Moving to GOOD against the Teachers' Standards

Part One:

1 Set high expectations which inspire, motivate and challenge pupils

Those trainees graded as 'good' at the end of the programme of ITE will have demonstrated that:	Some things to consider
They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts. They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.	• How might you project your expectations about the atmosphere in the classroom: Are you using a range of voice styles? What do you imagine to be the ratio of teacher talk to pupil talk? Are you aware of what ALL pupils are doing in your lessons? Do you think each week about a new approach or resource or grouping or mode of outcome? • Have you thought about the difference between challenging work and work which is inaccessible to some learners? How might you involve children in supporting each other? How well do you brief your TAs about target pupils? • Have you noticed that children respond better to some activities? Do you keep notes about when this happens?

2 Promote good progress and outcomes by pupils

Those trainees graded as `good' at the end of the programme of ITE will have demonstrated that:	Some things to consider:
They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.	• When you plan, do you have a clear sense of direction? Do you start by thinking of where the pupils are and where you hope to get to? How do you know where the pupils are? Have you clearly thought through the stages of development? Does your plan allow you to check their understanding, maybe coming at topics from different angles, so you don't repeat work unnecessarily but move the children forward? • Have you seen different assessment for learning (AfL) strategies being used? Have you successfully used any of these approaches in your own lessons? • When you have done this how has it impacted on your planning for the following lesson? • Do you sometimes ask pupils to work independently in school or at home to discover things for themselves? How successful has this been? What have you learned from doing this? • Do you know what's expected of the children over the course of the term/year? How far have you looked at the mentor's assessment records? Do you know pupil targets? Have you seen school tracking documents for your class/year group? • Do you keep good assessment records of your work with the class and see how this fits with your mentors' records? Are the children all making progress? How do you know?

3 Demonstrate good subject and curriculum knowledge

Those trainees graded as `good' at the end of the programme of ITE will have demonstrated that:

They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.

In relation to early reading: primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age-phases they are training to teach.

In relation to early mathematics: primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age-ranges they are training to teach.

Some things to consider:-
- For good teachers subject knowledge development is an on-going process within their professional development rather than a task to be accomplished. Have you talked to a range of teachers within your subject about any specific strategies they use to make this happen? How can you start to act upon this information?
- What are your current strategies for improving your subject knowledge, using books, websites, other media, professional organisations, school and university INSET and observation?
- Have you made notes when observing teachers about *how* they teach a new concept in varying ways, including addressing any misconceptions that emerge while teaching? How can you use your reflections on these in your weekly mentor meeting and as a focus for a lesson observation by mentor(s) and tutor(s)?
- As you become more competent in planning individual lessons and whole units of work, how are you addressing the developmental aspects of pupils' knowledge, understanding and skills in your subject? In other words, how will you move from a departmental long-term plan for a year group to dynamic and creative teaching which enables pupils to build on their achievements with confidence and enthusiasm?
- How can your teaching of your subject contribute to the development of pupils' skills for learning in general – such as ICT or research skills?
- What strategies are you using to monitor and develop your use of teacher talk as a key means of generating and sustaining pupils' interest in your subject?

4   Plan and teach well structured lessons

Those trainees graded as `good' at the end of the programme of ITE will have demonstrated that:

They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.

Some things to consider:
- Do you regularly observe and make notes on the different ways <u>other</u> teachers approach lessons? This might include different ways of starting the lesson, types of task, groupings of students, uses of IT.
- In what ways do you note and evaluate your own <u>different</u> approaches to teaching and learning? Does this include how your classes have responded?
- In what ways do you plan some form of differentiation into your lessons? – The type can vary (task, outcome, support, etc.)
- Are you aware of potential misconceptions or difficulties in understanding that may occur? How do you cater for these in your planning?
- In what ways do you plan to check that your objectives are being achieved in lessons?
- How often do you evaluate lessons by annotating your lesson plans or by formal full evaluations?
- Have you led the discussion of a lesson after an observation and suggested targets?
- How have you contributed to the materials/artefacts resource bank / interactive display / electronic media of your classroom / year group?

5   Adapt teaching to respond to the strengths and needs of all pupils

Those trainees graded as `good' at the end of the programme of ITE will have demonstrated that:

They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.

Some things to consider:

NB this links extensively with Standard 6

- How have you adapted your practice to the individual strengths and needs of your class?
- Which strategies have enabled you to be confident that you know in a typical lesson whether all the pupils have made progress appropriate to their starting point and ability?
- When you have felt the need to develop your practice in this area, how have you approached your mentor or others to improve your understanding?
- Which strategies have you developed to maximise the impact of support staff in lessons?
- How would you assess your ability to "think on your feet" and change your plan during the lesson when appropriate?
- How would you assess the development of your own confidence levels in terms of the above, and the learning outcomes for children?

6   Make accurate and productive use of assessment

Those trainees graded as `good' at the end of the programme of ITE will have demonstrated that:	In addition to the elements noted in Standard 5
They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve	Some things to consider: • Have you observed and noted a range of techniques for formative assessment / assessment for learning? • In what ways have you been able to try out a similar range of techniques in your own teaching and have you been able to draw important information from this about pupil progress? • Have you assessed / marked work and written appropriate targets and comments on it? How far have you been able to later follow this up to review further progress? • Have you set targets for pupils and how far have you been able to monitor their understanding of these and their progress towards them? • Have you assessed against a set of criteria, e.g. NC levels or APP assessment focuses? • Are you aware of the progress data for your class within the school data set?

7   Manage behaviour effectively to ensure a good and safe learning environment

Those trainees graded as `good' at the end of the programme of ITE will have demonstrated that:	
They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	Some things to consider: • How have you used the school's policy and procedures on rewards and sanctions to support you in creating a positive and safe learning environment? • Have you observed different teachers doing this in different ways and can you adopt some of those strategies successfully? • How have you managed to combine consistency of application of the school procedures with the need to deal sensitively with certain individuals? • What strategies have you considered and implemented to help you to notice and 'mop up' minor misbehaviour quickly so that it does not interfere with pupils' learning?? • How have you used behaviour for learning approaches to address more major disruption and create a safe and supportive learning environment? • Do you have a sense that children are excited by your lessons and enjoy learning with you?

8   Fulfil wider professional responsibilities

Those trainees graded as `good' at the end of the programme of ITE will have demonstrated that:

They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for doing so in response to individual pupils' emergent needs.

Some things to consider:
- How have you contributed to department, team or other staff meetings? Do you feel you have a good relationship with other teaching and support staff in the school?
- How regularly have you attended staff meetings and INSET? Have you sought opportunities to: attend assembly; participate in an outside visit; help with a lunchtime or after-school club; work with the pupil council or similar; attend a parents' evening or open day?
- How do you communicate regularly with support staff (see also Standard 5) and the SENCO about pupils with individual needs?
- Have you had the opportunity to witness a multi-agency meeting? If not how can you find how about what this involves?
- Have you written reports and talked to parents, formally and informally?
- Do you have an improvement plan of your own which could involve working with other specialist colleagues to enhance aspects of your subject knowledge and teaching?

Part Two:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Those trainees graded as `good' on Sections 1-8 at the end of the programme of ITE will have also demonstrated that:	
They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.	• How far do you feel 'membership and ownership' in your school and relate to pupils both in your classes and in the rest of the school as a responsible adult, sharing the role of teaching and guidance for the community as a whole? • How far do you actively promote (through your teaching and relationships with children) the understanding of social and cultural diversity?
They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality	• Where appropriate have you considered how to manage the potentially different demands of policies and procedures in your placement and your SSE or other settings? • How far have you demonstrated an ability to implement the workplace policies in your placement school?
They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document.	• In what ways can you show that you are clearly and overtly committed to the equality and inclusion policies of your placement school and are you aware of your professional duties as advanced in the documentation mentioned?