

Improving the Quality of Teaching: Implementing the GTCS Framework on Teacher Competence

1. CONTEXT

It is appropriate for Education Services to update the performance management process for teachers following the introduction of the GTCS Framework on Teacher Competence in 2012.

2. BACKGROUND

The key objective of Education Services in the city of Glasgow is to ensure that every child/young person has access to the highest level of quality of education which will enable him/her to achieve maximum potential. To that end it is essential that all staff employed within the department are of the highest quality and have access to appropriate training and support.

The vast majority of teaching staff and support staff within the education service provide excellent service supporting children and young people in the teaching and learning process. However, as in any profession or area of employment, there are staff whose performance is significantly below that which rightly can be expected.

Staff whose performance continues to fall short have a dramatic impact on the extent to which children/young people benefit from the education provision made available for them. Poor teachers and poor teaching not only have a detrimental effect immediately on children/young people as they attend classes but the long term effects can be very damaging.

Children/Young people can be de-motivated, losing their enthusiasm for the learning process and gaps in learning at any stage can have a serious effect on future learning. In such circumstances there are implications for discipline and for attendance at schools.

Members of staff who hold posts of responsibility have a key role in ensuring that the service is managed effectively and in monitoring the quality of education provision.

The effective delivery of the service is dependent upon the quality of staff who are in promoted posts. Sound performance at management level is essential if child/young person achievement is to be maximised.

3. IMPROVING THE QUALITY OF TEACHING AND LEARNING

It is appropriate, as part of the Glasgow City Council's drive towards improving educational attainment, to re-emphasise the procedures and practices which seek to improve the overall quality of teachers and the teaching and learning process.

In this there is a key role for Headteachers and other senior staff in schools identifying appropriate training and staff development for teachers and support staff through each school's improvement planning process. The standard disciplinary procedures apply where, in spite of the appropriate internal and external support, through the Education Improvement Service (and, where appropriate, directorate) the performance of a member of staff continues to be unacceptable.

In such circumstances our primary concern must be for the quality of educational experience for children/young people.

At the outset it is critical that all members of staff know exactly what is expected of them and to that end all staff should be made clearly aware of the remit or specification for the job as outlined in the SNCT Handbook.

4. PROVIDING SUPPORT FOR TEACHING STAFF

The teaching profession has consistently strived to improve and meet the challenges provided by major curricular changes and the wider social changes, which impact particularly on large urban areas. Within the city of Glasgow, teachers have embraced the social and economic policies of the Council and the educational challenge of raising levels of achievement.

The School Improvement Plan for each school will not only describe the priority issues which the school will pursue, but will also indicate how other areas of work and life within the school will be maintained.

In doing so the training and other staff development needs of individual members of staff and groups will be identified.

Each school will also have in place policies and procedures for supporting continuing professional learning of all staff, including probation teachers and teachers who provide absence cover.

Induction for new members of staff is critically important and each school should have in place a clear induction policy within the Teacher Induction Scheme. Schools also co-operate with the teacher training colleges to provide support for students on their initial teacher training.

In each school there is a member of the senior staff nominated as the **Staff Development** Co-ordinator who has a specific and key role in supporting the training needs of all members of staff and determining how these can be best met within the resources available to the school.

Professional review for individual members of staff is an important element in defining the particular needs of individual members of staff, not only as they relate to the School Improvement Plan of the school, but also in personal development.

In planning for this review staff should give consideration to using appropriate GTCS standards to inform their self-evaluation. The outcome of such review will be a CPL plan for individual members of staff related to the School Improvement Plan of the school/centre, and also to personal development, together with the type of activities in which the teacher should engage, required to assist the achievement of the CPL plan.

To support the staff development function in individual schools, the authority's education improvement service has a pastoral link with individual schools through its education advisers. Advisers liaise with staff development co-ordinators and Headteachers to determine whether staff development needs can be more appropriately supported at the individual school level, or in a wider context.

To that end the service has developed a wide ranging menu of training courses and other development activities which schools may wish to access for members of staff.

In addition to the curriculum related provision of courses, there are training and staff development opportunities for all teachers including teachers aspiring to senior levels of management and for teachers who hold senior posts of responsibility within schools. These opportunities make up the framework in Glasgow for supporting the continuous professional learning of staff.

5. PROCEDURES FOR DEALING WITH UNDER-PERFORMANCE AND INCOMPETENCE

There are staff who do experience difficulty and there is a clear responsibility for senior staff in schools and in the authority to assist such staff to identify where improvements require to be made in, for example, planning for lessons, managing classroom activities, presenting lessons, organising work for pupils of different levels of ability within the class and in other areas of teaching and learning.

Senior staff can also provide guidance in dealing with difficult disciplinary situations through clearly stated school policies.

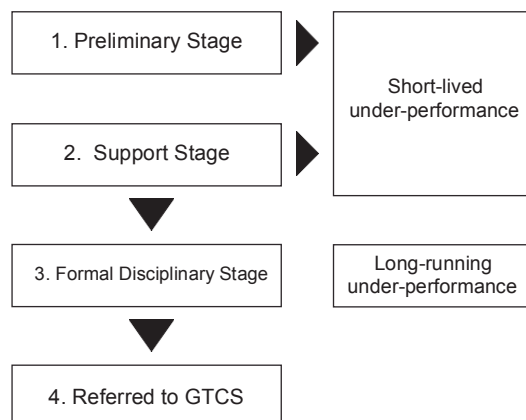
A Framework on Teacher Competence, produced by the General Teaching Council (Scotland) provides the definition of competence in terms of the Standard for Full Registration.

The Framework also explains the steps in the process for dealing with cases of short lived under-performance and long- running under-performance. The Authority will apply management and leadership competences in circumstances where staff in promoted posts are experiencing difficulties.

A copy of the definition of teacher competence is given in Appendix 1.

5.1 Procedures

There are four stages in the procedures



Short-lived under-performance may be caused by many factors such as illness, personal circumstances, lack of understanding of current methodology, loss of confidence or external factors beyond the control of the teacher. In stages 1 and 2 it is assumed that the teacher's problem is one of short-lived under-performance.

Longer running under-performance is the term used to describe the problem where Stage 3 of the procedure is implemented. By this stage, although support and guidance and professional development opportunities have been offered to the teacher, this has not resulted in the teacher maintaining the level defined in the Standard for Full Registration.

Teachers may wish to invite a colleague or representative from their professional association to accompany them to any meetings.

Throughout all stages there should be consistent and continuing reference to the Standard for Full Registration and full documentation must be maintained. Samples are attached at Appendix 2, 3 and 4 for guidance purposes.

5.2 Stage 1: Preliminary Stage

- i. Education Services supports professional, collegiate dialogue within the context of continuous improvement. In most circumstances, professional collegiate dialogue will also be able to resolve minor or occasional performance issues which arise.

It is recognised however that there may be circumstances when a structured process of support is appropriate. In such circumstances, the teacher should be informed at the earliest stage of the initiation of LNCT Circular 11, given a copy of this document and informed of the reasons why the procedure is being implemented.

- ii. The Preliminary stage does not form part of the Authority's formal disciplinary procedures. Principal teachers and senior management have a responsibility placed upon them to monitor the performance of staff, and this may result in the need to draw to the attention of a member of staff matters of under-performance.

- iii. Informal discussions should be held between the teacher and senior colleague(s) to discuss identified and evidenced areas of under-performance. During these informal discussions the teacher should be encouraged to participate fully in agreeing and/or clarifying any issues including the causes of under-performance and suggesting possible remedies.

Preliminary support including advice and guidance should be offered from senior colleagues to support improvement. All preliminary support measures should be within the teacher's terms and conditions of service and have regard to the school's Working Time Agreement.

- iv. At the conclusion of the first informal discussion the teacher should be advised to read this document and a date should be agreed to review performance. Depending on the context of the situation, a reasonable length of time should be given for the teacher to reach the required standard. In some circumstances the review date can be extended, this will not happen more than once at Stage 1 and a reason will always be given. The teacher should be reminded of the potential for matters to progress to formal procedures and that reliance may be placed upon evidence gathered at Stages 1 and 2.
- v. At the conclusion of the meeting to review performance, i.e. whether or not the required standard has been achieved, an oral report should be given to the teacher indicating the outcome. Two outcomes are possible:

Outcome 1:

Where improvements have been made to the required standard, no further action will be taken.

The teacher should be informed of this decision in writing.

Outcome 2:

Where improvements have not been achieved to the required standard, the teacher should be informed that the matter will be referred to the Headteacher who will consider whether the second stage of the procedures should be implemented.

The teacher will be informed of the head teacher's decision and the underpinning reasons in writing. The teacher will be informed of the procedure that could result in disciplinary action being taken in the event that performance remains below that defined in the Standard for Full Registration.

5.3 Stage 2: Formal Support

Note: Where the situation is serious then Stage 1 and Stage 2 can be combined in one stage of support.

- i. The formal support stage does not form part of the employer's formal disciplinary procedures. It is assumed, at this stage, that the problem is still one of short-lived under-performance. However the teacher should be informed that there is a potential for matters to progress to formal procedures and that reliance may be placed upon evidence gathered at Stages 1 and 2.
- ii. The teacher should be informed by the Headteacher of:
 - the specific aspects of the Standard for Full Registration (SFR) which are to be addressed;
 - the proposed mechanisms which will be put in place to support the teacher;
 - appropriate professional learning opportunities which can be accessed.
- iii. Discussions should be held between the teacher and head teacher to agree the way ahead. During these discussions the teacher should be encouraged to address the issues openly in order to:
 - clarify the areas of under-performance;
 - suggest forms of support which he/she would find helpful;
 - agree appropriate professional learning opportunities.
 - identify means of taking forward support within the context of the teacher's terms and conditions of service and having regard to the school's Working Time Agreement.

Sympathetic consideration should be given to all reasonable requests made by the teacher.

At the conclusion of these discussions the Headteacher should give a broad indication of the support mechanisms and professional learning opportunities which will be made available.

A written timeframe, within the context of the teacher's terms and conditions of service and having regard to the school's Working Time Agreement, will be agreed which outlines key milestones and must be reasonable and have due regard for the circumstance of the individual case.

Dates for an Interim Review meeting and a Final Review meeting will be confirmed. In exceptional circumstances the review date may be extended for a short time if there is some improvement but the teacher is not yet meeting the SFR. Information about any structured observations to assess the performance of the teacher will also be provided.

- iv. As soon as possible after the discussion the Headteacher should confirm in writing:
 - the improvements to be made;
 - the support mechanisms and professional development package to be provided;
 - confirmation of the review dates
- v. At the conclusion of the Final Review meeting the teacher should be informed of the outcome.

Two outcomes are possible:

Outcome 1:

Where improvements have been achieved to the required standard, no further action will be taken. The proceedings will be deemed to be complete. The teacher should be informed of this decision in writing.

Outcome 2:

Where improvements have not been achieved to the required standard, the teacher should be informed that formal disciplinary procedures will be implemented. The decision and the underpinning reasons should be communicated to the teacher in writing.

The teacher should be advised of their statutory and contractual rights to be accompanied at stages 3 and 4.

5.4 Stage 3: Disciplinary

- i. This stage comprises the employer's formal disciplinary procedures. The problem is now considered to be one of long-running under-performance. This is a very serious situation for the teacher who should be reminded that dismissal is one possible outcome of the hearing.
- ii. The teacher should be advised of their statutory and contractual rights to be accompanied.
- iii. A comprehensive statement should be produced by the Headteacher indicating:
 - details of the teacher's alleged failure to maintain the standards described in the SFR with clear identification of which aspects are alleged not to be of the required standard;
 - details of the support mechanisms and professional learning opportunities offered to the teacher;
 - the duration of stages 1 and 2;
 - the teacher's performance at the start of the support stage;
 - the teacher's performance at the end of the support stage.
- iv. The above information will be considered:
 - at subsequent stages in the employer's formal disciplinary proceedings;
 - if the case is referred to GTC Scotland.
- v. The disciplinary hearing and any subsequent appeal will be within the Disciplinary and Appeals Procedures of the Authority.

5.5 Stage 4: Referral to the General Teaching Council for Scotland

- i. A case is referred to the General Teaching Council under the terms of the General Teaching Council for Scotland Fitness to Teach and Appeal Rules 2012, where a case culminates in:
 - the dismissal of the teacher;
 - the resignation of the teacher in the context of a possible dismissal.
- ii. Relevant information from the Disciplinary stage will be sent to the General Teaching Council for Scotland by the Authority.

- iii Information relating to The General Teaching Council's procedures for dealing with such cases can be found in The Public Services Reform (General Teaching Council for Scotland) Order 2011.

6. REPRESENTATION

The teacher has the right of trade union representation at all stages of these procedures. The Headteacher will encourage the teacher to obtain representation from his/her professional association.

7. TEACHERS' TERMS AND CONDITIONS

The implementation of LNCT Circular 11 and support measures, as appropriate, will be managed by the Headteacher at school level within the context of the teacher's terms and conditions of service and having regard to the school's Working Time Agreement.

8. STRESS

It is recognised that a teacher being advised that their performance must improve may be stressful. In circumstances where work-related stress is medically diagnosed, the teacher will be offered the opportunity to complete an individual stress risk assessment. LNCT Circular 11 support will be incorporated, as appropriate, into the stress action plan and agreed with the teacher.

9. GRIEVANCE

The above procedures are without prejudice to the teacher's right to initiate Grievance or pursue matters according to employment law. The management of under-performance is not in itself grounds for grievance.

1 Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the GTC Scotland Student Teacher Code and Code of Professionalism and Conduct (COPAC).

Professional values are at the core of the Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. Values are complex and are the ideals by which we shape our practice as professionals. Starting with us as individuals, values extend to all those for whom we are responsible and to the world in which we live.

They drive an unswerving personal commitment to all learners' intellectual, social and ethical growth and well-being. They are integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as teachers registered with GTC Scotland.

Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs. Values, and the connections between values and practices, need to be regularly re-appraised over the course of teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional Values and Personal Commitment core to being a teacher are:

❖ Social justice

- Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.
- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.
- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.

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- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ **Integrity**

- Demonstrating openness, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

❖ **Trust and Respect**

- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

2 Professional Knowledge and Understanding

2.1 Curriculum

The Standard for Provisional Registration	The Standard for Full Registration
2.1.1 Have knowledge and understanding of the nature of the curriculum and its development	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ develop an understanding of the principles of curriculum design and the contexts for learning; ❖ know about and understand the processes of change and development in the curriculum; ❖ develop an awareness of connections with other curricular areas, stages and sectors. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place; ❖ have secure working knowledge and detailed understanding of the processes of change and development in the curriculum; ❖ know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries.
2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance; ❖ understand how to match the level of curricular areas to the needs of all learners; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance; ❖ know how to match and apply the level of the curricular areas to the needs of all learners;

<ul style="list-style-type: none"> ❖ understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners; ❖ know how to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability. 	<ul style="list-style-type: none"> ❖ know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners; ❖ know how to work collaboratively with colleagues to facilitate interdisciplinary learning; ❖ know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.
2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know how to plan for effective teaching and learning across different contexts and experiences; ❖ know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know how to plan systematically for effective teaching and learning across different contexts and experiences; ❖ have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners; ❖ understand their role as leaders of curriculum development.
2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners' expectations of themselves; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves;

<ul style="list-style-type: none"> ❖ know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning; ❖ know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; ❖ know and understand the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and select the most appropriate methods to meet all learners' needs; ❖ have knowledge and understanding of current educational priorities such as learning for sustainability. 	<ul style="list-style-type: none"> ❖ have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning; ❖ have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; ❖ have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs; ❖ have secure knowledge of current educational priorities such as learning for sustainability.
2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning; ❖ know and understand how to use the principles of assessment, record assessments appropriately, use assessment information to review progress, inform teaching and learning, identify next steps and produce clear, informed and sensitive reports. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process; ❖ have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports; ❖ have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning;

	<ul style="list-style-type: none"> ❖ have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies.
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2.2 Education Systems and Professional Responsibilities

The Standard for Provisional Registration	The Standard for Full Registration
2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ develop an understanding of the principal influences on Scottish education and develop awareness of international systems; ❖ develop an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC; ❖ develop an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ have an understanding of the principal influences on Scottish education and international systems and understand the contribution and impact of these systems on teaching and learning; ❖ have an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC; ❖ have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect his/her daily responsibilities.

2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

Professional Actions

Student teachers:

- ❖ develop an understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice;
- ❖ have a working knowledge of the teacher's contractual, pastoral and legal responsibilities;
- ❖ have an awareness of and respect for a school's distinctive ethos;
- ❖ have an understanding of the roles and responsibilities of all staff within the learning community.

Professional Actions

Registered teachers:

- ❖ have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice;
- ❖ have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers;
- ❖ understand the importance of making a commitment to the distinctive ethos in all areas of the learning community;
- ❖ have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations.

2.3 Pedagogical Theories and Practice

The Standard for Provisional Registration	The Standard for Full Registration
2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ have knowledge and understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take account of all learners' needs; ❖ have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning; ❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs; ❖ have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning; ❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice.
2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ know how to access and apply relevant findings from educational research; ❖ know how to engage appropriately in the systematic investigation of practice. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ know how to access and apply relevant findings from educational research; ❖ know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning.

3 Professional Skills and Abilities

3.1 Teaching and Learning

The Standard for Provisional Registration	The Standard for Full Registration
3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.
3.1.2 Communicate effectively and interact productively with learners, individually and collectively	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ model appropriate levels of literacy and numeracy in their own professional practice; ❖ use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners; ❖ communicate appropriately with all learners, and promote competence and confidence in literacy; ❖ demonstrate effective questioning strategies; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ model appropriate levels of literacy and numeracy in their own professional practice; ❖ use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners; ❖ communicate appropriately with all learners, and promote competence and confidence in literacy; ❖ demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning;

<ul style="list-style-type: none"> ❖ communicate the purpose of the learning and give explanations at the appropriate level(s) for all learners; ❖ stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; ❖ reflect on the impact of their personal method of communication on learners and others in the classroom. 	<ul style="list-style-type: none"> ❖ communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners; ❖ create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; ❖ reflect on the impact of their personal method of communication on learners and others in the learning community.
3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes; ❖ demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities; ❖ demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes; ❖ skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities; ❖ justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners; ❖ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.

3.1.4 Have high expectations of all learners	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately; ❖ demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners' needs. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge; ❖ identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required; ❖ show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.
3.1.5 Work effectively in partnership in order to promote learning and wellbeing	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ ensure learners contribute to planning and enhancement of their own learning programmes; ❖ demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ establish a culture where learners meaningfully participate in decisions related to their learning and their school; ❖ create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.

3.2 Classroom Organisation and Management

The Standard for Provisional Registration	The Standard for Full Registration
3.2.1 Create a safe, caring and purposeful learning environment	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ plan and provide a safe, well organised learning environment, including effective use of display; ❖ make appropriate use of available space to accommodate whole-class lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ organise and manage classroom resources and digital technologies to support teaching and learning; ❖ know about and be able to apply health and safety regulations as appropriate to their role. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated; ❖ plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning; ❖ know about and apply appropriately health and safety regulations as an integral part of professional practice.
3.2.2 Develop positive relationships and positive behaviour strategies	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate knowledge and understanding of wellbeing indicators; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate a secure knowledge and understanding of the wellbeing indicators;

<ul style="list-style-type: none"> ❖ show awareness of educational research and local and national advice, and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; ❖ apply the school's positive behaviour policy, including strategies for understanding and preventing bullying; ❖ know how and when to seek the advice of colleagues in managing behaviour; ❖ demonstrate the ability to justify the approach taken in managing behaviour. 	<ul style="list-style-type: none"> ❖ show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; ❖ implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner; ❖ seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour; ❖ evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them; ❖ recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.
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3.3 Pupil Assessment

The Standard for Provisional Registration	The Standard for Full Registration
3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; ❖ enable all learners to engage in self-evaluation and peer assessment to benefit learning; 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; ❖ enable all learners to engage in self evaluation and peer assessment to benefit learning;

<ul style="list-style-type: none"> ❖ record assessment information to enhance teaching and learning; ❖ use the results of assessment to identify strengths and development needs which lead to further learning opportunities. 	<ul style="list-style-type: none"> ❖ record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies; ❖ use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets; ❖ produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way.
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3.4 Professional Reflection and Communication

The Standard for Provisional Registration	The Standard for Registration
3.4.1 Read and critically engage with professional literature, educational research and policy	
<p>Professional Actions</p> <p>Student teachers:</p> <ul style="list-style-type: none"> ❖ read and analyse a range of appropriate educational and research literature; ❖ use what they have learned from reading and research to challenge and inform practice. 	<p>Professional Actions</p> <p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ read, analyse and critically evaluate a range of appropriate educational and research literature; ❖ systematically engage with research and literature to challenge and inform professional practice.

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Appendix 2: Tracking Document - Programme of Support

August 2016

IMPLEMENTING A TEACHING PROFESSION FOR THE 21ST CENTURY

Details				Details of general support to be provided across all areas	Who/When	Comments
NAME: SCHOOL/CENTRE: Stage 1 commenced: Stage 1 Final Review: Stage 2 commenced: Stage 2 Interim Review: Stage 2 Final Review:						
Targets for Improvement Area of SFR	Evidence of Under-performance	Milestone	Timescale	Specific support in each area		

Appendix 3: Observation of Learning and Teaching

August 2016

IMPLEMENTING A TEACHING PROFESSION FOR THE 21ST CENTURY

Observation using How Good is my Lesson? Criteria as below

The Good Lesson	
Classroom Climate	<ul style="list-style-type: none"> • Learning is well paced and matches learners' needs so that they are engaged and on-task • Praise is used frequently but discriminately • We do not rely too much on rewards and sanctions • Children have the opportunity to work together and discuss their learning • Learners use appropriate noise levels for differing activities • Children take responsibility for their own learning and to work independently • Classroom displays show a good balance between teaching aids and children's work • Our classroom provides an orderly learning environment • There are clear expectations and procedures for the presentation of work and the use of resources • Lessons are enjoyable experiences' • We have a good knowledge of the school arrangements to support vulnerable children
Connect the Learning	<ul style="list-style-type: none"> • When introducing a new learning theme/topic we actively involve learners in establishing their prior knowledge • We help learners to see the relevance of what they are learning and how it connects to other subjects • We use stimulating and interesting contexts that make learners curious and interested
Share Learning Outcomes and Success Criteria	<ul style="list-style-type: none"> • We display the Learning Outcomes and Success Criteria for lessons • Success criteria indicate what learners have to do to be successful in their learning
Learners are actively involved in their learning	<ul style="list-style-type: none"> • Our explanations and directions are clear • We do not talk for too long at start of lessons • Children get actively involved at an early stage of the lessons • We take account of learning styles and vary classroom activities • Classroom activities suit the age group • Out tasks are differentiated to meet the needs of learners • We take account of ASPs • We make good use of other adults to support children's learning • Our questioning allows children time to think about their answers • Our questioning probes thinking • We do not step in too soon and let children think for themselves • We make good judgments about when and how to intervene with individuals or group • Learners work collaboratively in pairs or small groups • We teach the skills required for collaborative working • Learners take on team roles when working together • When we recognise levels of concentration are flagging we switch tasks or use 'brain breaks' to refresh learners • We 'chunk -down'- the lesson into manageable tasks • Adults and children use Smartboards • We use a range of ICT activities to support learning
Demonstrate learning	<ul style="list-style-type: none"> • We use a variety of approaches to let young people demonstrate their understanding and do not rely solely on written responses • Our questioning encourages discussion with children about their thinking • We teach thinking routines that allow children to make their thinking visible • Children are encouraged to think for themselves, ask questions and express views • We let children present their learning to others • Children explain their learning to each other and/or the teacher • Children know how to improve their work • We give oral feedback to learners during lessons • We try to correct work with children as part of the lesson • Children do not spend time over-practising skills they had already overtaken • Children use self-and peer assessment
Review and recall	<ul style="list-style-type: none"> • We draw learning together in a short plenary at the end of the lesson • We recap the main ideas/key knowledge from lesson • We get learners to evaluate their performance against Learning Outcomes • We get children to identify individual/class next steps

Observation of Learning and Teaching

Details

NAME:

DATE:

SCHOOL/CENTRE:

OBSERVER:

LESSON:

The Good Lesson

Classroom Climate

Connect the Learning

Share Learning Outcomes and Success Criteria

Learners are actively involved in their learning

Demonstrate learning

Review and recall

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Appendix 4: Learning Experience

August 2016

IMPLEMENTING A TEACHING PROFESSION FOR THE 21ST CENTURY

Name	Date
Lesson Overview	
Learning Intentions shared	
Success Criteria shared	
Learning experience	

Aspect of SFR	Observation	Evaluation	Advice