

**School of Education**

**PGCE Further Education**

**Review of Progress against the Professional Standards**

**2021 -22**

**PGCE FE Review of Progress against Professional Standards**

***Note: Look at each of the 20 standards in turn and its associated criteria. For each Standard, choose one of the four options (Emerging, Competent, Good or Very good). Shade in the one which best matches your current stage of development based on current evidence. The Review is a tool to guide reflection and can be annotated as you prefer – electronic, handwritten, symbols, notes in margins, colour blocks – be as creative as you like!***

The review supports completion of the **Progress Evidence Table** and **Professional Reports** in PebblePad.

We have grouped the Professional Standards into the following clusters of practice. These clusters can be used to guide all strategies and activities of your practical assessment and development including – completing the table of evidence, the Professional Report and observation feedback.

Clusters are colour coded

**The six bundles are as follows:**

**Evaluating Practice (PS01; 02; 10)**

**Developing Subject & Pedagogical Knowledge (PS07; 08; 09)**

**Learner Engagement (PS03; 04; 13; 17)**

**Planning for Learning (PS05; 14; 18)**

**Core Skills Development (PS15; 16)**

**Professional Development (PS06; 11; 12; 19; 20)**

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional values and Attitudes****PS 1: Reflect on what works best in your teaching and learning to meet the diverse needs of learners** | Working towards this standard | Reflect on your teaching and evaluate its impact on different learners. Identify aspects of your teaching that work well and those that need developing to meet the diverse needs of learners.  | Reflect systematically on your teaching to evaluate its effectiveness in meeting the diverse needs of learners and to plan effective action to meet these needs.  | Engage in critical, learner-focussed reflections to set challenging professional targets designed to meet more effectively the diverse needs of learners.  |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional values and Attitudes****PS2: Evaluate and challenge your practice, values and beliefs** | Working towards this standard | Evaluate your own practice, values and beliefs in education and training and show an awareness of alternative positions.  | Systematically evaluate your own practice, values and beliefs in education and training and explore how alternative positions might challenge them.  | Reflect critically on your own practice, values and beliefs and how they might impact on learners. Explore how alternative positions might challenge your own, and evaluate their implications for teaching and learning.  |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional values and Attitudes****PS3: Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge** | Working towards this standard | Demonstrate an evident enthusiasm in the teaching of your subject and/or in your teaching context.  | Inspire and communicate your enthusiasm for learning to your learners.  | Engage, motivate and inspire learners consistently in the teaching of your subject and/or in your context.  |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional values and Attitudes****PS4: Be creative and innovative in selecting and adapting strategies to help learners to learn** | Working towards this standard | Use established strategies and some new approaches for teaching and assessment in your specialist area confidently and competently  | Evaluate and extend your range of strategies, learning from experience in order to meet identified learner needs  | Develop innovative and creative approaches to improve teaching, learning and/or assessment, including risk-taking where appropriate.  |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional values and Attitudes****PS5: Value and promote social and cultural diversity, equality of opportunity and inclusion** | Working towards this standard | 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 and show a depth of understanding of their implications for teaching and learning.  |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional values and Attitudes****PS6: Build positive and collaborative relationships with colleagues and learners.** | Working towards this standard | Work effectively with other professionals to create a safe and supportive environment for learners.  | Work effectively with learners and colleagues in planning, teaching, and reviewing learners’ progress.  | Collaborate with learners and colleagues to support all learners in achieving learning outcomes which challenge and enthuse them  |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Knowledge and understanding****PS7. Maintain and update knowledge of your subject and/or vocational area** | Working towards this standard | Demonstrate secure and current subject or vocational knowledge that is relevant to developing learners’ understanding and skills.  | Use secure and current subject or vocational knowledge to underpin different teaching and learning strategies and ways of explaining/demonstrating key concepts and skills.  | Apply depth of subject or vocational knowledge to support learners in acquiring appropriately high levels of understanding and skills.  |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Knowledge and understanding** **PS8: Maintain and update your knowledge of educational research to develop evidence-based practice** | Working towards this standard | Use a range of sources on educational research to reflect on and inform own practice.  | Systematically engage with a broad range of educational research and use it to reflect on and develop own practice.  | Systematically engage with a broad range of educational research with identified relevance to own current and future teaching contexts, using it to develop, reflect and challenge the limitations of own practice  |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Knowledge and understanding** **PS9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence** | 9a Working towards this standard | Explain how your lesson planning fits into a sequence that will enable some learners to make progress | Give examples of securing and evidencing progression for specific groups or individual learners through a sequence of lessons | Discuss, with evidence, how you supported learners' progress through a topic or set of concepts using an appropriate sequence of teaching |
| 9b Working towards this standard | Explain the use of particular teaching, learning and assessment approaches with reference to theory and relevant research. | Discuss the use of particular teaching, learning and assessment approaches in context with reference theory and relevant research | Critically discuss the use of a range of teaching, learning and assessment strategies in different contexts with reference to subject specific pedagogical understanding, theory and relevant research. |
| 9c Working towards this standard | Explain how you monitor and assess learners’ achievements, and how this indicates that the learners are making progress | Discuss the progress of individual learners drawing on an understanding of assessment strategies and their implications for accurate assessment of individual learners’ achievements | Consider in detail individual learners’ progress, attainment & achievement, leading to well- informed discussion about individuals, groups and their particular needs |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Knowledge and understanding** **PS10: Evaluate your practice with others and assess its impact on learning** | Working towards this standard | Evaluate your own practice and its impact on learners, under the guidance of tutors and mentors. | Systematically evaluate your own practice and its impact on learners, under the guidance of tutors and mentors. Set proactive development goals and find ways to achieve them with support from tutors and mentors. | Use a variety of sources of support, including tutors and mentors, to reflect critically on your own practice and its impact on learners. Set proactive development goals and find ways to achieve them with support from tutors and mentors. |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Knowledge and understanding** **PS11: Manage and promote positive learner behaviour** | Working towards this standard | Set clear expectations for learning and behaviour. | Manage learning and behaviour and understand using a range of different approaches and explain why particular approaches are appropriate to the context. | Deal confidently and flexibly with learner behaviours, maintaining a rapport with individuals and groups conducive to high-quality engagement in learning. |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Knowledge and understanding** **PS12: Understand the teaching and professional role and your responsibilities** | 12a Working towards this standard | Explain your own view of teacher professionalism, and relate this to the teaching role and responsibilities, including current legal and regulatory frameworks. | Discuss different ways of thinking about teacher professionalism in the sector, and relate them to a range of teaching and support roles | Critically evaluate different perspectives of teacher professionalism in the sector, and how they might relate to concepts of the reflective practitioner and evidence- based practice. |
| 12b Working towards this standard | Know who to turn to for expert advice on particular aspects of learners’ overall development, specifically including child protection and safeguarding issues. | Give examples of working with a wider range of professionals to secure the overall development of learners. | Demonstrate a clear understanding of the range of professionals that contribute to learners’ overall development and your place in the ‘bigger picture’. |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Skills****PS13: Motivate and inspire learners to promote achievement and develop their skills to enable progression** | Working towards this standard | Enable learners to meet intended learning outcomes. | Ensure all learners are sufficiently engaged and challenged in order to develop and make good progress in their learning | Use a range of approaches to ensure that all learners are appropriately challenged and supported to make excellent progress in their learning |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Skills****PS14: Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment** | 14a Working towards this standard | Produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account potential barriers to learning. | Consistently produce planning with clear, differentiated learning outcomes and well- matched activities that accommodate the needs of individuals and groups and their potential barriers to learning. | Develop and adapt sequenced planning to accommodate a range of individual needs and deal skilfully with barriers to learning. |
| 14b Working towards this standard | Plan for assessment and monitoring and maintain consistent and accurate records of individual learners’ achievements in relation to expected outcomes. | Use records of individual learners' achievements for subsequent planning and devise assessment and monitoring that clearly link to the expected outcomes. | Produce records with a clear focus both on groups and on individual learners that consistently enlighten and inform subsequent planning. |
| 14 c Working towards this standard | Teach in ways that consistently meet an appropriate range of professional standards. | Teach in ways that never fail to meet an appropriate range of standards, and are often good or better. | Teach inclusive and stimulating lessons that are mostly good and often show outstanding characteristics |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Skills****PS15: Promote the benefits of technology and support learners in its use** | Working towards this standard | Use technology appropriately to support teaching and learning and to enable learners to make progress. | Use a range of technology to support teaching and promote learning in your specialist area and/or to overcome barriers to learning. | Make creative and innovative use of technology to develop in-depth understanding and/or acquisition of skills relevant to subject or vocational areas. |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Skills****PS16: Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning** | Working towards this standard | Develop personal knowledge and skills in English and mathematics, identifying and using opportunities to embed these skills in learning sessions. | Demonstrate secure personal knowledge and skills in English and mathematics.Consistently identify and use opportunities to embed these skills in learning sessions. | Demonstrate secure and confident personal knowledge and skills in English and mathematics.Systematically use your depth of knowledge and skills to embed opportunities for learners to develop in these areas. |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Skills****PS17: Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge** | Working towards this standard | Encourage and respond to learners' contributions and questions to support their progress. Match teaching and learning activities to appropriate learning outcomes. | Show flexibility and adaptability in pace and teaching strategies to promote high achievement and take account of the progress made by individual learners. | Demonstrate flexibility and adaptability by engaging learners in decisions about pace, approach and teaching method. Set challenging learning goals to promote the progress ofindividual learners |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Skills****PS18: Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement** | Working towards this standard | Monitor learners’ progress and assess their achievement, and provide feedback to learners that support their progress. | Monitor and assess progress and achievement, providing feedback based on the specific needs of learners that leads to further progress. | Assess learners’ achievement using a range of approaches.Provide detailed feedback and targets to ensure that learners make progress, including timely evaluation of learner progress within lessons |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **Professional Skills****PS19: Maintain and update your teaching and training expertise and vocational skills through collaboration with employers** | Working towards this standard | Review and update own subject knowledge and skills and engage with principles of curriculum and pedagogy relating to the subject or vocational area.Demonstrate engagement with relevant communities of educational and vocational practice. | Systematically review and update own subject knowledge and skills and engage with current developments in curriculum and pedagogy in the subject or vocational area.Demonstrate active participation in communities of educational and vocational practice. | Be pro-active, as part of a community of practice, in maintaining own subject knowledge and skills at a high level, and engaging with a range of current debates in curriculum and pedagogy relating to the subject or vocational area. |

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| **Professional Standard** | **Emerging**  | **Competent**  | **Good** | **Very good** |
| **PS20: Contribute to organisational development and quality improvement through collaboration with others** | Working towards this standard | Make an appropriate and effective contribution to teaching and pastoral teams. | Make a range of contributions to the work of a specialist area, engaging with colleagues, learners and stakeholders. | Show the capacity to develop leadership and management skills and/or show initiative in improving teaching and learning within your work setting/placement |

**Part Two: Review of Progress Against the Professional Standards**

Trainees complete this section after each review. By annotating each review, you will have a colour chart of grade to help you get a feel for your progress for each Professional Standard grouping. To complete this, check your review and decide the best fit grade for each group.

**Section 2 Review Grading Summary – to be completed after each review**

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| **Professional standards clusters** | **PS Cluster colour code** | **Review two grade****E, C, G, VG** | **Review three grade****E, C, G, VG** |
| **Evaluating practice** |  |  |  |
| **Subject and pedagogical knowledge** |  |  |  |
| **Learner engagement** |  |  |  |
| **Planning for learning** |  |  |  |
| **Professional Development** |  |  |  |
| **Core Skills** |  |  |  |

**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.**

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| **Professional Values and Attributes**Reﬂecting on and evaluating your impact, inspiring learners, being creative and innovative, valuing diversity and building collaborative relationships. |
| **1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners** **Examples....**• 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** **Examples...**• 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** **Examples...**• 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 accord**4. Be creative and innovative in selecting and adapting strategies to help learners to learn** **Examples...**• 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** **Examples...*** 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** **Examples...**• 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**;**  |

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| **Professional Knowledge and Understanding**Updating knowledge of subject and educational research, applying theory, evalulating your impact on learning, managing behaviour and understanding the professional role. |
| **7. Maintain and update knowledge of your subject and/or vocational area** **Examples ...**• 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** **Examples ...**• 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** **Examples...**• 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** **Examples...**• assessing your own practice and discussing it with others with a view to collaboratively improving it**11. Manage and promote positive learner behaviour** **Examples...**• 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 you own practice;• adopting suitable behaviours to act as an exemplary role model to learners;**12. Understand the teaching and professional role and your responsibilities** **Examples...**• 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** Motivating and inspiring learners, planning and deliver effective learning programmes, using technology, addressing maths and English needs, goal setting and sharing, assessment and feedback, updating skills through and contributing to organisational development |
| **13. Motivate and inspire learners to promote achievement and develop their skills to enable progression** **Examples ...**• 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** **Examples ...**• 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** **Examples...**• 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** **Examples ...**• 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** **Examples ...**• 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** **Examples ...**• 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** **Examples ...**• 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** **Examples ...**• 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). |