessment and monitoring)
- Q14, Q15 (Subjects and curriculum)
- Q22, Q24 (Planning)
- Q25(b), Q25(d) (Teaching)
- Q26, Q27, Q28 (Assessing, monitoring and giving feedback)
- Q29 (Reviewing teaching and learning)

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Scope

This standard is concerned with the development of trainees' knowledge and understanding of the purposes and practices of assessment, including the principles and techniques of *Assessment for Learning*. This knowledge will enable them to use a range of strategies in order to monitor learners' progress, to intervene in order to raise achievement, and to enable learners to succeed.

Questions to consider

Does the trainee know and understand:

- How to apply a range of assessment strategies in different contexts and for different purposes?
- How and why formative assessment can improve learning outcomes and attainment?
- The value of oral and written feedback?
- The ways that immediate feedback can reinforce learning, challenge understanding, construct ways forward, and help learners to improve
- the impact of their feedback, for example on learner engagement, enthusiasm and confidence?
- The need for learners to understand the purposes of tasks and activities, and how this understanding can support self and peer assessment?
- The benefits of involving learners in the assessment of their own learning?
- How assessment relates to intended learning outcomes?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q3b (Frameworks)
- Q10 (teaching and learning)
- Q11, Q13 (Assessment and monitoring)
- Q14, Q15 (Subjects and curriculum)
- Q22, Q24 (Planning)

- Q25(b), Q25(d) (Teaching)
- Q26, Q27 and Q28 (Assessing, monitoring and giving feedback)
- Q29 (Reviewing teaching and learning)

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Scope

This standard is about the need for trainees to be aware of the range of national and local performance data available to teachers. Trainees will need to demonstrate that they know how the schools in which they train use statistical information and how this relates to the national picture. They will demonstrate that they can access and interpret this information to help raise learners' achievement. They do not need to demonstrate an ability to use every national or local data set available to schools. In a training context it may not be possible for a trainee to demonstrate actual improvements in the achievement of children and young people as a result of the use of statistical information.

Questions to consider

- Does the trainee have knowledge of the available data sets?
- Is the trainee aware of group and individual targets, and how these are generated?
- Does the trainee understand the contribution that pupil-level data can make to learning and teaching, and to raising achievement?
- Is the trainee able to set realistic targets for achievement based on the data available to them?
- Can the trainee demonstrate how statistical information can be used to differentiate their teaching and to personalise learning?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q3(b) (Frameworks)
- Q10 (Teaching and learning)
- Q11, Q12 (Assessment and monitoring)
- Q15 (Subjects and curriculum)
- Q19 (Achievement and diversity)
- Q22 (Planning)
- Q26, Q27, Q28 (Assessing, monitoring, and giving feedback)
- Q29 (Reviewing teaching and learning)

Assessment and monitoring (Q11, Q12, Q13) – sources of evidence

Trainees will have opportunities to demonstrate evidence of achievement of these standards through various aspects of their work including, for example, through their planning over time, their use of targets, their teaching and record keeping, written evaluations of teaching, case studies and other written materials, evidence of assessment of class and homework, and through discussion of this assessment evidence with tutors and mentors.

Assessment and monitoring (Q11, Q12, Q13) – links

Details of teacher assessment activities for the foundation subjects, the foundation stage profile, optional tests, the National Curriculum framework and an assessment for learning area can be found on the QCA website at: www.qca.org.uk

Assessing Pupils' Progress (APP) is a structured approach to in-school assessment jointly developed by QCA and the National Strategies, and can be found at: www.standards.dfes.gov.uk/keystage3

Details of curricula, assessment requirements and a range of resources and materials relating to public examinations and other qualifications may be found on the websites of examination boards at: www.aqa.org.uk
www.edexcel.org.uk
www.ocr.org.uk
www.wjec.co.uk

Various articles and research reports on personalised learning are available on the DfES Standards Site at: www.standards.dfes.gov.uk/personalisedlearning

The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at: www.teachernet.gov.uk/publications

Information and case study materials on personalisation are available at: www.everychildmatters.gov.uk/ete/personalisedlearning

NCSL provides practical guidance on how data and evidence can be used effectively in schools at: www.ncsl.org.uk/useofdata

Subjects and curriculum (Q14, Q15)

Subjects and curriculum (Q14, Q15) – Rationale

In order to help learners develop knowledge and understanding, teachers need secure subject knowledge and understanding that is relevant to the school curriculum and/or examination syllabuses. Teachers are expected to know and understand the relevant National Strategy frameworks, and deliver the relevant statutory and non-statutory curricula. Secure subject knowledge enables teachers to plan lessons and sequences of lessons, set teaching and learning objectives, and assess learners' progress towards these objectives.

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Scope

In order to meet this standard, the level and depth of trainees' curriculum and subject knowledge should be such that they demonstrate a sufficiently secure grasp of the concepts, ideas and principles in their subject(s) to be able to teach the relevant school curriculum in the age ranges they are trained to teach.

This standard applies to all trainees, although the detailed subject and pedagogical knowledge required will vary according to the age ranges and subject(s) they are preparing to teach. All trainees are required to demonstrate that they are able to teach across two consecutive age ranges; they need to demonstrate they have met the subject knowledge expectations across the relevant age ranges of training.

The small minority of trainees that are training to teach a subject that is always or predominantly taught in only one age range may need to demonstrate subject knowledge in a related subject if they are not able to teach their subject across the full age range of training.

Questions to consider

Does the trainee demonstrate that they:

- Have secure subject-related pedagogical knowledge and understanding of the relevant subject?
- Can plan and set subject-related targets for individuals and groups of learners?
- Can break down ideas and concepts and sequence them logically to support the development of learners' knowledge and understanding?
- Can answer learners' questions confidently and fully?
- Know and can respond to learners' common misconceptions?
- Are able to make effective interventions to construct and scaffold learning?
- Can analyse learners' progress and make accurate assessments of their learning and achievement?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q10 (Teaching and learning)
- Q11, Q12 (Assessment and monitoring)
- Q15 (Subjects and curriculum)
- Q17 (Literacy, numeracy and ICT)
- Q19 (Achievement and diversity)
- Q22 (Planning)
- Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
- Q26, Q27, Q28 (Assessing, monitoring and giving feedback)
- Q29 (Reviewing teaching and learning)

ITT requirement R2.7 sets out the age range requirement for training. Further evidence relating to subject knowledge may be available from trainees' qualifications – see requirements R1.1 and R1.2.

Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Scope

This standard requires trainees to understand relevant aspects of the National Curriculum as currently set out in the *National Curriculum Handbook*. This extends to the three principles of inclusion: setting suitable learning challenges, responding to learners' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups. This understanding should ensure that trainees are confident they can reflect these values, aims and purposes in their lesson planning and teaching. Trainees should know and understand the principles and approaches to teaching underpinning the National Strategy relevant to the age range they are training to teach.

In the foundation stage, trainees will need a secure knowledge and understanding of the relevant areas of the QCA Curriculum Guidance for the Foundation Stage.

Primary trainees should demonstrate a sufficiently secure knowledge of the core subjects to be able to teach children and young people of all abilities independently and competently. Trainees will need sufficient knowledge and understanding to be able to teach lessons and sequences of lessons across the non-core subjects. For these subjects, trainees may need some support to enable them to demonstrate pedagogical subject knowledge and understanding in their teaching. Primary trainees should be aware of the non-statutory guidelines for citizenship, and are expected to demonstrate knowledge and understanding of the Primary National Strategy.

Those training to teach young people in the 11-14, 14-16 and post-16 age ranges will need to demonstrate knowledge and understanding of the National

Curriculum programme of study, and/or the examination syllabuses of the relevant subject(s). Trainees training to teach vocational subjects in the 14-19 phase should demonstrate a secure knowledge and understanding of the relevant vocational subject(s). Trainees in the secondary age ranges need to be familiar with the Secondary National Strategy.

Although they may not teach PSHE, all trainees are expected to be familiar with the National Curriculum guidance on this subject relevant to the age ranges they are training to teach.

The 14 -19 curriculum continues to undergo change and development, and trainee teachers need to be able to adapt to these developments. For example, a broader range of subject options has been introduced at key stage 4. Secondary trainees will need to be aware of the requirements of vocational or applied subjects. Trainees also need to be aware of the different contexts in which young people can learn, as well as the common features of post-14 education. This awareness will include familiarity with the range of curriculum options available to learners, and the major implications of the choices offered. Secondary trainees should also be sufficiently familiar with the key skills specifications to plan opportunities for young people to develop and apply them.

Questions to consider

- Does the trainee demonstrate a sufficiently secure knowledge and understanding of relevant curricula, frameworks and initiatives?
- Does the trainee demonstrate awareness of the National Curriculum *general teaching requirements* relating to inclusion, use of language, use of ICT, and health and safety, and take account of the *three principles for inclusion*, in their planning and teaching?
- Does the trainee demonstrate knowledge and understanding of any new initiatives applicable to the age range they are training to teach, and make critical use of them?
- Does the primary trainee demonstrate sufficient pedagogical knowledge and understanding across the non-core subjects to be able to contribute to the teaching of a broad primary curriculum?
- Does the trainee know, understand and use National Strategy approaches, materials and resources in their planning and teaching?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Professional attributes)
- Q3a (Frameworks).
- Q11, Q12, Q13 (Assessment and monitoring)
- Q14 (Subjects and curriculum)
- Q17 (Literacy, numeracy and ICT)
- Q22 (Planning)
- Q25 (Teaching)
- Q29 (Reviewing teaching and learning)

Subjects and curriculum (Q14, Q15) – sources of evidence

Evidence of secure subject and curriculum knowledge and understanding is most likely to be found in, for example, trainees' planning, teaching, reflections on and evaluations of teaching, assessment and record keeping, discussions with tutors and mentors, contributions to school-based training and development work, work with colleagues and subject-related assignments or tasks. Trainees' may complete, for example, written or online subject audits, tests, and maintain personal professional development logs, diaries or profiles.

Subjects and curriculum (Q14, Q15) – links

Further subject-specific guidance related to these standards is in preparation.

The National Curriculum Online website contains the programmes of study and non-statutory guidelines and attainment targets together with notes and links to online teaching resources for each subject in the National Curriculum. It also includes information, links and materials related to general teaching requirements that apply across subjects. These cover the inclusion statement, the use of language, ICT in the curriculum and health and safety. The site is at:

www.nc.uk.net

The National Curriculum in Action website provides guidance for subject teachers including examples of learners' work in all subjects with teacher commentaries across the key stages. The site is at:

www.ncaction.org.uk/index.htm

The DfES 14-19 website provides a detailed account of 14-19 reforms including details of the 14-9 implementation plan at:

www.dfes.gov.uk/14-19

The Primary and Secondary National Strategies offer guidance and support for teachers at:

www.standards.dfes.gov.uk

The Primary National Strategy Communication, Language and Literacy Development (CLLD) site provides guidance for all those involved in literacy development, and is aligned to the recommendations of the Rose Review. *Letters and Sounds: Principles and Practice of High Quality Phonics*, and dedicated resources for ITT can be accessed at:

www.standards.dfes.gov.uk/local/clld

The *Statutory Framework for the Early Years Foundation Stage* can be downloaded at:

www.everychildmatters.gov.uk

Subject associations have websites that contain materials related to subject teaching and learning. The Teachernet website contains links to many subject associations at:

www.teachernet.gov.uk/professionaldevelopment/professionalassociations/subjectassociations

The Behaviour4Learning and Multiverse websites contain a range of relevant articles and resources. They can be accessed through the Teacher Training Resource Bank at:
www.ttrb.ac.uk

Various articles and research reports on personalised learning are available on the DfES Standards Site at:
www.standards.dfes.gov.uk/personalisedlearning

The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at:
www.teachernet.gov.uk/publications

Information and case study materials on personalisation are available at:
www.everychildmatters.gov.uk/ete/personalisedlearning

As well as broadcasting a digital television service, Teachers tv has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240 and Tiscali 845. The website is at:
www.teachers.tv

Details of subject curricula, assessment requirements and a range of resources and materials relating to public examinations and other qualifications may be found on the websites of examination boards:
www.aqa.org.uk
www.edexcel.org.uk
www.ocr.org.uk
www.wjec.co.uk

Literacy, numeracy and ICT (Q16, Q17)

Literacy, numeracy and ICT (Q16, Q17) – Rationale

Teachers' skills in literacy, numeracy and information and communications technology (ICT) support most aspects of their work in schools including: planning, teaching, assessment, evaluation, and their wider professional activities.

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT).

Scope

The skills tests are set in the context of the wider professional role of a teacher, and need to be passed by all trainees, regardless of their programme of initial teacher training. The skills tests do not assess the subject knowledge that a teacher would need to teach these areas of the curriculum. Where relevant, this is assessed elsewhere in the standards. The tests are computerised. Registration and booking for the tests takes place online at www.tda.gov.uk/skillstests and the tests are taken at test centres located throughout England. Training providers issue registration numbers to trainees entering their final year of training. Trainee teachers have unlimited attempts to pass the tests, but must have passed all tests before QTS can be awarded. Questions have been written using the kind of data and information that teachers are likely to use in their day-to-day work. The overall level of demand of each test is set at a level equivalent to the benchmark tests, which are published on the TDA website.

The numeracy test begins with an audio mental arithmetic section, followed by on-screen questions about interpreting and using statistical information and using and applying general arithmetic. The literacy test begins with an audio spelling section, followed by on-screen questions about punctuation, grammar and comprehension. The ICT test contains tasks that test trainees' ability to use computer applications such as word processing, presentation packages, databases, spreadsheets, e-mail and web browsers.

At the end of each test trainees see their results on screen. Results show as either 'pass', in which case trainees have achieved or exceeded the benchmark for that test, or 'fail', in which case they receive an indication of areas for development and of how many more marks are required to pass. Trainees then receive a printout of that result for their personal records only. All 'pass' results should be retained by trainees to confirm to their assessors that they have passed the tests. Training providers should check the results website for progress of trainee teachers against this standard and its achievement, in readiness for examination boards or final assessments. Named individuals at all training providers are given passwords to access their trainees' results on websites.

From September 2008, trainees who have completed other aspects of their initial teacher training but have not passed all of the skills tests will not be able to begin working in schools. Therefore it is essential that providers strongly

advise trainees to pass the tests as early as possible during their final year of ITT. Providers should monitor trainees' progress closely and offer support to those who report difficulty in passing the tests.

Questions to consider

- Does the trainee need support in passing the professional skills tests?
- Has the trainee passed all of the tests prior to recommendation for the award of Qualified Teacher Status?

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Scope

This standard requires trainees to demonstrate that they know how to use numeracy, literacy and ICT skills to teach the relevant curriculum across the ability range in the age ranges they are trained to teach. They should also demonstrate that they know how to use the skills to support their wider professional role, taking account of the national agreement *Raising standards and tackling workload*, and those tasks that are exempt from the teachers' day-to-day duties. This standard does not require trainees to be experts in numeracy, literacy or ICT; nor does it require them to be coordinators of these areas.

Questions to consider

Does the trainee know:

- How to locate relevant resources to help them improve their teaching and wider professional activities?
- The ways that learners can be supported in developing literacy, numeracy and ICT skills across the curriculum?
- How to use electronic tools and resources to support learning and teaching and their wider professional activities?
- How to use their skills in literacy, numeracy and ICT to support the personalisation of learning?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standard:

- Q14, Q15 (Subjects and curriculum)
- Q23 (Planning)
- Q25(a) (Teaching)

Literacy, numeracy and ICT (Q16, Q17) – sources of information

At the end of each professional skills test, trainees see their results on screen and receive a printout of their result. Literacy, numeracy and ICT skills relevant to teaching and to the teacher's professional role will be demonstrated throughout most aspects of a trainee's professional practice.

Literacy, numeracy and ICT (Q16, Q17) – links

Comprehensive details of how to register for and book the skills tests are on the TDA website, which also includes downloadable support materials and interactive practice tests. The site is at:

www.tda.gov.uk/skillstests

A range of articles and resources is available on the Teacher Training Resource Bank at:

www.ttrb.ac.uk

The DfES Standards Site contains guides to the Primary and Secondary National Strategies with materials, publications and resources relevant to numeracy, literacy and ICT available to order or download at:

www.standards.dfes.gov.uk

The Becta site includes relevant publications and resources at:

<http://schools.becta.org.uk>

The National Grid for Learning website is a useful source of links to articles and websites relating to the use of ICT in teaching and learning. It also provides electronic resources and materials for use in and out of the classroom. The site is at:

www.ngfl.gov.uk

As well as broadcasting a digital television service, Teachers tv has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240, and Tiscali 845. The website is at:

www.teachers.tv

Achievement and diversity (Q18, Q19, Q20)

Achievement and Diversity (Q18, Q19, Q20) – Rationale

Teachers recognise the range of influences that affect the development, progress and well-being of children and young people. Understanding how children and young people develop and the factors that influence development helps teachers to improve learning and teaching. It is important for teachers to have a full and accurate understanding of the needs of each learner so that they can deploy a range of skills to tailor provision in ways that challenge, promote achievement and secure progress. Children and young people with special educational needs and/or disabilities, learners from minority ethnic groups including those for whom English is an additional language, and those who might be at risk of underachieving depend on teachers and a range of other colleagues with specific responsibilities to monitor and manage their learning and provide them with the support that they need.

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Scope

This standard requires trainees to demonstrate that they understand the various developmental factors, influences and stages that are relevant to learners in the age ranges they are training to teach. Trainees should understand the range of influences that have an impact on learning and well-being, and how any barriers to progress can be overcome.

Questions to consider

- Has the trainee found out about and taken account of the key factors that contribute to the development, progress and well-being of learners?
- Is the trainee able to form an accurate view of children and young people's development, progress, well-being and needs, supported by evidence from, for example, learners, parents/carers and other colleagues?
- Is the trainee aware of the whole-school ethos and the policies, procedures and approaches relating to the range of factors that can affect learning and well-being?
- Does the trainee know how to enhance the progress of learners by drawing on examples from a range of influences?
- Is the trainee aware of the extent to which different backgrounds and influences may have positive impacts on learning?
- Does the trainee know how various factors can present barriers to learning, progress and well-being, and how these barriers might be overcome?
- Does the trainee know how to interpret and use school and pupil level data to identify targets relating to specific groups of learners?
- Is the trainee able to recognise any differences in the rates of progress and development of boys and girls, and factors relating to the underachievement of boys?

- Is the trainee aware of the impact of social factors on children's and young people's health, economic well-being and safety?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3(a), Q3(b) (Frameworks)
- Q4, Q5 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q19, Q20, Q21 (Achievement and diversity)
- Q25(a) (Teaching)

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Scope

Trainees need to know how to go about achieving personalised learning for children and young people, taking account of the range of diverse needs through an inclusive approach to professional practice. They should know how information gathered about standards and achievement across the school helps them to identify and plan for the learning needs of diverse groups and individuals, to ensure that they make the best possible progress.

Questions to consider

- Is the trainee able to take account of the range of learners' needs through an inclusive approach?
- Does the trainee know how to identify the needs of specific groups of learners including, for example, the gifted and talented, those with special educational needs (SEN), those with disabilities, those for whom English is an additional language (EAL), and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?
- Does the trainee know to whom they should refer for support and advice on EAL including bi-lingual learners, SEN, disability and diversity?
- Does the trainee differentiate tasks, activities and resources effectively to support individuals and groups of learners including those with special educational needs, those with disabilities, those for whom English is an additional language, and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?
- How well does the trainee understand the progress made by individual learners in a lesson or sequence of lessons?
- How well does the trainee apply such understanding in identifying personalised targets for future lessons?
- Does the trainee know how to use data, including pupil-level data, to inform planning and teaching and support learning?

- Does the trainee understand the impact of the design and content of the curriculum on meeting learners' needs, and the extent to which teaching strategies and resources can be modified to provide for personalised learning?
- Does the trainee know how to use the principles and techniques of *assessment for learning* in order to achieve personalisation?
- Is the trainee aware of the various roles of colleagues in the wider workforce in contributing to personalising learning?
- Is the trainee able to engage parents and carers in decisions about the design of provision to meet learners' needs and interests?
- Does the trainee know the value of listening to children and young people, and taking account of *pupil voice*?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3(a), Q3(b) (Frameworks)
- Q4 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q13 (Assessing and monitoring)
- Q14 (Subjects and curriculum)
- Q18, Q20 (Achievement and diversity)
- Q21(b) Health and well-being)
- Q24 (Planning)
- Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
- Q29 (Reviewing teaching and learning)

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Scope

Trainees need to know and understand the range of roles and responsibilities undertaken across the workforce in schools, and understand how the coordination of these roles can support learners. They need to know who is responsible for meeting the learning needs of specific groups such as those with special educational needs or disabilities, how support is provided, and how it is coordinated with other provision.

Questions to consider

- Is the trainee aware of the range of roles and responsibilities across the school workforce?
- Does the trainee know how to utilise colleagues' expertise to support the well-being and progress of all learners, including those with special educational needs and disabilities?
- Is the trainee aware of the value and impact of the contribution that colleagues – for example the SEN coordinator, a specialist higher level

- teaching assistant or a learning support assistant – can make to planning, learning, teaching and the child's or young person's well-being?
- Does the trainee know to whom they should refer in relation to, for example, an issue of behaviour management such as bullying, a learner career advice and guidance matter, or to clarify a planning issue relating to teaching?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3(a) (Frameworks)
- Q4, Q5, Q6 (Communicating and working with others)
- Q18, Q19 (Achievement and diversity)
- Q21(a), Q21(b) (Health and well-being)
- Q25(a) (Teaching)
- Q32, Q33 (Team working and collaboration)

Achievement and diversity (Q18, Q19, Q20) – sources of information

Trainees will demonstrate evidence of meeting these standards through most aspects of their professional practice. Their planning and teaching will demonstrate the extent to which they have consulted with and sought guidance from colleagues with specific responsibilities. Planning and teaching will also provide evidence of their understanding of how children and young people develop, and the range of influences that might create barriers to learning. Discussion with trainees, along with evidence drawn from lesson planning, teaching, assessments and evaluations, will demonstrate their understanding of strategies for personalising learning, including for children and young people with special educational needs, those with disabilities, and those for whom English is an additional language.

Achievement and diversity (Q18, Q19, Q20) - links

The National Curriculum Online website contains the National Curriculum inclusion statement, inclusion statements by subject, and other inclusion materials published by QCA. It is available at:

www.nc.uk.net

The citizED website, contains materials relating to effective pedagogy and diversity. The site is at:

www.citized.info

The DfES Standards Site includes the Ethnic Minority Achievement and Gender and Achievement sites provide a range of materials designed to raise aspirations and performance, at:

www.standards.dfes.gov.uk/ethnicminorities

www.standards.dfes.gov.uk/genderandachievement

The Multiverse website contains relevant and practical resources for teacher trainers and trainees, encompassing race/ethnicity, social class, English as an

additional language, religion, refugees and asylum seekers, travellers and Roma. The site is at:
www.multiverse.ac.uk

Ofsted has produced various publications relating to inclusion including:
Achievement of Black Caribbean Pupils: Three Successful Primary Schools (HMI 447, 2002)
Boys' Achievement in Secondary Schools (HMI 1659, 2003)
Achievement of Bangladeshi Heritage Pupils (HMI513, 2004)
Could They Do Even Better? (HMI 2439, 2005)
They are available at: www.ofsted.gov.uk

DfES (2007) *Diversity and Citizenship in the Curriculum: Research Review* (Ajegbo Report) is available at:
www.teachernet.gov.uk/publications

The Every Child Matters website contains downloadable publications and other resources relating to inclusion at:
www.everychildmatters.gov.uk

Continyou provides information and downloadable resources on its website at:
www.continyou.org.uk

Various articles and research reports on personalised learning are available on the DfES Standards Site at:
www.standards.dfes.gov.uk/personalisedlearning

The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at:
www.teachernet.gov.uk/publications

Information and case study materials on personalisation are available at:
www.everychildmatters.gov.uk/ete/personalisedlearning

A range of relevant articles and resources is available on the Teacher Training Resource Bank at:
www.ttrb.ac.uk

The Teachernet website contains information about roles and responsibilities in schools, including references to the SEN coordinator role, and a link to the SEN Code of Practice at:
www.teachernet.gov.uk

Raising standards and tackling workload: a national agreement provides information on working practices in remodelled schools, implications for teachers, extended schools, and includes case studies at:
www.tda.gov.uk/remodelling

Health and Well-being (Q21(a), Q21(b))

Health and Well-being (Q21(a), Q21(b)) – Rationale

The Children Act 2004 and *Every Child Matters* now form the basis for every school's approach to safeguarding children and promoting their well-being. Enjoying and achieving, being healthy and staying safe are three of the key outcomes for children and young people. Teachers and the wider workforce have important roles to play in identifying children who are troubled or whose progress is impeded by barriers to learning, and knowing when and to whom they should be referred for specialist support. Personal difficulties may adversely affect learners' enjoyment of school, their achievement and progress, their mental or physical health, or may threaten their personal safety and well-being. Teachers know that schools have a duty to take appropriate action to maintain the safety, security and well-being of learners by having secure evidence that staff have had their identity, qualifications and criminal records checked.

Q21(a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Scope

Trainees need to know the key features of Every Child Matters, and how schools use it to promote the safety and well-being of children and young people. They should be aware of the statutory duties that Section 11 of the Children Act 2004 places on key people and bodies to make arrangements to safeguard and promote the welfare of children and young people.

Questions to consider

- Is the trainee aware of the relevant elements of Every Child Matters applicable to the safeguarding and well-being of children and young people?
- Does the trainee understand the relevant legal requirements relating to safeguarding, including the importance of the vetting of adults working with children?
- Can the trainee outline the steps they or colleagues would take in the event of a safeguarding concern coming to their attention within the school community?
- Can the trainee articulate their own role and responsibilities in relation to the safeguarding and well-being of children and young people?
- Does the trainee know when to and from whom they should seek information and advice in order to safeguard and promote the well-being of children and young people?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q2 (Relationships with children and young people)
- Q3(a), Q3(b) (Frameworks)
- Q4, Q5, Q6 (Communicating with others)

- Q18, Q20 (Achievement and diversity)
- Q21(b) (Health and well-being)

Q21(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Scope

This standard requires trainees to demonstrate that they know how to identify children and young people experiencing difficulties, and how to support them in overcoming such difficulties. They should be aware of the possible signs of child abuse in relation to physical, sexual, emotional abuse and neglect. They should know what is expected of them, as well as knowing when to refer a child or young person to others who can offer more specialised support, including where necessary multi-agency support outside the school. They should know how schools identify and protect children and young people believed to be most at risk, and how they deal with bullying.

Questions to consider

- Is the trainee able to recognise and identify an individual's specific difficulties, and do they know how and when to intervene in order to support them?
- Does the trainee understand the connection between a child or young person's behaviour, and changes or difficulties in their personal circumstances?
- Is the trainee aware of the role of specialist colleagues and external agencies working with children, young people and parents?
- Does the trainee know under what circumstances they should refer a child or young person to colleagues for specialist support?
- Is the trainee aware of the school's procedures for dealing with suspected abuse?
- Is the trainee aware of the school's policy on bullying?
- Does the trainee know and understand how these policies are applied in practice?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3(b) (Frameworks)
- Q5, Q6 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q18, Q19, Q20 (Achievement and diversity)
- Q21(a) (Health and well-being)
- Q22 (Planning)
- Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
- Q26(a), Q26(b) (Assessing, monitoring and giving feedback)
- Q29 (Reviewing teaching and learning)

- Q30, Q31 (Learning environment)

Health and well-being (Q21(a), Q21(b)) – sources of evidence

Evidence of understanding of the outcomes of *Every Child Matters* relating to *being healthy* and *staying safe* might emerge from discussion with trainees, along with scrutiny of documentation including lesson plans, evaluations and any written assignments that focus on these outcomes. In addition, trainees' interaction with learners during lessons, their promotion of learning behaviours, and their monitoring and assessment of learners' progress and achievement may give indications of how trainees have identified and supported learners with difficulties.

Health and well-being (Q21(a), Q21(b)) - links

DfES (2007) *Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004*

DfES (2004) *Every Child Matters: Change for Children,*

DfES (2004) *Every Child Matters: Change for Children in Schools*

DfES (2005) *Working Together to Safeguard Children,* and

DfES, (2006) *Safeguarding Children and Safer Recruitment*

are all available at:

www.publications.everychildmatters.gov.uk

The GTC(E) *Statement of Professional Values and Practice* is at:

www.gtce.org.uk/publications/pub_reg

A range of relevant articles and resources is available on the Teacher Training Resource Bank at:

www.ttrb.ac.uk

DfES guidance on anti-bullying can be accessed at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying

Professional Skills

Planning (Q22, Q23, Q24)

Planning (Q22, Q23, Q24) – Rationale

Teachers use their knowledge of the relevant curriculum and the information they hold about learners' prior achievement in order to plan for progression. Teachers support learners to develop their numeracy, literacy and ICT skills as an integral part of learning across the whole curriculum. Well planned homework and out-of-class work helps learners to make progress by building on and extending their learning. Homework contributes to and emphasises the expectation placed on parents and carers to support and encourage children and young people to learn and make progress.

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Scope

This standard requires trainees to demonstrate that they can design sequences of related learning activities with detailed objectives, understood and informed by colleagues and learners, and suitable for learners across the ability range in the age ranges they are training to teach. Trainees' planning will demonstrate a secure understanding of the subject and/or curriculum focus in question, related to any relevant indicators of progress.

Questions to consider

- Does the trainee's planning for individual and sequences of lessons take account of course, syllabus, or National Curriculum programme of study requirements?
- Does the trainee's planning take account of the age and ability range of the learners?
- Does planning demonstrate secure knowledge of the subject or curriculum focus?
- Does the trainee use accurate assessments of learners' progress to inform planning?
- Does planning build on learners' prior experience?
- Does the trainee plan effectively with colleagues?
- Does planning demonstrate a personalised learning approach?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q3(b) (Frameworks)
- Q4, Q5, Q6 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q11, Q12, Q13 (Assessment and monitoring)
- Q14, Q15 (Subjects and curriculum)

- Q21(b) (Health and well-being)
- Q24 (Planning)
- Q25 (Teaching)
- Q29 (Reviewing teaching and learning)

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Scope

This standard requires trainees to demonstrate how they plan to use numeracy, literacy and ICT skills to teach across the ability range in the age ranges they are training to teach. The standard does not require trainees to demonstrate that they are experts in the areas of numeracy, literacy or ICT.

Questions to consider

- Does the trainee plan to support learners in developing literacy, numeracy and ICT?
- Does the trainee's planning demonstrate that they have drawn on a range of relevant resources?
- Does the trainee plan to use a range of electronic tools and resources?
- Does the trainee seek the advice of colleagues with specialist expertise to inform their planning?
- Does planning demonstrate a personalised learning approach?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standard:

- Q17 (Literacy, numeracy and ICT)
- Q25(a) (Teaching)

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Scope

This standard requires trainees to demonstrate that they can plan homework or other out-of-class work that takes account of the needs of individual learners and the need to engage parents and carers to support learning. Trainees should be able to plan homework or out-of-class work that relates to current learning, that is appropriate to the age and ability of learners, and that helps learners to make progress.

Questions to consider

- Does planned homework or other out-of-class work take account of learners' attainment, needs and interests?
- Does the trainee design homework to enable the learner to make use of extended school services?
- Does the trainee plan to assess and record completed homework?
- Does the trainee plan to offer learners feedback about their homework including their achievements and targets for improvement?

- In planning homework, does the trainee take account of the roles of parents and carers in encouraging learners to enjoy and achieve success?
- Does the trainee plan homework that can be completed independently, or with appropriate support, in a reasonable amount of time?
- Does planned homework encourage learners to make use of school and/or community resources?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q3(b) (Frameworks)
- Q10 (Teaching and learning)
- Q11, Q12 (Assessment and monitoring)
- Q19 (Achievement and diversity)
- Q22 (Planning)
- Q29 (Reviewing teaching and learning)

Planning (Q22, Q23, Q24) – sources of evidence

Assessors will be able to draw on evidence from trainees' lesson planning to help judge the effectiveness of their design of a series of related lessons and of learning sequences within those lessons. Cross-referencing lesson plans with the trainee's own lesson evaluations, with lesson observation notes, and with records of discussions with tutors or mentors may provide indicators of developing skills in planning for progression. Lesson plans, schemes of work, records of assessments and evaluations, and teaching resources might all provide examples of trainees' ability to design opportunities for learners to develop the key skills of literacy, numeracy and ICT, and to extend and consolidate learning through homework or other out-of-class work.

Planning (Q22, Q23, Q24) - links

The National Curriculum in Action website helps to inform planning by providing examples of learners' work in all subjects with teacher commentaries across the key stages. It is available at:

www.ncaction.org.uk/index.htm

The National Curriculum Online website contains the programmes of study, non-statutory guidelines and attainment targets, together with notes and links to online teaching resources for each subject in the National Curriculum. It also includes information, links and materials related to general teaching requirements that apply across subjects. These include the inclusion statement, the use of language, ICT in the curriculum and health and safety.

The site is at:

www.nc.uk.net

The QCA website, which offers information about the development of key skills as well as the use of language and ICT across the 3-16 curriculum, is at:

www.qca.org.uk

The Teachernet site provides resources for lesson planning including useful information about the teaching of the key skills of literacy, numeracy and ICT.

It also includes the *Independent Review of the Teaching of Early Reading* (the Rose Report). The site is at:
www.teachernet.gov.uk

The DfES Standards Site includes a number of documents about planning for progression together with the Primary Framework for Literacy and Mathematics (2006). It includes an introduction to the framework, guidance for teachers about the foundation stage, specific details of implementation of the framework in literacy and mathematics, interactive planning tools and a library of resources. The secondary area of the site contains information about the teaching of literacy, including two publications – the *Framework for Teaching English Years 7, 8 and 9*, and *Literacy across the Key Stage 3 curriculum*. Guidance on literacy and learning in the core and foundation subjects at key stage 3 and the document *Framework for Teaching ICT Capability* can also be found here. The site features the Secondary National Strategy *Offer to Schools for 2006-07*, which includes guidance on the improvement of the teaching of reading, speaking and listening, and mathematics. The site also includes key features of good homework practice, case studies of homework in primary, secondary and special schools, planning guidance for teachers, and the benefits of parental involvement with homework. The site is at:
www.standards.dfes.gov.uk

The Becta website contains relevant information at:
www.becta.org.uk

A range of relevant articles and resources is available on the Teacher Training Resource Bank at:
www.ttrb.ac.uk

The Parents Centre website includes information on how parents and carers can support learners in their homework and other out-of-class learning at:
www.parentscentre.gov.uk

Resources on homework can be accessed using the search facility on the following sites:
www.becta.org.uk
www.curriculumonline.gov.uk
www.ttrb.ac.uk
www.bbc.co.uk/schools

Teaching (Q25(a), Q25(b), Q25(c), and Q25(d))

Teaching (Q25(a), Q25(b), Q25(c), and Q25(d)) – Rationale

In order to meet the diversity of learners' needs, teachers develop a repertoire of teaching skills, techniques and approaches suited to the age and ability of the learners they teach. Teachers know how learners acquire knowledge, understanding and skills, and they take account of this in order to inform and modify their teaching. Teachers have a clear understanding of the concepts and processes that they introduce, and they help learners to transfer and apply knowledge and skills. Teachers know how to personalise learning, and they gauge accurately what can be achieved during the lesson. They time and pace lessons well, and manage transitions from one stage of the lesson to the next efficiently. They use information technology including e-learning² to support teaching and learning, drawing on the relevant National Strategy, and they comply with national testing and examination arrangements.

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.

Scope

This standard requires trainees to demonstrate that they can:

- identify learners' needs
- establish the point, purpose and structure of the lesson, including communicating learning objectives
- engage and retain the active participation of learners
- lead whole-class discussion
- manage small group or guided work
- support individuals who are struggling and need support
- manage the transitions between parts of the lesson
- summarise what has been learnt
- explain clearly the main learning points, processes or concepts
- conduct a plenary that provides accurate feedback, challenges learners, and helps them to achieve.

Trainees will demonstrate that they know when and how to use good quality teaching resources matched to learners' needs. They will demonstrate careful choice of resources, and that they can use e-learning successfully in their teaching.

Questions to consider

- Is there evidence of the trainee's awareness and use of the relevant National Strategies?

² *The term e-learning can be defined as a mixture of different learning methods delivered to the learner through information technology in ways that engage and educate.*

- Does the trainee demonstrate flexibility in adapting teaching strategies, for example, to challenge and extend learners, or to help them overcome barriers?
- Does the trainee successfully differentiate teaching to take account of learners' needs?
- Does the trainee make use of e-learning and relevant ICT resources?
- Does the trainee successfully identify and address the needs of different learners, for example learners with special educational needs, disabilities, those for whom English is an additional language, and those from diverse cultural, ethnic, religious and linguistic backgrounds?
- Does the trainee encourage and draw on the contribution of diverse groups to enhance the learning and progress of all children and young people?
- Does the trainee promote equality and inclusion of all learners in their teaching strategies and choice of resources?
- Does the trainee avoid and, where necessary, challenge stereotyping?
- Does the trainee know how to deal with sensitive and/or controversial issues that might arise through children and young people's perception of difference?
- Is there evidence that learners are engaged, challenged, and enjoying learning?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3b (Frameworks)
- Q6 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q14, Q15 (Subjects and curriculum)
- Q17 (Literacy numeracy and ICT)
- Q18, Q19, Q20 (Achievement and diversity)
- Q21(b) (Health and well-being)
- Q22 and Q23 (Planning)
- Q25 (b), Q25(c), Q25(d) (Teaching)
- Q26(a), Q26(b), Q27, Q28 (Assessing, monitoring and giving feedback)
- Q29 (Reviewing teaching and learning)
- Q30, Q31 (Learning environment)

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.

Scope

This standard requires trainees to demonstrate that they can teach lessons and sequences of lessons that build on learners' prior knowledge, achievement and experience in order to secure progress towards meeting

learning outcomes. Through the successful use of assessment strategies, trainees will demonstrate how their planning and teaching contribute to the achievement of individual, group and whole-school targets. Trainees will demonstrate that they can support learners to apply new knowledge, understanding and skills across the ability range in the age ranges they are training to teach.

Questions to consider

- How does the trainee's teaching take account of prior learning?
- Does the trainee demonstrate through teaching that they know the concepts and processes embedded within learning activities, and that they can support learners to acquire and build on them?
- Does the trainee use teaching strategies that enable learners to apply new knowledge, understanding and skills?
- Does the trainee use learners' literacy, numeracy and ICT skills to help them achieve learning objectives?
- Does the trainee use assessment strategies that support learners to make progress and achieve?
- Are planning, teaching and assessment set within the school's broader target-setting process?
- Does the trainee know, understand and draw on relevant National Strategy approaches, materials and resources in their teaching?
- Does teaching demonstrate a personalised learning approach?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3b (Frameworks)
- Q10 (Teaching and learning)
- Q11, Q12 (Assessment and monitoring)
- Q14, Q15 (Subjects and curriculum)
- Q21(b) (Health and well-being)
- Q25(a), Q25(c) and Q25(d) (Teaching)
- Q22, Q23 (Planning)
- Q26(b) (Assessing monitoring and giving feedback).
- Q29 (Reviewing teaching and learning)
- Q30, Q31 (Learning environment)

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

Scope

To meet this standard trainees will need to demonstrate that they have fully understood and can explain the ideas and concepts they are teaching. They

will demonstrate that they can break down and logically sequence their explanations, and that they can take account of the listening and speaking skills of learners. Trainees' effective use of explanations, questions, discussions and plenaries in their teaching will enable them to introduce new ideas and develop concepts in the context of whole-class, group and individual teaching, appropriate to learners across the ability range in the age ranges they are training to teach. Trainees' clarity of expression and use of Standard English will enable them confidently to support learners and develop good habits of communication in them.

Questions to consider

Does the trainee:

- Communicate effectively with learners in order to introduce concepts and ideas, and secure understanding?
- Respond to learners' questions clearly, respectfully and accurately?
- Anticipate and know how to respond to and correct learner misconceptions?
- Use questions effectively to check learners' understanding and promote reflection and critical thinking?
- Use questions designed to determine whether all learners have made the expected progress?
- Use their knowledge of learners to ensure that the language they use is appropriate to their age and ability?
- Use inclusive language?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3b (Frameworks)
- Q4 (Communicating and working with others)
- Q14, Q15 (Subjects and curriculum)
- Q19 (Achievement and diversity)
- Q21(b) (Health and well-being)
- Q22, Q23 (Planning)
- Q25(a), Q25(b), Q25(d) (Teaching)
- Q29 (Reviewing teaching and learning)
- Q30, Q31 (Learning environment)

ITT Requirement 1.5(c) requires that all entrants to initial teacher training are able to communicate clearly and accurately in Standard English

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Scope

This standard requires trainees to demonstrate that they can support individuals, groups and whole classes to make good progress. Trainees will select the most appropriate teaching styles and strategies for the stage of the lesson, and they will intervene effectively to support individuals, groups and whole classes to progress and achieve. Trainees will show that they can manage and coordinate a range of activities that are well paced, demonstrate good timing, and are relevant and appropriate across the ability range in the age ranges they are training to teach.

Questions to consider

How well does the trainee:

- Select and adapt teaching styles and strategies to suit the stage of the lesson, and to suit the learning of individuals, groups and whole classes as appropriate?
- Manage the timing and pace of lessons?
- Intervene effectively to support learning?
- Manage the classroom environment and resources, including ICT, to make the best use of the time and space available?
- Manage unexpected changes of direction or shifts in emphasis?
- Manage the needs of different groups of learners, for example, those with special educational needs, those with disabilities, those for whom English is an additional language, and those from different social, cultural, ethnic, religious and linguistic backgrounds?
- Encourage cooperation, collaboration and effective communication to enhance learning?
- Support and encourage learners to manage aspects of their own learning?
- Involve other adults effectively in managing and supporting learning?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3b (Frameworks)
- Q6 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q11, Q12 (Assessment and monitoring)
- Q14, Q15 (Subjects and curriculum)
- Q19 (Achievement and diversity)
- Q22 (Planning)
- Q25(a), Q25(b), Q25(c) (Teaching)
- Q29 (Reviewing teaching and learning)
- Q30, Q31 (Learning environment)

Teaching (Q25(a), Q25(b), Q25(c), and Q25(d)) – sources of evidence

Most aspects of professional practice will contribute to evidence of achievement of this standard. Planning, reflections on and discussion of teaching, observation records, evaluations, learner responses to teaching and examples of their work will all provide evidence of the way that trainees have successfully employed a range of teaching strategies to support individuals and groups of learners to achieve and progress.

Teaching (Q25(a), Q25(b), Q25(c), and Q25(d)) - links

The DfES Standards Site contains materials on the Primary and Secondary National Strategies with publications, teaching resources, information about professional development and case studies. The site also includes the Ethnic Minority Achievement and Gender and Achievement sites providing a range of materials designed to raise aspirations and performance. The sites are at:

www.standards.dfes.gov.uk

www.standards.dfes.gov.uk/ethnicminorities

www.standards.dfes.gov.uk/genderandachievement

The National Curriculum in Action website provides guidance for teachers, including examples of learners' work with teacher commentaries, at:

www.ncaction.org.uk/index.htm

The National Curriculum Online website contains the programmes of study, non-statutory guidelines and attainment targets, together with notes and links to online teaching resources for each subject in the National Curriculum. It also includes information, links and materials related to general teaching requirements that apply across subjects. These include the inclusion statement, the use of language, ICT in the curriculum and health and safety.

The site is at:

www.nc.uk.net

The Becta website has guidance about teaching and e-learning at:

www.becta.org.uk

The Behaviour4Learning and Multiverse websites contain a range of relevant articles and resources. They can be accessed through the Teacher Training Resource Bank at:

www.ttrb.ac.uk

DfES (2007) *Diversity and Citizenship in the Curriculum: Research Review* (Ajegbo Report) is available at:

www.teachernet.gov.uk/publications

The Primary National Strategy Communication, Language and Literacy Development (CLLD) site provides guidance for all those involved in literacy development, and is aligned to the recommendations of the Rose Review. *Letters and Sounds: Principles and Practice of High Quality Phonics*, and dedicated resources for ITT can be accessed at:

www.standards.dfes.gov.uk/local/clld

Materials and resources related to learning and teaching are available at:

www.teachernet.gov.uk

Various articles and research reports on personalised learning are available on the DfES Standards Site at:

www.standards.dfes.gov.uk/personalisedlearning

The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at:

www.teachernet.gov.uk/publications

Information and case study materials on personalisation are available at:

www.everychildmatters.gov.uk/ete/personalisedlearning

As well as broadcasting a digital television service, Teachers tv has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240, and Tiscali 845. Its website is at:

www.teachers.tv

Other relevant resources can be accessed at:

www.qca.org.uk

www.ofsted.gov.uk

Assessing, monitoring and giving feedback (Q26(a), Q26(b), Q27, Q28)

Assessing, monitoring and giving feedback (Q26(a), Q26(b), Q27, Q28) - Rationale

Teachers use a range of assessment, monitoring and recording strategies as an integral element of teaching in order to monitor learners' progress, inform planning and teaching, and secure learning. They assess learners against national benchmarks using, as relevant, the early learning goals, National Curriculum level descriptors, criteria from national qualifications, requirements of awarding bodies, National Curriculum assessment frameworks, and objectives from the National Strategies. The accurate assessment of learning needs is based on evidence of past and current achievement, together with assessment data, including information from national assessments, that allow teachers to set specific and challenging learning objectives appropriate to the ages and abilities of learners. Providing learners with effective feedback is integral to teaching and can have a major impact on learning. Impact is maximised when learning objectives are clearly expressed and are understood by learners. Accurate feedback, given at the right time and in a constructive and positive way, helps learners to identify what they have or have not understood, and helps them to progress. Teachers make good use of Assessment for Learning (AfL)³ strategies to improve their skills in providing effective feedback, to engage learners in dialogue about their progress, and to develop in learners an increased sense of control and ownership over their learning.

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

Scope

This standard requires trainees to demonstrate how their knowledge of assessment, monitoring and recording has been put into practice and has had an impact on learners' progress. Trainees should demonstrate that they can use schools' assessment strategies to assess learning, record progress, review learning outcomes and adjust planning and teaching accordingly. Trainees should demonstrate that they can set targets and analyse assessment data.

Questions to consider

- Does the trainee make effective use of schools' policies for assessment, monitoring and recording?
- Does the trainee apply a range of assessment strategies in different contexts and for different purposes?
- Is the trainee able to put *Assessment for Learning* (AfL) strategies into practice?
- Does the trainee relate assessment to intended learning outcomes?

³ "Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (Assessment Reform Group 2002)

- Are the purposes of tasks and activities made clear to learners, and are they involved in the assessment of their own and peers' learning?
- Is the trainee able to assess learners against national benchmarks?
- Can the trainee use assessment data, including information from national assessments, to set targets for learning?
- Where possible, does the trainee become involved in national testing arrangements?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q3b (Frameworks)
- Q4 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q11, Q12, Q13 (Assessment and monitoring)
- Q14 (Subjects and curriculum)
- Q21(b) (Health and well-being)
- Q25(a) (Teaching)
- Q26(b), Q27, Q28 (Assessing, monitoring and giving feedback)

Q26(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Scope

This standard requires trainees to demonstrate that they can set specific, challenging and achievable objectives for whole classes, groups and individuals based on their knowledge of learners and their past and current achievements.

Questions to consider

- Does the trainee link objective setting to the school's target-setting practices and policy?
- Do the objectives set by the trainee reflect national assessment expectations?
- Does the trainee set realistic, challenging, measurable, achievable objectives that are based on a clear understanding of learners' progress and achievements?
- Are the objectives set understood by learners?
- Are learners involved in setting objectives for the development of their own learning?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1 (Relationships with children and young people)
- Q3b (Frameworks)
- Q4 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q11, Q12, Q13 (Assessment and monitoring).
- Q14 (Subjects and curriculum)

- Q21(b) (Health and well-being)
- Q25(a), Q25(b) (Teaching)
- Q26(a), Q27, Q28 (Assessing, monitoring and giving feedback)

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Scope

In order to demonstrate that they meet this standard, trainees will need to use their knowledge and judgements of learners' needs and progress to judge when and how to give feedback during the lessons they teach. Trainees' feedback should be constructive, matched to learners' understanding and language abilities, and should engage learners in reflecting on their progress, and their own learning needs.

Questions to consider

Does the trainee:

- Provide feedback focused on attainment against the planned learning objectives of the lesson?
- Provide immediate feedback in order to reinforce learning, challenge understanding, construct ways forward, and help learners to improve?
- Provide oral and written feedback that is accurate, helpful, supportive and constructive?
- Provide feedback that secures learner engagement, enthusiasm and confidence?
- Offer feedback on strengths as well as areas for development?
- Offer feedback relevant to individuals, groups and whole classes?
- Optimise the time when feedback takes place?
- Use *Assessment for Learning* strategies, and demonstrate an understanding of the impact of formative assessment?
- Deliver feedback that conforms to the school's assessment policy?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q4 (Communicating and working with others)
- Q10 (Teaching and learning)
- Q11, Q12, Q13 (Assessment and monitoring)
- Q14 (Subjects and curriculum)
- Q25(a) Teaching)
- Q26(a), Q26(b), Q28 (Assessing, monitoring and giving feedback)

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Scope

This standard requires trainees to demonstrate that they can guide and support learners in making judgements about their own learning. Trainees will devise opportunities for individuals, groups and whole classes to recall,

review, and draw conclusions about what they have achieved, and to work out what they need to do next to improve and make progress.

Questions to consider

- Does the trainee have a secure understanding of how learners learn?
- Does the trainee adapt their support and strategies according to the age and ability of learners, and according to the subject matter?
- How does the trainee support learners to develop self assessment skills?
- How effective is the trainee's feedback to and dialogue with individuals and groups in supporting self assessment?
- Does the trainee support learners in making judgements about their progress towards meeting learning objectives?
- Does the trainee prepare and use self assessment tasks and activities to support learners in developing reflective skills?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1 (Relationships with children and young people)
- Q10 (Teaching and learning)
- Q11, Q12, Q13 (Assessment and monitoring)
- Q14 (Subjects and curriculum)
- Q25(a) (Teaching)
- Q26(a), Q26(b), Q27 (Assessing, monitoring and giving feedback)

Assessing, monitoring and giving feedback; reviewing teaching and learning (Q26(a), Q26(b), Q27, Q28, Q29) – sources of evidence

Trainees will be able to show evidence of having met these standards through most aspects of their professional practice including discussion with tutors and mentors, and any written assignments and/or case studies of the assessed progress of learners. Trainees' lesson plans, evaluations, and assessment records will show evidence of whether they have set appropriate and challenging learning objectives. Assessors will be able to judge from lesson observations the accuracy, appropriateness and timeliness of oral feedback, and they may wish to scrutinise written feedback for evidence of consistency and effectiveness. Assessors may also wish to talk to learners about opportunities for self and peer assessment, feedback received from the trainee, and the impact of that feedback.

Assessing, monitoring and giving feedback (Q26(a), Q26(b), Q27, Q28) - links

Details of teacher assessment activities for the foundation subjects, the foundation stage profile, optional tests, the National Curriculum framework and an assessment for learning area can be found on the QCA website at:

www.qca.org.uk

Assessing Pupils' Progress (APP) is a structured approach to in-school assessment jointly developed by QCA and National Strategies, and can be found at:

www.standards.dfes.gov.uk/keystage3

The Institute of Educational Assessors has a variety of resources on assessment at:

www.ioea.org.uk

Various articles and research reports on personalised learning are available on the DfES Standards Site at:

www.standards.dfes.gov.uk/personalisedlearning

The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at:

www.teachernet.gov.uk/publications

Information and case study materials on personalisation are available at:

www.everychildmatters.gov.uk/ete/personalisedlearning

NCSL provides practical guidance on how data and evidence can be used effectively in schools at:

www.ncsl.org.uk/useofdata

Learning How to Learn is a project of the ESRC Teaching and Learning Research Programme. Research papers can be accessed at:

www.learntolearn.ac.uk

The Innovations Unit website has information on self-evaluation and links to relevant materials at:

www.innovation-unit.co.uk

Reviewing teaching and learning (Q29)

Reviewing teaching and learning (Q29) – Rationale

Teachers refine their approaches to teaching by reviewing its impact and effectiveness on learners' progress, and making changes where necessary. They evaluate their own practice in relation to evidence, such as learners' progress towards meeting individual and school targets, and inspection evidence.

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Scope

This standard requires trainees to demonstrate that they can identify the impact they have on learners' progress, in the context of learner- and school-level data. In order to meet this standard, trainees will need to identify the progress learners have made and use this knowledge to modify their planning, and inform and adapt their teaching strategies and approaches.

Questions to consider

- Is the trainee able to make realistic judgements about their impact on the progress of individual learners?
- Does the trainee seek advice and feedback from experienced colleagues on the impact of their teaching?
- Does the trainee know how to use pupil-level and school-level data to gauge the impact of their teaching?
- Can the trainee demonstrate how they have modified their lesson planning in the light of their evaluations of impact?
- Does the trainee have evidence to show that the modifications they plan lead to changes in practice?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1 (Relationships with children and young people)
- Q7(a), Q8, Q9 (Personal professional development)
- Q10 (Teaching and learning)
- Q11, Q12, Q13 (Assessment and monitoring)
- Q14, Q15 (Subjects and curriculum)
- Q19 (Achievement and diversity)
- Q21(b) (Health and well-being)
- Q22, Q24 (Planning)
- Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
- Q33 (Team working and collaboration)

Assessing, monitoring and giving feedback; reviewing teaching and learning (Q26(a), Q26(b), Q27, Q28, Q29) – sources of evidence

Trainees will be able to show evidence of having met these standards through most aspects of their professional practice including discussion with tutors and mentors, and any written assignments and/or case studies of the

assessed progress of learners. Trainees' lesson plans, evaluations, and assessment records will show evidence of whether they have set appropriate and challenging learning objectives. Assessors will be able to judge from lesson observations the accuracy, appropriateness and timeliness of oral feedback, and they may wish to scrutinise written feedback for evidence of consistency and effectiveness. Assessors may also wish to talk to learners about opportunities for self and peer assessment, feedback received from the trainee, and the impact of that feedback.

Reviewing teaching and learning (Q29) - links

The QCA website contains resources and materials related to evaluating learning and reflective teaching at:

www.qca.org.uk

Links to materials and resources related to learning and teaching may be accessed on the Teacher Training Resource Bank website at:

www.ttrb.ac.uk

The Teacher Resource Exchange (TRE) is a moderated database of resources and activities created by teachers at:

www.tre.ngfl.gov.uk

The Standards and Teachernet websites contain relevant materials at:

www.teachernet.gov.uk

www.standards.dfes.gov.uk

As well as broadcasting a digital television service, Teachers tv has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240, and Tiscali 845. Its website is at:

www.teachers.tv

Learning Environment (Q30, Q31)

Learning Environment (Q30, Q31) – Rationale

Teachers create environments for learning that stimulate interest, value learning, and support collaboration and independence. They organise and manage the physical teaching space and teaching and learning resources safely and effectively, and they create and maintain positive contexts for learning in which they are able to teach and where learners feel safe, secure, and able to enjoy their learning. Teachers establish a clear framework for discipline, coordinated with the school's behaviour management policy, and communicate their expectations clearly to learners. Teachers' identification of suitable out-of-classroom and out-of-school opportunities draws on their knowledge of the curriculum, of the age, ability, experience and needs of learners, and of how such learning experiences can be undertaken safely.

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.

Scope

To meet this standard trainees should be able to create purposeful environments that support learning and teaching. They should know how to organise and safely manage their classrooms, workspaces, and teaching and learning resources, including the tools and equipment that they and learners use. They should be able to create stimulating environments that celebrate achievement. Trainees should be able to identify opportunities for children and young people to learn in the school grounds and in out-of-school contexts such as museums, theatres, field centres and employment-led settings. In order to meet this standard, trainees are not expected to undertake out-of-school visits, nor to take sole responsibility for the organisation and leadership of any such visits.

Questions to consider

- Is the trainee able to create and maintain a positive, purposeful, safe and secure learning environment?
- Are colleagues deployed and managed in ways that help to maintain a purposeful and safe learning environment?
- Does the trainee ensure that the use of tools or equipment is as hazard-free as possible?
- Does the trainee recognise the additional value that work outside the classroom brings to learning?
- Is the trainee able to judge the suitability and value of out-of-school contexts according to the subject or topic involved and the experience, age and ability of learners?
- Does the trainee know how to plan out-of-school learning experiences that demonstrate knowledge and awareness of health, safety and safeguarding requirements?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3(a), Q3(b) (Frameworks)
- Q10 (Teaching and learning)
- Q21(b) (Health and well-being)
- Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
- Q31 (Learning environment)

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Scope

Trainees need to demonstrate that they know about and can deploy a range of strategies that promote learning behaviours. These strategies will be appropriate to the age ranges they are being trained to teach, will be effective in a range of school and other learning contexts, and will support learners to reflect on and manage their own learning behaviours.

Questions to consider

Does the trainee:

- Employ a range of strategies to secure effective learning behaviours including self-control and independent learning, so that all learners can make progress?
- Understand the link between learners' behaviour and their involvement and engagement with a lesson?
- Select appropriate curriculum content and associated activities, and personalise these effectively?
- Use high quality teaching resources to engage and involve learners and help to maintain positive learning behaviours?
- Establish and maintain effective relationships with learners?
- Make use of relevant school policies in order to secure learning?
- Work with colleagues across the wider school workforce to establish a purposeful learning environment?
- Make use of non-verbal communication to maintain learning?
- Ensure that learners know the boundaries of acceptable behaviour and understand the consequences of their actions?
- Minimise the impact of the negative behaviours of some learners on teaching, and on the learning of others?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q1, Q2 (Relationships with children and young people)
- Q3(b) (Frameworks)
- Q10 (Teaching and learning)
- Q21(b) (Health and well-being)
- Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)

➤ Q30 (Learning environment)

Learning environment (Q30, Q31) – sources of evidence

Trainees will be able to show evidence of having met these standards through most aspects of their professional practice, for example through discussion with tutors and mentors, and through any written assignments and/or case studies of learners that identify the impact of the promotion of specific learning behaviours. Assessors may wish to talk with learners themselves to supplement other evidence relating to these standards. Evidence related to out-of-school learning will be demonstrated through the opportunities identified in trainees' planning, and discussion with trainees might demonstrate whether they are aware of the health, safety and safeguarding requirements relating to out-of-school learning.

Learning environment (Q30, Q31) – links

The Behaviour4Learning website provides relevant resources at:

www.behaviour4learning.ac.uk

DfES (2005) *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline* can be accessed at:

www.dfes.gov.uk/behaviourandattendance

DfES guidance on anti-bullying can be accessed at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying

The *Learning Outside the Classroom Manifesto* can be accessed at:

www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom

(DfES 1998) *Health and Safety of Pupils on Educational Visits: A Practical Guide* is available to download at:

www.publications.teachernet.gov.uk

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www.teachers.tv

Team working and collaboration (Q32, Q33)

Team working and collaboration (Q32, Q33) – Rationale

Colleagues representing the wider workforce of the school have important roles to play in supporting children and young people to learn in and beyond the classroom. Learning and teaching is more effective when teachers and colleagues work together to draw on their expertise and specialist skills, and to share effective practice. Collaboration and the sharing of effective practice among colleagues benefits learners and all those working with and supporting them. Team working is a key element contributing to the personalisation of learning.

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Scope

This standard requires trainees to demonstrate that they can work with teaching colleagues and the wider school workforce in order to identify and develop effective practice that, in turn, will help learners to develop, make progress and achieve. Their engagement in collaborative practice will demonstrate that they can work with a range of other adults to develop the knowledge and skills to become effective team members, and to identify and share effective teaching and learning strategies that raise achievement and secure well-being.

Questions to consider

- Does the trainee recognise, value and utilise the knowledge and expertise brought to the classroom by colleagues undertaking a range of roles across the children's workforce?
- Does the trainee demonstrate an awareness of the ways that colleagues can be involved constructively in the classroom to support learning, teaching and well-being?
- Can the trainee establish effective collaborative working relationships with colleagues in and outside of the classroom?
- Does the trainee demonstrate a clear understanding of how the teacher's role relates to that of colleagues?
- Does the trainee engage with colleagues in the reflection on and discussion of practice?
- Is the trainee able to contribute to planning when working with others, for example, specialist or year group teachers and teaching assistants, or during in-service training sessions?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q2 (Relationships with children and young people)
- Q3(b) (Frameworks)
- Q4, Q5, Q6 (Communicating and working with others)
- Q9 (Personal professional development)
- Q20 (Achievement and diversity)

- Q33 (Team working and collaboration)

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Scope

This standard requires trainees to demonstrate that they know about, and are able to utilise, the particular expertise of the range of colleagues with whom they work in schools and other educational settings. Trainees will ensure that colleagues are deployed appropriately and effectively, and that they understand the specific roles they are expected to fulfil.

Questions to consider

- How well does the trainee understand the roles of colleagues in supporting the learning of children and young people?
- How effectively does the trainee plan the work of colleagues to utilise their specific skills and expertise?
- Does the trainee brief colleagues sufficiently about the expectations of learners' progress?
- Does the trainee ensure that colleagues are involved, where appropriate, in assessing and recording learners' progress?
- Does the trainee monitor the impact of colleagues' work and provide them with positive and constructive feedback?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q2 (Relationships with children and young people)
- Q4, Q5, Q6 (Communicating and working with others)
- Q20 (Achievement and diversity)
- Q29 (Reviewing teaching and learning)
- Q32 (Team working and collaboration)

Team working and collaboration (Q32, Q33) – sources of evidence

Evidence that trainees have met these standards may come from observing the trainee teaching with colleagues with a range of roles and responsibilities across the wider school workforce. Written evidence, such as trainees' teaching files, reflective journals and development profiles, may provide further evidence of effective team working and collaborative practice. Where possible, assessors may wish to speak with those colleagues in the wider workforce who are working with trainees. This will help them to gauge how well colleagues are supported by the trainee, and to check that they understand the roles they are expected to fulfil.

Team working and collaboration (Q32, Q33) - Links

Raising Standards and Tackling Workload: a National Agreement provides information on working practices in remodelled schools, implications for teachers, extended schools. It also includes case studies, and is available at: www.tda.gov.uk/remodelling

DfES (2004) *Every Child Matters: Change for children in schools* and DfES (2005) *Every Child Matters: Common Core of Skills and Knowledge* for the Children's Workforce are both available at:
<http://publications.everychildmatters.gov.uk>

The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at:
www.teachernet.gov.uk/publications

Relevant materials and resources may be accessed on the Teacher Training Resource Bank website at:
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