

# Chapter 1: Teacher learning and development

## Section 1: The National Standards

### This section focuses on:

- 1.1 What the National Standards are;
- 1.2 The aims of the National Standards;
- 1.3 The National Standards that have been developed.

### 1.1 WHAT ARE THE NATIONAL STANDARDS?

The National Standards set out the professional knowledge, understanding, skills and attributes necessary to enter the profession or, for those in leadership roles in schools, to carry out key tasks effectively.

### 1.2 WHAT ARE THE AIMS OF THE NATIONAL STANDARDS?

The key to unlocking the potential of pupils in our schools lies in the expertise of teachers and head teachers. Research and inspection evidence demonstrates the close correlation between quality of teaching and the achievement of pupils and between quality of leadership and quality of teaching.

The main aims of the National Standards are to:

- set out clear expectations for teachers at key points in the profession;
- help teachers at different points in the profession to plan and monitor their development, training and performance effectively, and to set clear, relevant objectives for improving their effectiveness;
- ensure that the focus at every point is on improving the achievement of pupils and the quality of their education;
- provide a basis for the professional recognition of teachers' expertise;
- help providers of professional development to plan and deliver high-quality, relevant training, which meets the needs of individual teachers and head teachers and makes good use of their time, and which is also of maximum benefit for pupils.

### I.3 WHAT NATIONAL STANDARDS ARE AVAILABLE?

The table below shows the titles of the Standards that apply currently at various stages of a teacher's career. The table indicates whether the Standards are advisory, or have statutory status, and who developed them. The Standards themselves differ in some ways, because they were developed at different times by different government agencies.

<b>Title</b>	<b>Advisory/ statutory</b>	<b>Developed by</b>	<b>Website</b>
Professional Standards for Qualified Teacher Status (QTS)	S	Teacher Training Agency (TTA)	The documents are available in full on the TTA website. <i>www.canteach.gov.uk/community/standards/index.htm</i> <i>Scroll down and click on the relevant standards.</i>
Induction	S	TTA	
Subject Leader	A	TTA	
Special Educational Needs Co-ordinator (SENCO)	A	TTA	
Threshold	S	DfES	The documents are available in full on the Teachernet Professional Development website. <i>www.teachernet.gov.uk/Standards_Framework/index.cfm</i> <i>Select 'Standards Framework' and then the relevant standards.</i>
Advanced Skills Teacher (AST)	S	DfES	
Head teacher	A	TTA (updated by DfES)	

Sections 2 and 3 in this chapter introduce some aspects of these Standards but it is strongly recommended that you read the Standards relevant to your work.

# Chapter 1: Section 2: Professional Standards for Qualified Teacher Status

## This section focuses on:

- |            |   |            |  |
|------------|---|------------|--|
| <b>2.1</b> | The National Curriculum for initial teacher training; | <b>2.4</b> | Guidance to support understanding of the Standards and Requirements and how to obtain a copy of the QTS Standards; |
| <b>2.2</b> | Qualified Teacher Status (QTS);                       |            |  |
| <b>2.3</b> | Standards trainee teachers need to meet to gain QTS;  | <b>2.5</b> | How the QTS Standards can support your teaching.   |

## 2.1 WHAT IS THE NATIONAL CURRICULUM FOR INITIAL TEACHER TRAINING?

[www.canteach.gov.uk/community/standards/index.htm](http://www.canteach.gov.uk/community/standards/index.htm)

[www.teachernet.gov.uk/Standards\\_Framework/index.cfm](http://www.teachernet.gov.uk/Standards_Framework/index.cfm)

The first National Curriculum for Initial Teacher Training (ITT) was introduced in 1997 (Circular 10/97). It represented a major change in the expectations and requirements for new teachers. In 1998, Circular 4/98 incorporated and replaced Circular 10/97. It built on the Standards for the award of Qualified Teacher Status (QTS). The circular specified national curricula for ITT in English, mathematics and science and for the use of information and communication technology (ICT) in subject teaching.

In 2002, the Teacher Training Agency (TTA) published: *Qualifying to teach: Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training*. The Standards and Requirements in this document replace DfEE Circular 4/98 and have the same legal standing. They set out:

- the Secretary of State's Standards, which must be met by trainee teachers before they can be awarded Qualified Teacher Status;
- the Requirements for training providers and for those who make recommendations for the award of Qualified Teacher Status.

The Standards and Requirements are effective from September 2002. The document is relevant to anyone involved in ITT, including trainee teachers, qualified teachers and those who employ and support newly qualified teachers. All those directly involved in ITT should have access to it. The document should be used to establish a common framework of expectations and will help to promote the highest professional standards for everyone entering the teaching profession.

## 2.2 WHAT IS QUALIFIED TEACHER STATUS?

Qualified Teacher Status (QTS) is a requirement for all who teach in maintained schools. QTS is awarded to those who complete successfully a course of ITT at an accredited institution in England or Wales. Only those trainee teachers who meet all Standards are awarded QTS.

## 2.3 WHAT ARE THE QTS STANDARDS?

### Professional Values and Practice

The Standards for the award of QTS are outcome statements that set out what a trainee teacher must know, understand and be able to do. Meeting the Standards equips new teachers with the knowledge, understanding and skills needed to play their part in raising pupil performance across the education system.

The Standards are organised into three interrelated sections that describe the criteria for the award:

### Knowledge and Understanding

These Standards outline the attitudes and commitment to be expected of anyone qualifying to be a teacher, and are derived from the Professional Code of the General Teaching Council for England.

These Standards require newly qualified teachers to be confident and authoritative in the subjects they teach, and to have a clear understanding of how pupils should progress and what a teacher should expect them to achieve.

### Teaching

These Standards relate to skills of planning, monitoring and assessment, teaching and class management. They are underpinned by the values and knowledge covered in the first two sections.

## 2.4 WHAT GUIDANCE IS AVAILABLE AND HOW DO I OBTAIN IT?



### Reading

Read *Qualifying to teach: Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training*

[www.canteach.gov.uk/community/litt/requirements/index.htm](http://www.canteach.gov.uk/community/litt/requirements/index.htm)

[www.teachernet.gov.uk/Standards\\_Framework/index.cfm](http://www.teachernet.gov.uk/Standards_Framework/index.cfm)

The Standards and Requirements are accompanied by an explanatory Handbook. The guidance in this Handbook is non-statutory, and is in two parts. The first part is a resource that includes a range of knowledge and skills relevant to the Standards. The second part clarifies each of the Requirements for ITT. This document is available on the TTA and DfES websites.

Copies of the Standards are available free from the DfES, tel: 0845 6022 260, and the Teacher Training Agency Publications Line, tel: 0845 6060 323.

## 2.5 HOW CAN THE STANDARDS SUPPORT MY TEACHING?



### Optional Task

Planning, monitoring and teaching are interrelated. For the purpose of this task, selected Standards have been grouped (pages 22 to 23).

Assess your skills against these Standards. Make notes of your own experiences that relate to them.

Section 3 of the QTS Standards: *Teaching*, is subdivided into:

- 3.1 Planning, expectations and targets
- 3.2 Monitoring and Assessment
- 3.3 Teaching and class management

If you were trained before 1997, you would not have been assessed against National Standards. Some of the Standards that trainees will need to meet after September 2002, are included in the optional task, so you can assess your own skills against these if you wish. Examples of experience that you might have had are suggested to support this task, but these are by no means exhaustive.

## Identifying and meeting teaching objectives

### 3.1 Planning, expectations and targets

Those awarded Qualified Teacher Status must demonstrate:

**3.1.1** They set challenging teaching and learning objectives which are relevant to all pupils in their classes.

They base these on their knowledge of:

- the pupils
- evidence of their past and current achievement
- the expected standards for pupils of the relevant age range
- the range and content of work relevant to pupils in that age range.

### 3.2 Monitoring and Assessment

**3.2.3** They are able to assess pupils' progress accurately using, as relevant, the Early Learning Goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.

### 3.3 Teaching and class management

**3.3.2** They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained.

#### Examples of experience may include:

- gaining knowledge of what pupils know, understand and can do by using assessment information drawing on:
  - previous teachers/schools information; statutory or non-statutory assessment data;
  - progress records kept by you or other teachers, eg. available information or records that monitor pupils' progress in basic skills in literacy, numeracy or ICT, eg. Key Stage 2 National Test scores in English or mathematics that may have informed your objective setting for a Year 7 unit of work.
- setting objectives to ensure that your expectations and the subject matter are appropriate for the age/attainment of the pupils being taught, eg. by consulting:
  - *Curriculum guidance for the foundation stage*
  - *The National Curriculum*
  - *The Framework for teaching literacy from Reception to Year 6*
  - *The Framework for teaching mathematics from Reception to Year 6*
  - *The Framework for teaching English: Years 7, 8 and 9*
  - *The Framework for teaching mathematics: Years 7, 8 and 9*
  - *Examination specifications*
- Setting clear targets to improve individual pupil performance.

#### My experiences:

## Planning and using effective assessment strategies

### 3.1 Planning, expectations and targets

Those awarded Qualified Teacher Status must demonstrate:

**3.1.2** They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.

### 3.2 Monitoring and Assessment

**3.2.1** They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

**3.2.2** They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.

#### Examples of experience might include:

- planning to meet the pupils' needs in the short-term (individual lessons), in the medium-term (half-term or termly plans) and in the long-term (yearly or key stage plans);
- planning lessons or sequences of lessons that specify how pupils' learning will be assessed using assessment strategies, such as:
  - *differentiated questioning to assess knowledge and misconceptions*
  - *written outcomes*
  - *teacher observations*
  - *end of unit test*
  - *pupil self-assessment*
  - *peer assessment*
  - *criteria for feedback to pupils*
  - *teacher and pupil together reflecting on the achievement of a shared target*
  - *guided group work for explicit assessment opportunities*
- monitoring pupils' learning during lessons using assessment criteria and strategies specified in lesson plans;
- being a member of a moderating panel, eg. involvement in marking examination papers;
- writing lesson evaluations and observation notes that relate to pupils' progress against lesson objectives.

#### My experiences:

# Chapter 1: Section 3: The Teachers' Standards Framework

## This section focuses on:

- |     |   |     |   |
|-----|---|-----|---|
| 3.1 | What the <i>Teachers' Standards Framework</i> is; | 3.5 | Other assistance available;   |
| 3.2 | The purpose of the <i>Framework</i> ;             | 3.6 | How Continuing Professional Development can support teachers and schools. |
| 3.3 | What the <i>Framework</i> covers;                 |     |   |
| 3.4 | How the <i>Framework</i> might help you;          |     |   |

### 3.1 WHAT IS THE *TEACHERS' STANDARDS FRAMEWORK*?

[www.teachernet.gov.uk/  
Standards\\_Framework/](http://www.teachernet.gov.uk/Standards_Framework/)

The *Teachers' Standards Framework* is designed to help teachers to identify their professional needs at different points in their careers.

*'Initial teacher training and the induction process provide every teacher with the essential skills they need to be effective. But learning and developing does not stop there. Keeping knowledge of curriculum subjects up to date, being able to make the most of new technologies, or developing the skills required in different leadership positions, all require continuing professional development.'*

*(Teachers' Standards Framework, 2001)*

### 3.2 WHAT IS THE PURPOSE OF THE *FRAMEWORK*?

The *Framework* maps out the National Standards that exist, and the expectations they contain for:

- Qualified Teacher Status (the *Framework* was published before the publication of the revised QTS Standards);
- Induction;
- Threshold;
- Advanced Skills Teacher (AST);
- Subject Leader;
- Special Educational Needs Co-ordinator (SENCO);
- Head teacher;
- Information from OFSTED Inspection Criteria.

### 3.3 WHAT DOES THE *FRAMEWORK* COVER?

The *Framework* summarises (on two sides of an A1 chart) the main elements in each of the Standards, under ten dimensions of teaching and leadership within a school. These are:

- knowledge and understanding;
- planning and setting expectations;
- teaching and managing pupil learning;
- assessment and evaluation;
- pupil achievement;
- managing resources;
- managing own performance and development;
- managing and developing staff and other adults;
- strategic leadership.
- relations with parents and the wider community;

Relevant elements from the OFSTED Inspection Criteria are included across the foot of the chart.

### 3.4 HOW MIGHT THE *FRAMEWORK* HELP ME?



#### Optional Task

If you are an experienced teacher, look at the summaries of the expectations for 'Threshold'. Consider whether you meet each of the expectations under the ten dimension headings. If you have limited experience, do this exercise against the summaries for 'Induction'.

The *Framework* is intended to show the main elements of the Standards in a clear and simple way and to show, at a glance, how teacher expectations can grow and change at different stages of a career and in different roles within a school. It should help you to recognise your existing expertise and achievements, as well as any development needs. Should you decide to move from supply teaching into a permanent teaching post, it may also help you develop a clearer and more relevant job description or career path. The use of the *Framework* is voluntary; it is up to you to decide how to use it.

The *Framework* provides a summary of the expectations required in the Standards; only the National Standards themselves can give the full and precise expectations of each role or career stage. Thinking about the expectations in an individual Standard could be particularly useful where the Standard as a whole is related closely to your current role.

### 3.5 WHAT OTHER ASSISTANCE IS AVAILABLE?

[www.teachernet.gov.uk/  
Standards\\_Framework/](http://www.teachernet.gov.uk/Standards_Framework/)

The Standards Framework website is located within the DfES Continuing Professional Development website. This important area of teachernet is an essential and well-researched guide that brings together all the relevant information to assist teachers in their quests for successful Continuing Professional Development (CPD) in their careers.

Professional development is important for all teachers. The site lists development and funding opportunities and you can find information for your region about Beacon Schools, Education Action Zones, Higher Education Institutions and Teaching Unions. You will come across delegate feedback statistics, transcripts of speeches and presentation slides from the CPD conferences that have taken place in your region. Through this site you can become part of a Networked Learning Community.

### 3.6 HOW CAN CPD HELP TEACHERS AND SCHOOLS?

[www.teachernet.gov.uk/  
professional\\_development](http://www.teachernet.gov.uk/professional_development)

Continuing Professional Development can:

- help teachers to manage change;
- improve the performance of individuals and institutions as a whole;
- increase staff morale and sense of purpose;
- lead to the personal, as well as the professional, development of teachers;
- promote a sense of job satisfaction;
- pull together the school's vision of itself;
- raise standards of achievement in pupils at all levels.