

## Guidance on Professional Standards

## PCET Partners

Whether you are an experienced mentor or just starting out in your mentoring career, guidance is always available to you in supporting both the trainee teacher under your supervision and your own professional development.

As a subject specialist in your own area we do not presume to tell you how the trainee should be shaped towards becoming an outstanding teacher in their subject area. We are, however, governed by a set of professional standards that all trainees need to meet in order to complete their course, and to illustrate that the required skills, knowledge and attitudes pertaining to teaching in lifelong learning have been demonstrated.

In order to help you better understand what is expected of the trainee across the 20 professional standards we have provided you with a series of documents, available online at the PCET Partnership website.

These include specific guidance on how each standard might be achieved, such as:

- Professional Standards for Teachers and Trainers in Education and Training – England – 2014
- Initial Guidance for users of the Education and Training Foundation Professional Standards
- Formative Feedback Guidance created by BCU

While further information might be garnered from the following documents:

- PCET Partners' Handbook
- Key Topic Briefings (e.g. role of tutor; role of mentor; a year in the life of a mentor; etc.
- PCET Partners' Newsletter (containing good practice ideas from mentors within the partnership)

The information and guidance offered within the above documents is in addition to the mentor briefing sessions and online training offered by the PCET Partnership team. If you require any further advice or guidance. Please do not hesitate to contact your trainee's PDT or a member of the PCET course.

Although your guidance and understanding of the professional standards will be useful at all times to the trainees, it will be of greatest impact in their preparation for, carrying out of and reflection upon observed lessons.

### Observations of Trainees

Trainees are expected to be observed formally on at least 8 occasions. For full time PCET trainees the requirement is that seven lessons are observed by the Mentor, with two of these observed jointly with their PDT. All observations must be followed by written feedback, using the relevant observation feedback forms.

An additional observation (usually number 6, around March) can be observed by the trainee's critical friend and in some cases (where appropriate) might be recorded. For this observation trainees provide evidence of their own feedback discussion with their critical friend and does not require grading against the professional standards. For trainees in an offender learning setting alternative arrangements may apply.

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For part time trainees the same arrangements apply, however these should be carried out over the course of a two year period as opposed to one, with 4 formal observations being carried out each year.

Trainees are asked to select 6 professional standards that they feel are appropriate to both the observed session and their own professional development. These might be generated by previous feedback from tutors, mentors, peers or students, or after reading a journal article or attending a session at university. Likewise they may be suggested from your own knowledge, knowing that the session that has been planned would be, from your experience, an excellent opportunity to develop and illustrate professional growth.

There are some standards that are easy to fit in to almost every session (such as those related to assessment – PS17 & PS18), while others take a little longer to plan, develop and observe. You will find that different specialist areas cater towards certain standards more frequently, and are easier to demonstrate in a classroom environment as compared to others. This simply means that your input in to the development of your mentee's professional progression is key.

Professional Development Tutors act as moderators for teaching practice, with this process being monitored by the Strategic Leadership Committee and internal verification. In a case of disagreement between a Mentor and the Professional Development Tutor in the assessment of a trainee, another tutor who has had no dealings with the trainee moderates the assessment. The University, as the institution awarding the qualification, makes the final decision on the outcome of the teaching practice placement.

### Additional Tutorials

In addition to offering guidance and feedback around the formal observed sessions, we ask that you arrange to meet as often as possible with your trainee to discuss a range of issues surrounding their planning, development, assessment, targets as the course progresses.

To this end we have provided an '**additional tutorial form**' template for the trainee to record your discussions and use as evidence within their PDP. This provides further opportunities for the professional standards to be addressed. As highlighted previously, some standards are more difficult to observe in practice as compared to others. This tutorial offers one avenue towards the trainee gaining further evidence for such standards as PS19 & PS20.

The use of the 'additional tutorial form' is not compulsory, and should only be used if it is deemed to be a suitable way of recording your meetings. We do not expect this type of tutorial to take place every week, nor for them to always be a formal event. Through discussion with your trainee we would like you to create an effective environment for both of you that allows for open and developmental discussion throughout the course.

For further information contact the PCET Partners team at [pcet.partners@bcu.ac.uk](mailto:pcet.partners@bcu.ac.uk)