

Initial Guidance
for users of the
**Professional
Standards**
for Teachers and Trainers in
Education and Training – England

May 2014



Education and Training Foundation
157-197 Buckingham Palace Road, London SW1W 9SP

www.et-foundation.co.uk

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FOREWORD

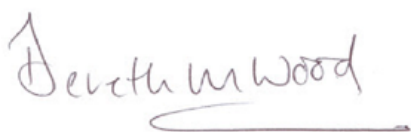
One of the key objectives, within the delivery plan for the Education and Training Foundation for 2013-2014, was to review the Professional Standards for teachers and trainers in the lifelong learning sector as originally developed in 2007. These Professional Standards were not updated when initial teacher qualifications were reviewed in 2012/2013.

There were three phases to the Professional Standards review beginning in October 2013 and continuing through to mid-April 2014. During the review, the Education and Training Foundation worked closely with teachers, trainers, their employers and sector stakeholders to shape the approach to the review and develop draft Professional Standards for consultation. There was an overwhelmingly positive response to the review, with over 950 teachers, trainers, and leaders and managers taking part in a detailed online survey, consultation events and in-depth interviews.

As a result, teachers and trainers now have a set of aspirational Professional Standards that are wholly owned by the sector. They clearly define the professional requirements of teachers and trainers in the Education and Training sector that underpin good teaching practice in the sector.

I am confident that the 2014 Professional Standards will engage and motivate practitioners and their employers, as well as enhance the reputation of the sector by supporting the initial and lifelong development of committed and highly skilled teachers and trainers.

This Guidance, developed with the support of practitioners, will help teachers, trainers, managers and organisational leaders by illustrating how the Professional Standards can be applied in a range of Education and Training contexts.



Dereth Wood

Chair of the Steering Group for the Review of the Professional Standards for Teachers and Trainers, April 2014
Group Director Learning, Strategy & Policy, **learn**direct Limited

1. BACKGROUND AND CONTEXT

Lord Lingfield's Independent Review of Professionalism in Further Education, published in 2012, recommended the withdrawal of the 2007 Further Education workforce regulations. This, thereby removed the requirement, from September 2013, that teachers and trainers in the Education and Training sector should work towards qualified teaching and learning status.

Q: As a teacher educator I have noted there is a lack of emphasis on subject specialist pedagogy in these Professional Standards and wondered why?

A: These Professional Standards are not intended to be descriptions of specific job roles, but have been developed to apply to all teachers and trainers. Whatever learner types are being taught, teachers and trainers will need to know the appropriate pedagogical approaches to meet their learners' needs, whether for example they are English for Speakers of Other Languages (ESOL), maths, English or for disabled learners. It is anticipated that contextualised case studies may be developed in time, after a follow-up stage of consultation. These will act as a helpful set of illustrations to show how to apply the Professional Standards in a variety of contexts.

A suite of new Education and Training qualifications was launched in April 2013 to simplify and ultimately replace the existing qualifications. The original Professional Standards were not revised at the time of the replacement of these new qualifications.

Q: How well do the new Professional Standards reflect the new 2013 qualifications in Education and Training?

A: Mapping to the 2013 Education and Training qualifications was carried out as part of the consultation. As expected, the mapping revealed close alignment between the Professional Standards and the qualifications.

The Education and Training Foundation² developed draft Professional Standards in December 2013 and conducted a [consultation](#) of the draft Professional Standards in January and February 2014: A [full report](#) and [executive summary](#) of the consultation findings are available.

Q: Was any research carried out before the Professional Standards were developed?

A: Yes. The approach to the review was informed by [research](#) which the Foundation commissioned to establish how professional standards for teachers and trainers are designed and used in other sectors, across the UK and elsewhere in the world. The Foundation was also influenced by the [Commission on Adult Vocational Teaching and Learning](#) and its recommendations.

The final version of the Professional Standards was launched, together with this Guidance, in May 2014. For further details please refer to www.etfoundation.co.uk.

Q: Who did the Foundation work with to ensure that the 2014 Professional Standards will meet the needs of the whole sector?

A: The Foundation worked in partnership with a Project Steering Group and Practitioner Group, whose members represent the full range of Education and Training providers (see full list in [Appendix 3](#)). Over 950 teachers and trainers also contributed to the review in a detailed online survey, at a series of consultation events, and during in-depth telephone interviews.

Q: Is there still a need for professional standards, now that there is no legal requirement for teachers and trainers to be qualified?

A: In accordance with the deregulated context, the Professional Standards have been designed to move beyond a focus on minimum levels of competence and compliance, towards aspirational Professional Standards that will engage and motivate practitioners. The online survey conducted as part of the [consultation](#) indicated that around 91% of those working in the sector think that professional standards are necessary. Central to our approach is a belief in professionalism that recognises the importance of teacher/trainer responsibility for, and ownership of, their own professional learning.

² Henceforth referred to as the Foundation.

2. THE PURPOSE OF THE GUIDANCE

The main aim of this initial Guidance is to provide further information on the Professional Standards so that practitioners can use them in their individual working contexts. Its other purpose is to provide support for the Professional Standards as they are being introduced, to help inform and provide clarity around their uses and purposes.

SECTOR VIEW

“It’s important to have a shared set of standards across the sector to ensure learners receive high quality learning experiences and that these are consistent wherever they learn. The existence of standards encourages professionalism within the sector and provides focus and motivation for CPD.”

Curriculum Leader, Independent Training Provider

It is anticipated that once teachers and trainers, and managers and leaders begin to use the Professional Standards, case studies will be available to support the contextualisation of the Professional Standards in a range of settings and the Guidance will be updated.

Who is the Guidance for?

In the same way as the Professional Standards, it is for teachers or trainers working in the following environments in England, as well as their employers:

- Further education colleges
- Voluntary and community sector organisations
- Commercial organisations and independent training providers
- Adult and community learning providers
- Teacher education providers
- Work based learning settings
- Specialist colleges and institutions
- Armed and uniformed services
- Prisons and offender learning institutions
- Other public sector organisations

Q: Why is there no explicit reference to the diversity of the Education and Training sector in the Professional Standards?

A: Taken together, the initial research and subsequent consultation with the sector indicated support for broad but succinct Professional Standards so they can be easily applied and ‘personalised’ according to the user. There was support for a set of universal standards that are applicable to all teachers and trainers in any part of the Education and Training sector, and at any point in their career.

3. TEACHERS AND TRAINERS IN THE EDUCATION AND TRAINING SECTOR

The Education and Training sector is unique in that, even within a single institution or provider, it requires professionals with a very wide range of skills and knowledge working in very different learning environments and with many different types of learners.

Values and attributes

STANDARDS

Teachers and trainers are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practice in the context of a changing contemporary and educational world, drawing on relevant research as part of evidence-based practice³.

SECTOR VIEW

“It’s encouraging that I will be able to take ownership of my own professional development and identify my own needs”.

Further Education Teacher

Underlying the practice of every professional teacher and trainer is a set of values, which are expressed throughout the application of the teacher or trainer’s skills and knowledge in their everyday working life.

The values and attributes described in the Professional Standards are not “nice to have”. Rather, they are fundamental, integral and essential to excellent teaching and learning, and supporting learners to be able to reach their full potential.

One of the most important features that identifies excellent teachers and trainers is the extent to which they constantly and critically assess their own performance and practice.

Good teachers and trainers also review, on an ongoing basis, their knowledge, assumptions and values against up-to-date professional developments in the world in which they work, drawing on evidence-based practice. They are, therefore, not simply ‘aware’ of how to teach and understand how learners learn, but do so in a constantly self-appraising manner. Crucially, they are not afraid to admit to developmental needs in any area of their teaching and learning practice, including maths, English and technology knowledge and skills.

³ Taken from the introduction to The 2014 Professional Standards for Teachers and Trainers in the Education and Training sector.

Professional behaviour

STANDARDS

They act with honesty and integrity to maintain high standards of ethics and professional behaviour in support of learners and their expectations⁴.

SECTOR VIEW

“These Standards give the sector and the practitioners who work in it a voice. They clarify the standards that we strive to achieve for our learners every day, and provide guidance where we feel we can improve. I feel very proud to work in a sector where the standards of professionalism are so high.”

Curriculum and Quality Manager, Adult and Community Learning Organisation

Teachers and trainers are expected to demonstrate consistently high standards of personal and professional conduct, as well as maintain high standards in their work. It is fundamental that they have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Dual professionalism

STANDARDS

Teachers and trainers are ‘dual professionals’; they are both vocational/subject specialists and teaching experts, committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners⁵.

The immense satisfaction of teaching and training in the Education and Training sector comes from helping individuals to progress and develop, from overcoming barriers to learning, and seeing learners better equipped to make their way in the world.

SECTOR VIEW

“The Professional Standards present a chance to recognise and encourage the professionalism and dedication of all those that work in the sector and our devotion to develop further.”

Curriculum Leader, Further Education College

The dual professionalism of Education and Training teachers and trainers is a core concept at the heart of these Professional Standards. Teachers and trainers should know and be able to apply teaching skills that are appropriate to diverse contexts and types of learners, as well as give their learners the benefit of expert subject knowledge and skills.

4. USING THE PROFESSIONAL STANDARDS IN THE EDUCATION AND TRAINING SECTOR

The Professional Standards are designed to be used by:

- Teachers and trainers;
- Teachers and trainers/managers supporting the development of others;
- Leaders and managers;



Q: Who will own the Professional Standards?

A: The Professional Standards will be owned by individual professionals in the sector, with the Foundation providing stewardship of the publication and currency of the Professional Standards in the future.

Teachers and trainers using the Professional Standards

Whether experienced or entirely new to the role, the Professional Standards can be used in a number of different ways. They can be used by individuals to support their own personal professional development to help them teach learners, to adapt to the needs of a broad range of learners, and to keep themselves up-to-date with their subject/vocational area and with teaching practice.

CASE STUDY

“Greg teaches painting and decorating at a college of further education. He understands the importance of helping his learners to develop their maths and English skills, so that they can achieve their qualification and also find work. He has been working with the maths and English team to help him support his learners, but he is aware that he needs to improve his own maths skills to do this.

He has recently enrolled on a Level 3 maths blended programme that has been run by the college. He now keeps up-to-date with maths teaching by engaging with online teaching forums and newsletters, as well as continuing to collaborate with maths specialist colleagues. He does this so that he can update and maintain his knowledge of his subject area and address the specific mathematics needs of his learners.” This links to Standards 7 and 16.

“The Standards help new and existing teachers aspire to be the best for their learners.”

Chair, Teacher Training Association

Q: How will the Professional Standards be used in teacher training?

A: It is anticipated that teacher trainers will use the Professional Standards as a framework when planning and delivering their training, and whilst assessing trainee teachers.

Whatever experience a teacher or trainer may have, there is always something new to learn. Indeed, that is precisely what makes the profession so rewarding and engaging. Within constantly changing environments there are always new techniques to be mastered and new knowledge to be learned. Continuous professional development is an essential part of that process.

“Maria is a trainer for a commercial training provider. Her 15 years’ experience in the automotive manufacturing industry taught her that the sector changes rapidly, and as a result she keeps in regular contact with apprentices’ employers so as to remain informed as to new developments in products or regulations which affect their business/industry. She also maintains her knowledge of the latest engineering technologies, health and safety regulations, and EU emission legislations through regular research. Maria ensures that any new developments that she comes across are passed to colleagues so that they can be aware of these too. She knows this action is important to keep her enthusiasm and passion for her subject.” This links to Standards 3, 7 and 19.

Q: I have several part time jobs and work across a variety of settings and situations (a Further Education college, an adult education institution, and a voluntary and community sector organisation) and I am concerned how these different organisations may use these Professional Standards.

A: Based on the research mentioned above, these Professional Standards cover the core principles that are fundamental to all good teaching/training practice. An individual should be able to look to these Professional Standards to help them with their own personal improvement and development.

“The Standards will support continuous development and provide a useful tool to engender discussion about the rights, responsibilities and roles of teachers.”

Senior Lecturer, Higher Education Institution

Q: How will Ofsted use the Professional Standards as part of their inspections?

A: The 2014 Professional Standards will be referenced in the revised Initial Teacher Education inspection handbook for use from June 2014 which will clarify how Ofsted expects them to be used as part of ITE inspections.

CASE STUDY

“Sunil works for a community organisation that offers employability programmes, helping unemployed people develop the skills they need to find work. Many of his learners enjoy using technology and Sunil has realised that in order to maximise the use of technology in his teaching, he needs to improve his own computer literacy. He has, therefore, taken an IT course and this has helped him to encourage his learners to make more effective use of e-learning technologies. He also considered how else he could help develop learners’ skills to make effective use of technology, so he organised a group meeting with learner representatives and his peers at his workplace to consider this issue and look to improvements in the longer term.” This links to Standards [15](#) and [20](#).

Supporting the professional development of others

The Professional Standards can also be used in a number of different ways by team leaders and managers responsible for supporting individual staff in their professional development.

SECTOR VIEW

“The 2014 Standards provide a benchmark or platform to help guide CPD within the organisation. By having a ‘formal’ document that is widely published in the sector, it gives weight to the format we use and it is not just something ‘we have dreamed up!’”

Programme Manager, Independent Training Provider

The Professional Standards provide a series of objectives and guidance for those new to roles within the sector, as well as a basis for identifying aspirational developmental targets for experienced staff. They can also be used as a basis for developmental discussion of observed teaching practice.

SECTOR VIEW

“The 2014 Standards will help us to professionalise the training centre and gives aspiration to what ‘good’ looks like.”

Training and Education Policy Manager, Armed Forces

The revised Professional Standards are not aligned to specific job titles, roles or contracts of employment, they have been written generically in order to be applicable to all parts of the Education and Training sector.

“David is the head of a quality management team and is using the 2014 Professional Standards for teaching and learning observations. Following an observation, the observer arranges a one to one meeting to give the teacher feedback. The Professional Standards provide a structure to the observations and subsequent conversations between David and his staff, and helps him and individuals reflect on performance and potential development. The teaching and learning observer will use the Professional Standards as a structure for the observations and subsequent feedback, to identify reflection on current practice and development.” This links to Standards [6](#) and [10](#).

“We feel that the Standards are vitally important in the drive to improve the quality of teaching and learning across the sector, securing positive outcomes for learners.”

Department Head, Education and Training Providers’ Association

Q: Why can’t we just use the DfE Standards – that is, the Standards that teachers use in schools?

A: There are already separate professional standards for teachers in schools, sixth form colleges and HEIs. However, feedback from the Practitioner and Project Steering Groups indicated that those professional standards do not reflect the diverse, complex and increasingly entrepreneurial context within which the Education and Training workforce is employed. Additionally, the DfE teaching standards are designed specifically for teaching in schools and are, therefore, designed to address a legislative agenda which makes them difficult to use in the non-regulated Education and Training sector.

Leaders and managers using the Professional Standards

Education and Training employers will be committed to developing whole organisation approaches to maintaining and improving the quality of their teaching and learning provision in order to drive high standards of learner achievement. A key element of this will involve the professional development of staff across the organisation. Governors will also need to be aware of the 2014 Professional Standards and their impact on the strategic direction of the organisation.

“Professionals working in this vital sector need to aspire to the highest possible standards. The new Standards will help us work with teachers who want to be superb professionals, challenge themselves and their organisations, and have a profound impact on learners and their achievements.”

Dean, Higher Education Institution

The Professional Standards can be used strategically to develop policies and procedures. For example, they may inform:

- strategies to improve the quality of teaching and learning, and initial teacher training across the organisation;
- induction and mentoring systems;
- staff development/performance management processes;
- the recruitment of staff, for example informing the development of job descriptions and person specifications;
- the approach to organisational training needs analyses.

Q: Isn't there a risk that these Professional Standards will be used by managers to assess teachers' and trainers' competence?

A: The Professional Standards have been written to be aspirational and not focussed on assessing competence. Instead, the Professional Standards can be used to enable a dialogue between teachers and trainers and their managers on matters such as continuing professional development. Central to our approach is a belief in professionalism which recognises the importance of teacher/trainer responsibility for, and ownership of, their own professional learning as a continuing developmental process.

CASE STUDY

“Jane is a board member of a private training provider and sees the Professional Standards as being embedded within the culture of the organisation. The Board would like the Professional Standards to be owned by the staff and not imposed from above. They intend to set up a small project team to raise staff awareness and make the Professional Standards available on the organisation's intranet. They intend to use workshops to further staff understanding of the Professional Standards and to give them an opportunity to begin to use the Professional Standards to reflect on their own practice. Jane has suggested that these workshops would be consistently followed up by team leaders and managers during staff meetings and appraisals.” This links to Standards 10 and 20, however it also illustrates how the Professional Standards may be used collectively by leaders and managers to support the professional development of their staff in a collaborative manner.

APPENDIX 1 - THE 2014 PROFESSIONAL STANDARDS

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

Professional values and attributes

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

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

Professional knowledge and understanding

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

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

Professional skills

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

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

APPENDIX 2 - AMPLIFICATION OF THE 2014 PROFESSIONAL STANDARDS

Further guidance on the individual Professional Standards

The examples below are designed to provide you with ideas about how you might interpret the Professional Standards in your working context. You may find it useful to consider other ideas that are applicable to your own context.



PROFESSIONAL VALUES AND ATTRIBUTES

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

Means, for example ...

- being aware of and critically appraising your own practice;
- developing and refining your own professional judgement of what works and does not work in your own teaching and learning contexts;
- ensuring all learners have access to equal opportunities within a non-discriminatory learning environment;

2. Evaluate and challenge your practice, values and beliefs

Means, for example ...

- regularly questioning your own personal and professional attitudes and beliefs;
- talking to colleagues about them, sharing insights and new knowledge for example on social, legislative or demographic differences or change in learners/ communities;
- being proactive and anti-discriminatory in how you work;
- managing your own well-being so that you are fit to practise;

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

Means, for example ...

- not being afraid to display your passion for your vocational/subject area;
- conveying that passion to learners and colleagues;
- using your own experience and knowledge to exemplify how the subject can be of value to the learner;
- recognising a learner's educational experience and using this to tailor teaching to their needs accordingly;

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

Means, for example ...

- finding better, more effective ways of helping all learners you teach or train to appreciate, understand and learn the subject;
- finding ways to use technology to underpin learning wherever it can add value or extend the learning context;
- using learning technology to improve learners' chances of reaching their potential;

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

Means, for example ...

- ensuring that you effectively communicate and encourage learners to gain an understanding of how diversity brings extensive added-value to the teaching and learning process;
- highlighting different ways of approaching issues and problems, illustrating alternative beliefs;
- treating all learners and colleagues equally and fairly without directly or indirectly excluding anyone and ensuring that all have an equal opportunity to be heard;
- actively seeking ways in which to include all learners in learning activities and to overcome any barriers to this inclusion;

6. Build positive and collaborative relationships with colleagues and learners

Means, for example ...

- encouraging a mutually supportive environment in which team-work is valued and its significant advantages fully understood;
- working to build and maintain good professional relationships with colleagues and learners with shared and different protected characteristics;

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

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

Means, for example ...

- keeping yourself constantly updated on your subject/vocational area so that learners receive the benefit of the latest knowledge and skills;
- collaborating with colleagues to expand your knowledge and understanding;

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

Means, for example ...

- reading professional literature, regularly reviewing professional websites and blogs, etc.;
- reflecting on the latest theories and research results with colleagues and discussing how these may be relevant to your teaching and learning context;

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

Means, for example ...

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

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

Means, for example ...

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

11. Manage and promote positive learner behaviour

Means, for example ...

- consider how the following can be used to help learners by creating a positive, proactive learning environment:
 - advice from experienced colleagues;
 - personal professional development;
 - reflection on your own practice;
- adopting suitable behaviours to act as an exemplary role model to learners;

12. Understand the teaching and professional role and your responsibilities

Means, for example ...

- being fully aware of the requirements of your role and responsibilities;
- ensuring that your learners and colleagues have access to equal opportunities, and are not subject to discrimination as per statutory frameworks;
- keeping yourself thoroughly up-to-date on organisational requirements and rules;
- keeping thoroughly up-to-date on local and national/statutory regulations and policy changes, and legislation;
- keeping up-to-date with relevant curriculum, assessment and examination arrangements;

PROFESSIONAL SKILLS

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

Means, for example ...

- identifying the strengths and weakness of individual learners and working to deepen the former while ameliorating the latter;
- understanding the links between your subject/vocational area and the employment and careers which might be relevant to your learners;
- using your own enthusiasm to motivate and enthuse learners;
- helping learners to identify and develop transferable skills;

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

Means, for example ...

- promoting equality and diversity in your teaching and learning in order to create a positive inclusive learning environment;
- recognising and respecting that your learners have different experiences, abilities and needs;
- adopting approaches that ensure all your learners have the opportunity to be involved and included in the learning process;
- ensuring at all times that the learning environment is safe, and that potential hazards are identified quickly and addressed;

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

Means, for example ...

- using data to track learner progress to enable you to plan teaching and cater for individual needs;
- being constantly aware of the ways in which technologies can be used to help your learners learn and keeping abreast of changes in learning technology;
- considering and improving your own skills in learning technology and working to keep these up-to-date to be able to promote appropriate benefits and support learners;

NOTE: The Further Education Learning Technology Action Group (FELTAG) was set up in 2013; they researched and produced this [report](#) with a number of recommendations aimed at ensuring effective use of digital technology in learning, teaching and assessment across the Education and Training sector.

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

Means, for example ...

- identifying the needs of individual learners in maths and English;
- finding opportunities to develop these skills in motivating and relevant ways;
- developing your own maths and English skills to ensure you have the confidence to support your learners to improve these skills;

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

Means, for example ...

- encouraging all learners to appreciate that learning is not a passive process but an active one;
- encouraging learners to self-appraise in realistic ways and help them to calibrate their assessments;
- never being satisfied with minimum achievement where the learner is clearly capable of more;
- setting attainable goals that stretch and challenge learners taking into account their individual capabilities and attributes;

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

Means, for example ...

- understanding methods of assessment and their values in specific circumstances and with specific types of learners;
- ensuring that all learners have regular, constructive feedback from you;
- understanding the theoretical and practical issues surrounding achievement from high-achieving to under-achieving learners;

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

Means, for example ...

- being constantly aware of developments in teaching/training theory and skills as they relate to your subject/vocational area;
- keeping yourself constantly up-to-date in your vocational area and relevant occupational skills;
- using, for example, occupational networking, trade and professional memberships, links with employers and the wider community;

NOTE: the report by the Commission on Adult Vocational Teaching and Learning not only influenced the approach to these Professional Standards but also is a helpful summary of the importance of what is referred to as ‘the two-way street between providers and employers’. The report also highlights that the best teaching and learning provision is collaborative by nature and that programmes have that clear line of sight to work.

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

Means, for example ...

- working with colleagues to improve and develop the organisation in which you work - its systems, structures and policies;
- engaging with colleagues by sharing ideas about best practice methods etc. to enhance and improve quality in all its senses – quality of service to learners and stakeholders, quality of learning, quality of products (if appropriate).

APPENDIX 3 - PROJECT STEERING GROUP AND PRACTITIONER GROUP MEMBERS

Listed below are the members of the Project Steering Group and Practitioner Group, ordered alphabetically by name of organisation.

Name	Organisation
Andy Gannon	157 Group
Paula Jones	Association of Centres for Excellence in Teacher Training
Stella Turner	Association of Employment and Learning Providers
Stephan Jungnitz	Association of School and College Leaders
Emma Mason	Association of Colleges
Jill Stokoe	Association of Teachers and Lecturers
Judith Speed	B L Hairdressing Training Ltd
Maria Chambers	Beaumont College
Andrew Armitage	Canterbury Christ Church University
Penny Petch	Chelmsford College
Terry Gentry	City College Norwich
Janet Bristow	City College Peterborough
Mark Kaczmarek	Department for Business Innovation & Skills
Valerie Carpenter	Department for Business Innovation & Skills
Teresa Harper	Department for Education
Ailin O’Cathain	Federation of Awarding Bodies
Mark Froud	Federation for Industry Skills & Standards
Caroline Stainton	Higher Education Academy
Susan Andrews	Highbury College
Debbie Hunn	Hillingdon Adult Education
Rosemary Sloman	HOLEX – national network of local adult learning providers
Valerie Maybury	Hull College
Jean Kelly	Institute for Learning
John Herman	Intec Business Services
Lynn Hart	Land Based Colleges Aspiring to Excellence – Landex
Dereth Wood	LearnDirect and Chair of the Project Steering Group
Dee Taylor	Ministry of Defence
Eileen Viviani	Ministry of Defence
Rajinder Mann	Network for Black Professionals
Isabelle King	National Council for Voluntary Youth Services
Catina Barrett	National Institute of Adult Continuing Education
Sue Southwood	National Institute of Adult Continuing Education
Angela Milner	Ofsted
Marina Gaze	Ofsted
Alison Iredale	Oldham College

Name	Organisation
Oriel Butcher	Open Doors International Language School
Kevin Dowson	Pera Training
Miranda Pye	Pye Tait Consulting
Neelum Mahmood	Sixth Form Colleges Association
Graham Baird	Sixth Form Colleges Association
Sue Rimmer	South Thames College
David Cadogan	The Education & Training Foundation
Evan Williams	The Education & Training Foundation
Liz Walters	The Education & Training Foundation
Patricia Odell	The Education & Training Foundation
Sylvia Gentleman	The Education & Training Foundation
Christine Edwards	Training for Today
Cassie Roberts	Third Sector National Learning Alliance
James Noble-Rogers	Universities' Council for the Education of Teachers
Denis McAuley	University Campus Suffolk Otley
Andrew Harden	University and College Union
Christine Lewis	UNISON
Gill Waugh	University of Bolton
Julie Harris	University of Derby
Christine Jarvis	University of Huddersfield
Cathie Lacey	University of Wolverhampton
Linda Williamson	Warrington Collegiate
Meurig Roberts	Welsh Government
David Craig	West Suffolk College
Kathryn Langford	West Suffolk College
Angela Richardson	Worcester College of Technology
Melanie Jarman	Worcester College of Technology

GLOSSARY

CPD	Continuing Professional Development
DfE	Department for Education
Disabled learner	The term 'disabled learner' has been used in this document to signify the inclusion of any student with a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
Diversity	Practices and strategies which utilise the differences between learners and teaching staff, to the benefit of learners and the organisation.
ESOL	English for Speakers of Other Languages
Equality	Eliminating any discrimination within the learning environment, and ensuring all learners and teaching staff have access to equal opportunities promoted and protected by legislation.
ETF	The Education and Training Foundation
HEI	Higher Education Institute
ITE	Initial Teacher Education
Ofsted	Office for Standards in Education, Children's Services and Skills

