

**School of Education**

**PGCE Further Education**

**Review of Progress against Practice Themes**

**2022-23**

**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.**

**Across Programme: Practice Themes**

**Evaluating Practice (EP)**

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| **Practice Theme** | **Evaluating Practice** |
| **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)**

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| **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. |
| 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. |

**Practice Theme - Subject and Pedagogical Knowledge**

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|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration**  |
| SPK1 | Working towards this. | Demonstrate secure subject specialist knowledge in teaching and learning.Has excellent subject knowl.Uses knowl well – eg, questioning, links to work | Demonstrate secure and current knowledge of subject specialism to underpin teaching and learning. | 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 | 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 | 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. | Demonstrate secure and current knowledge of special educational needs and disabilities to create inclusive learning experiences. | 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. | Give examples of appropriate and fair methods of assessment which enable learners to make progress. | 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. |

**Practice Theme - Classroom and Learner Engagement**

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|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration**  |
| CLE1 | Working towards this. | Enable learners to meet intended learning outcomes.Demonstrate enthusiasm in teaching of subject. | Ensure all learners are sufficiently engaged and challenged to make good progress. Inspire and communicate with learners in teaching of subject. | Use a range of approaches to ensure all learners are appropriately challenged to make very good progress. Engage, motivate and inspire all learners in teaching of subject. | Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning. |
| CLE2 | Working towards this. | Contribute to teaching, pastoral, subject and employability initiative. | Make a range of contributions to contribute to teaching, pastoral, subject and employability initiative. | Show capacity to make an impact to teaching, pastoral, subject and employability initiative. | Develop collaborative and respectful relationships with learners, colleagues and external stakeholders. |
| CLE3 | Working towards this. | Set clear expectations for learning and behaviour. | Manage learning and behaviour and understand a range of different approaches and explain why particular approaches are appropriate.  | Deal confidently and flexibly with learning behaviours, maintaining a rapport with individuals and groups conducive to high quality engagement in learning. | Promote and support positive learner behaviour, attitudes and wellbeing. |
| CLE4 | Working towards this. | Enable learners to progress and achieve by applying motivational, coaching and skill development strategies. | Ensure all learners progress and achieve by motivational, coaching and skill development strategies. | Use a range of approaches to ensure that all learners progress and achieve through motivational, coaching and skill development strategies. | Apply motivational, coaching and skill development strategies to help learners progress and achieve. |
| CLE5 | Working towards this. | Contribute to enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. | Make a range of contributions to enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. | Show capacity to make an impact on enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. | Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. |

**Practice Theme – Planning for Learning and Assessment**

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|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration**  |
| PLA1 | Working towards this. | Use established and some new approaches to support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. | Evaluate and extend a range of strategies to support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. | Develop innovative and creative approaches to support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. | Support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. |
| PLA2 | Working towards this. | Demonstrate an understanding of social and cultural diversity, equality of opportunity and inclusion. | Demonstrate a secure understanding and application to your teaching of social and cultural diversity, equality of opportunity and inclusion. | Promote learners’ understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion. | Value and champion diversity, equality of opportunity, inclusion and social equity. |
| PLA3 | Working towards this. | Produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account barriers to learning. | Consistently produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account barriers to learning. | Develop and adapt sequenced planning to accommodate a range of individual needs and deal skilfully with barriers to learning. | Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs. |
| PLA4 | Working towards this. | Use technologies safely and effectively to promote learning. | Use a range of technologies safely and effectively to promote learning and overcome barriers to learning. | Make creative and innovative use of technology to develop in-depth understanding and/or acquisition of skills relevant to subject / vocational area. | Select and use digital technologies safely and effectively to promote learning. |

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| PLA5 | Working towards this. | Develop personal knowledge and skills in English and Maths which can be embedded in learning sessions. | Demonstrate secure personal knowledge and skills in English, Maths, digital and wider skills which can be embedded in learning sessions. | Demonstrate secure and confident personal knowledge of English, Maths, digital and wider skills which can be embedded in learning sessions. | Develop learners’ mathematics, English, digital and wider employability skills. |
| PLA6 | Working towards this. | Encourage and respond to learners’ contributions and questions to support progress. Demonstrate knowledge of information, advice and guidance to support autonomy. | Show flexibility and adaptability in response to learners’ contributions and questions to support progress. Demonstrate a range of knowledge of information, advice and guidance to support autonomy. | Demonstrate a wide range of knowledge of information, advice and guidance to support autonomy. | Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices. |

**Practice Theme – Professional Development**

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|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration**  |
| PD1 | Working towards this. | Demonstrate an understanding of education for sustainable development (ESD) across learning and working practices. | Demonstrate a secure understanding and application of education for sustainable development (ESD) across learning and working practices. | Promote learners’ understanding of the potential of education for sustainable development (ESD) across learning and working practices. | Promote and embed education for sustainable development (ESD) across learning and working practices. |
| PD2 | Working towards this. | Contribute to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement. | Make a range of contributions to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement. | Show capacity to lead to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement. | Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement. |
| PD3 | Working towards this. | Explain your own view of teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional and ethical contexts. | Discuss different ways of thinking about teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional and ethical contexts. | Critically evaluate different perspectives of teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional and ethical contexts. | Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |