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New Teachers' Standards

- Come into force on 1 September 2012.
- Replace existing Professional Standards.
- Apply to all teachers, regardless of career stage.
- “Define minimum level of practice expected of teachers from the point of being awarded QTS onwards.”
- “For the purposes of ITT, trainees will be assessed in a way that is consistent with what could reasonably be expected of a teacher prior to the award of QTS.”
- “Head Teachers or Appraisers will assess qualified teachers against the Standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.”



How should they be used?

- “Teachers should engage in appropriate self evaluation, reflection and professional development activity.”
- “Standards clearly set out the areas in which a teacher should be able to assess their own practice and receive feedback from colleagues.”
- “As careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding in relation to the Standards.”

Mapping

- See separate sheet.
- There is a relationship between the old and the new Standards
- HOWEVER, this is for our convenience only.

Teachers' Standards for ITT

- New Standards create an issue for the sector.
 - What is the expectation of a trainee teacher?
 - What is the expectation of a Newly Qualified Teacher?
 - What is the expectation of an experienced classroom teacher?
 - What is the expectation of a Post Threshold Teacher?



A line in the sand...



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Guidance

- Universities Council for the Education of Teachers (UCET)
- National Association of School Based Teacher Training (NASBTT)
- Acknowledged, if unofficially, by OfSTED and the Teaching Agency (TA)

Assessing the Standards

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Assessment for Learning

4 Plan and teach well structured lessons

- a. impart knowledge and develop understanding through effective use of lesson time
- b. promote a love of learning and children's intellectual curiosity
- c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d. reflect systematically on the effectiveness of lessons and approaches to teaching
- e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



Assessment of Learning

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
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Presentation of the Standards

Preamble

This summarises the values and behaviour that all teachers must demonstrate throughout their careers.

Part One

Standards for Teaching.

Part Two

Standards for Professional and Personal Conduct. This replaces the GTCE Code of Conduct and Practice for Registered Teachers.

In order to meet the Standards a trainee will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the Standards in both Part One and Part Two.



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Preamble

“Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive relationships; and work with parents in the best interests of their pupils.”

Part One

- Separate headings, numbered 1-8.
- Each heading is accompanied by a number of bullet pointed sub-headings.
- Each bullet point is an integral part of the Standard and amplify the scope of each heading.
- The bullet pointed sub-headings should not be interpreted as separate Standards in their own right, but should be used to track progress against each Standard; identifying areas where additional development may be required or where good/excellent practice is being demonstrated.



Activity

- As directed, focus on one of the Teachers' Standards. In small groups, consider:
 - How will you know the trainee has met this Standard?
 - What evidence will you look for?
 - Where might it be seen/found?
 - How might the minimum achievement differ from good achievement?



Activity Two

- Read Part Two – Personal and Professional Conduct.
 - What issues might trainees face in presenting evidence for Part Two?
 - How might these be resolved?
 - What would you do if a trainee was apparently not addressing Part Two Standards?
 - What would you do if a trainee was failing to meet Part Two Standards in your school?

Assessing Part Two

- As a Partnership, we must ensure that trainees satisfy all aspects of Part Two in the same way that they must meet all aspects of Part One (Standards 1-8)
- Part Two must be assessed differently; grading criteria would not be appropriate.
- **Look for** evidence of your trainees' personal and professional conduct.
- Coaching and mentoring will be needed before a summative judgement is made.

BCU Procedures

Primary and Early Years

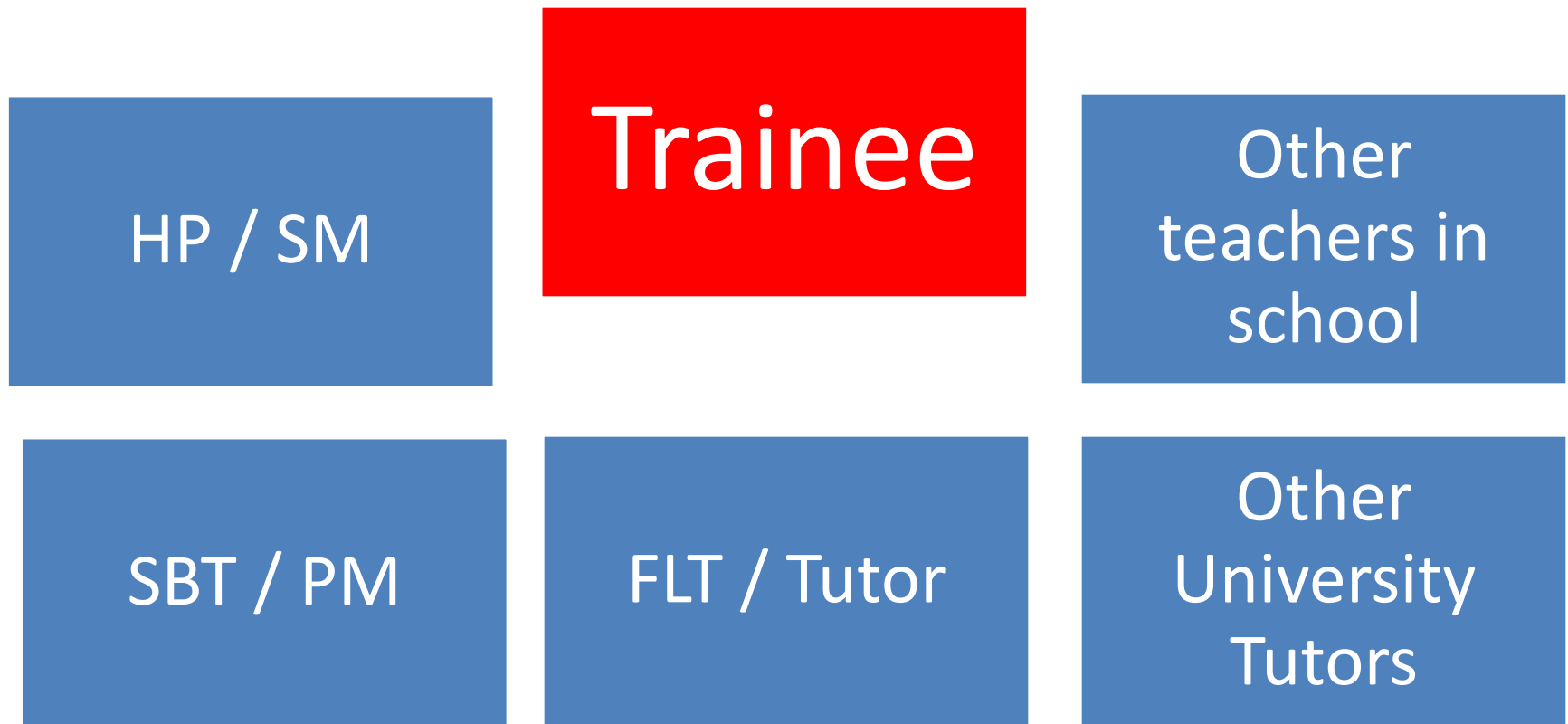
- Lesson Observations
- Cause for Concern Forms
- PDP File
- MPR
- Moderation Meetings in Faculty
- EPR

Secondary

- Lesson Observations - “Pinks”
- ~~QTS Profile~~ Professional Development Profile (PDP)
- Mid-Point Review (Cause for Concern)
- Internal School Moderation
- Assessment and Evaluation (A&E) Report



Who can contribute to the PDP?



What can be used as evidence?

- A. Faculty based training (taught sessions, assignments, audits, directed tasks, independent study)
- B. TP Planning
- C. Lesson observation feedback including examples of pupils' work
- D. Trainee evaluations
- E. Use of assessment and monitoring to promote learning
- F. Record keeping (pupil records, marking and feedback to show pupil progress)
- G. Professional discussions
- Other?

Questions?

