# School of Education

# PGCE Further Education

# Introduction to the Review of Progress against Practice Themes

# 2023-24

**These descriptors should be used as a guide in the assessment of teaching practice.**

**The curriculum and practice themes are used by as a reference framework across the course.**

**This guide refers to  Review of Progress against Practice Themes Booklet.  Your trainee should provide you with a copy.**

**Please get in touch if you do have a copy.**

# Contents

# An Introduction to the Review of Progress against Curriculum and Practice Themes Booklet

This introduction aims to explain how mentors can use the Review of Progress against Curriculum and Practice Themes (Review of Progress for short) as a guide for monitoring your mentee progress, providing feedback and compiling Professional Reports 2 and 3 for your trainee.

The Review has been developed to describe expected knowledge, skills and behaviours for PGCE FE professional practice. The Professional Standards (2022) are the aspirational standards for trainees and have been used to develop a framework of descriptors for assessing progress in practice. This framework is also used to map the course curriculum. The Review of Progress should be used as a reference by everyone in the tripartite group – trainee, mentor and tutor. FAQs are shown below.

## How do I use the review of progress with my mentee?

The Review of Progress can be used to:

- to support the dialogue between you and your mentor around practice and progress and target setting in your meetings
- provide a shared language and measure for observer (mentor and tutor) feedback for your mentee
- create an annotated, live record of trainee progress as they move through the course. This might include the following: making a note of examples of practice/professional discussion which show evidence linked to descriptors; selecting descriptors against Practice Themes to prepare your Professional Reports.

## Tips for making the most of the Review of Progress

Tip: keep a live copy of the review of progress document and annotate as you go

Tip: annotate the Review of Progress with notes, shading, targets to reflect on progress – this gives you a visual record of progress to reflect on before you write your Professional Reports

Tip: remember that your mentee and their professional and academic tutor will also be referring to this document this review. This means that it is a shared reference for measuring progress.

Tip: Where possible, check in regularly with your mentee's tutor to review progress. It is essential to do this if you have concerns. This could be when there are visits or a quick email.

## Examples

Examples of an annotated reviews are provided as in appendix A and appendix B.

# Review of Progress – How the Professional Standards are grouped

**Evaluating Practice (EP)**

This theme is integrated into other practice themes and so it sits outside the main themes group.

| Practice Theme | Evaluating Practice | |
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| **Evaluating Practice (EP)** | EP1 | Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes. |
| | EP2 | Engage with and promote a culture of continuous learning and quality improvement. |

## Further Practice Themes

**Subject and Pedagogical Knowledge (SPK)**

**Classroom and Learner Engagement (CLE)**

**Planning for Learning and Assessment (PLA)**

**Professional Development (PD)**

| Practice Theme | Practice Theme Reference | |
|---|---|---|
| **Subject and Pedagogical Knowledge (SPK)** | SPK1 | Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. |
| | SPK2 | Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. |
| | SPK3 | Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |

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| | SPK4 | Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. |
| **Classroom and Learner Engagement (CLE)** | CLE1 | Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning |
| | CLE2 | Develop collaborative and respectful relationships with learners, colleagues and external stakeholders. |
| | CLE3 | Promote and support positive learner behaviour, attitudes and wellbeing. |
| | CLE4 | Apply motivational, coaching and skill development strategies to help learners progress and achieve. |
| | CLE5 | Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. |
| **Planning for Learning and Assessment (PLA)** | PLA1 | Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points. |
| | PLA2 | Value and champion diversity, equality of opportunity, inclusion and social equity. |
| | PLA3 | Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs. |
| | PLA4 | Select and use digital technologies safely and effectively to promote learning. |
| | PLA5 | Develop learners' mathematics, English, digital and wider employability skills. |
| | PLA6 | Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices. |
| **Professional Development (PD)** | PD1 | Promote and embed education for sustainable development (ESD) across learning and working practices. |
| | PD2 | Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement. |
| | PD3 | Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |

# Example A – An annotated Review of Progress – yellow=first mentor review point, turquoise =second mentor review point.

**Practice Theme - Subject and Pedagogical Knowledge**

|  | Emerging | Competent | Good | Very Good | Practice Aspiration towards QTLS |
|---|---|---|---|---|---|
| SPK1 | Working towards this. | Demonstrate secure subject specialist knowledge in teaching and learning. *Has excellent subject knowl. -colour theory Uses knowl well – eg, questioning, links to work experience.* | Demonstrate secure and current knowledge of subject specialism to underpin teaching and learning. *Able to sequence and deliver F Dip - context - current Colour workshop – inspiring- Obs 4, 5,6 -breaks topic down/challenges - great learner progress* | Apply depth of subject specialism knowledge to support learners. | Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. |
| SPK2 | Working towards this. | Use a range of educational research, pedagogy and assessment to develop evidence-informed practice *Uses relevant research in planning rationale - esp. direct instruction techniques, organisation learning, personalised . Good application of social learning theories* | Systematically engage with educational research, pedagogy and assessment to develop evidence-informed practice | Systematically engage with a broad range of educational research, pedagogy and assessment to develop evidence-informed practice *Has identified research topic and provided excellent review of ESD in A&D presented at Dept meeting Contribution to Dept curric. Project* | Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. |

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| | | *in a workshop setting. To devel. critique* | | *Using research to plan museum project* | |
| SPK3 | Working towards this. | Demonstrate secure knowledge of special educational needs and disabilities to create inclusive learning experiences. | Demonstrate secure and current knowledge of special educational needs and disabilities to create inclusive learning experiences. *Keeps useful tracking for all learners. Always works well with LSA Used good adaptive techniques for SpLD Attended CPD on ADHD* | Apply depth of knowledge of special educational needs and disabilities to create inclusive learning experiences. | Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |
| SPK4 | Working towards this. | Explain appropriate and fair methods of assessment which enable learners to make progress. *Has ref'd assessment documentation to ensure approp methods* | Give examples of appropriate and fair methods of assessment which enable learners to make progress. *Good pitch on marking rationale on F Dip Formative – lots of examples Creative, fair strategies Attended moderation Good understanding of criteria* | Discuss, with evidence, appropriate and fair methods of assessment which enable learners to make progress. | Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. |

Example B – An annotated Review of Progress – yellow=first mentor review point, green =second mentor review point

| | Emerging | Competent | Good | Very Good | Practice Aspiration |
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| SPK1 | Working towards this. | Demonstrate secure subject specialist knowledge in teaching and learning. | ==Demonstrate secure and current knowledge of subject specialism to underpin teaching and learning.==<br><br>*You have provided evidence of key knowledge of your subject specialism especially within the Leadership and Coaching units. You have been able to use these effectively to develop your teaching and learning.*<br>*Now can you try to apply* | ==Apply depth of subject specialism knowledge to support learners.==<br><br>*You have provided evidence of key knowledge of your subject specialism especially within the Leadership and Coaching units. You have applied greater depth to this by researching new approaches and unitising this in planning and* | Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. |

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| | | | *greater depth to this by researching new approaches as well and linking more closely to industry requirements and promoting employability?*<br><br>(01/03/2023) | *delivery*<br><br>*Further development could be having a greater focus on industry requirements and promoting employability?*<br><br>(19/05/2023) | |
| SPK2 | Working towards this. | Use a range of educational research, pedagogy and assessment to develop evidence-informed practice<br><br>*It is clear that you are researching education theory, teaching/ coaching pedagogy and effective methods of assessment.*<br>*Now to progress further can you be slightly more critical in your review and application ensuring you are using appropriate methods with relevant learner groups, can you fully implement strategies to enhance teaching and learning.*<br><br>(01/03/2023) | Systematically engage with educational research, pedagogy and assessment to develop evidence-informed practice<br><br>*Trainee, has shown her use of researching education theory, teaching/ coaching pedagogy and effective methods of assessment. All of which have supported her development of teaching, learning and assessment.*<br>*Further development now will be applying this to new subject matter on Public Services and having the confidence in conviction to fully implement strategies to enhance teaching and learning.* | Systematically engage with a broad range of educational research, pedagogy and assessment to develop evidence-informed practice | Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. |

| | | | (19/05/2023) | | |
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| SPK3 | Working towards this. | Demonstrate secure knowledge of special educational needs and disabilities to create inclusive learning experiences. | Demonstrate secure and current knowledge of special educational needs and disabilities to create inclusive learning experiences.<br><br>*You have great knowledge and understanding of special educational needs and disabilities and inclusive practice methods due to your own experiences as well as your under-grad studies.*<br><br>*To develop this further I believe you need to trust in your knowledge and understanding and promote your own experiences, you are more of an expert that you realise to use it more in session, especially when working in the coaching and leadership units. Sometimes it is not about how you apply it to groups (no specific need in your teaching groups) however it is important to teach others* | Apply depth of knowledge of special educational needs and disabilities to create inclusive learning experiences. | Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |

| | | *about these approaches. Students and Staff included.* |
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| | | (01/03/2023 & 19/05/2023) |

| | | Emerging | Competent | Good | Very Good | Practice Aspiration |
|---|---|---|---|---|---|---|
| SPK1 | | Working towards this. | Demonstrate secure subject specialist knowledge in teaching and learning. | Demonstrate secure and current knowledge of subject specialism to underpin teaching and learning. | Apply depth of subject specialism knowledge to support learners. *you have provided evidence of key knowledge of your subject specialism especially within the Leadership and Coaching units. Trainee  has applied greater depth to this by researching new approaches and unitising this in planning and delivery* *Further development could be having a greater focus on industry requirements and promoting employability?* | Develop and update knowledge your subject specialism, taking account of new practices, resea and/ or industry requirements. |

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| SPK2 | Working towards this. | Use a range of educational research, pedagogy and assessment to develop evidence-informed practice | <mark>Systematically engage with educational research, pedagogy and assessment to develop evidence-informed practice</mark><br><br>*You have shown your use of researching education theory, teaching/ coaching pedagogy and effective methods of assessment. All of which have supported her development of teaching, learning and assessment.*<br>*Further development now will be applying this to new subject matter on Public Services and having the confidence in conviction to fully implement strategies to enhance teaching and learning.* | Systematically engage with a broad range of educational research, pedagogy and assessment to develop evidence-informed practice | Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence informed practice. |
| SPK3 | Working towards this. | Demonstrate secure knowledge of special educational needs and disabilities to create inclusive learning experiences. | <mark>Demonstrate secure and current knowledge of special educational needs and disabilities to create inclusive learning experiences.</mark><br><br>*You have a great knowledge and understanding of special educational needs and disabilities and inclusive* | Apply depth of knowledge of special educational needs and disabilities to create inclusive learning experiences. | Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |

| | | | *practice methods due to your own experiences as well as your under-grad studies.* *Further development in this in trust in your knowledge and understanding and promote your own experiences.  In addition, when working with new groups review group profiles and create effective learning strategies for all.* | | |
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