Self-development

using the 2014 Professional Standards

A guide for practitioners

The
**Education
& Training
Foundation**

Self-development

Introduction

In May 2014, following a consultation with teachers and staff from across all areas of education and training, the Education and Training Foundation launched a new set of Professional Standards for the sector. The consultation spoke to staff in colleges, private training providers, adult and community learning providers, from different sizes of institution and to those who work closely with teaching staff both as leaders and more widely.

The key aspect of these standards, driven by the desires of our sector, was to make the new Professional Standards a set of aspirations, not a list of competencies. It was and is a different way to look at what skills and attributes a member of teaching staff may need, and how they may want to develop throughout their career. Whilst this is an empowering step, and one that gives a teacher control of their own professional destiny, it has also brought a clear challenge – how should a teacher, trainer, assessor or other member of the learning profession understand these standards and interpret them for their own setting and their own career?

To help answer this question, the Foundation commissioned a range of education providers throughout 2014 – 15 to create a set of 'how to' guides for the standards. The full set of documents can be found on the Excellence Gateway **www.excellencegateway.org.uk**. As we looked through these guides, it became clear that the most powerful lessons in the work these providers had done would be best shared in one place, bringing simple but effective ways to engage and develop yourself through the professional standards into this one guidance document. Everything shared in this guidance has been tested in workplaces already, and shown to have a positive impact on those involved. We hope this will be your experience as you use them.

All of the resources in this document are simple to modify and personalise to your own setting. They are intended as guides, rather than a perfect solution for your own situation. They may be used individually, or as a suite of resources in a 'workbook' for yourself or your staff. We do feel however that working through these in a contextualised way will benefit teachers who seek to develop, using the Professional Standards as a vehicle.

1 Self Assessment
against the 2014
Professional Standards

What are they,
and how can I use them?

To best understand what the Professional Standards are, and what they expect from you as an educational professional, two self assessment tools (one paper-based and one online) were developed by Easton & Otley College to provide a method for identifying the potential CPD needs of teaching staff based on their own confidence against the aspirational statements of the 2014 Professional Standards.

The tools are aimed at individual practitioners, QA managers and HR/Staff development managers in institutions and, in addition, at providers of Initial Teacher Education (ITE) for use with trainee teachers. They provide a simple, quick and effective way to understand how well you currently perform against the standards.

How to use the tool:

Self-assessment tool 1: A paper based self-assessment resource

The self-assessment tool lists the 20 Professional Standards. Each statement is scored 1 to 6. If you score yourself below 3 on any area it is a good indicator that some form of CPD might be helpful for you. Because you can see your scores across all areas, you will pick up rapidly on the parts of your teaching role that you self-assess to be the strongest and weakest.

The total score is added up and recorded (between 20 and 120) at A at the bottom of the form.

If this tool is used as a developmental activity in teams or across entire organisations, central staff development work can be better planned to address what the staff as a group feel is a weakness (although here working online may be easier to collate).

Following any CPD activity it is straightforward to revisit your scores – in the areas that were targeted and more widely. So, for both individuals and managers there is a quantitative measurement of the impact of the CPD activity on the individual (or on a department/ institution).

It is important to bear in mind this is a SELF assessment tool. You may feel as an individual that your skills require improvement in a way that your peers or management may disagree with. This kind of exploration of your current engagement with the Professional Standards is most effective if you are completely honest, even if that means accepting that there are some parts of your work where support or training might be a real priority. If this improves outcomes for yourself and your learners this is something that your employer should be supportive about.

As a simple staff development tool, this can also work well in appraisal situations where you discuss with a peer or line manager how you feel you score against the standards. If used in this way, we would recommend it is allied with the work used in the later stages of this document or some other form of clear CPD plan.

An online version of the self assessment tool

A similar online version of the paper-based tool has been developed. It will be available on our website at **www.etfoundation.co.uk/professionalstandards** from late July 2015.

Rate yourself against the 2014 Professional Standards

For each statement score yourself (e.g. I can/do…) from **1** i.e. **totally disagree** to **6** i.e. **totally agree**

a. Professional Values and Attributes

Develop your own judgement of what works and does not work in your teaching

1.	Reflect on your teaching and learning to meet the diverse needs of learners	1	2	3	4	5	6
2.	Evaluate and challenge your own practice, values and beliefs	1	2	3	4	5	6
3.	Inspire and motivate learners with your enthusiasm and knowledge	1	2	3	4	5	6
4.	Be creative and innovative in selecting and adapting strategies to help learners to learn	1	2	3	4	5	6
5.	Value and promote social and cultural diversity, equality of opportunity and inclusion	1	2	3	4	5	6
6.	Build positive and collaborative relationships with colleagues and learners	1	2	3	4	5	6

b. Professional Knowledge and Understanding

Develop deep and critically informed knowledge and understanding in theory and practice

7.	Maintain and update knowledge of your subject and/or vocational area	1	2	3	4	5	6
8.	Demonstrate theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	1	2	3	4	5	6
9.	Maintain and update your knowledge of educational research to develop evidenced-based practice	1	2	3	4	5	6
10.	Evaluate your practice with others and assess its impact on learning	1	2	3	4	5	6
11.	Manage and promote positive learner behaviour	1	2	3	4	5	6
12.	Understand the teaching and professional role and your responsibilities	1	2	3	4	5	6

c. Professional Skills

Maintain and develop expertise and skills to ensure the best outcomes for learners

		1	2	3	4	5	6
13.	Motivate and inspire learners to promote achievement and develop their skills to enable progression	1	2	3	4	5	6
14.	Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment	1	2	3	4	5	6
15.	Promote the benefits of technologies and support learners in their use of new technologies	1	2	3	4	5	6
16.	Address the needs of learners in English and maths, and work creatively to overcome individual barriers to learning	1	2	3	4	5	6
17.	Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge	1	2	3	4	5	6
18.	Apply appropriate and fair methods of assessment and provide constructive feedback to support progression and achievement	1	2	3	4	5	6
19.	Update your expertise and vocational skills through partnerships with employers and the wider community	1	2	3	4	5	6
20.	Contribute to organisational development and quality improvement through collaboration with others	1	2	3	4	5	6

What was your previous total score (if carried out)?

It will be between 20 and 120 –

A = _____

What is your new total score? –

B = _____

What is your progress to date?

B-A = _____

2 Identifying Continuing Personal and Professional Development Needs

Derby City Council Adult Learning Service (DALS) has developed a "Maintaining Professional Standards" document for tutors to use to identify their individual development needs, to record their continuous professional development and to reflect on their practice. The document is part of the service's quality improvement system linking the feedback from observations of teaching, learning and assessment, the support of quality advisors and the tutors' own reflective practice.

The tool is aimed at individual practitioners, but is also intended to support quality managers or other developmental staff working with practitioners to develop an understanding of their CPD requirements.

How to use the tool

Practitioners decide which of the Professional Standards in each of the three sections they want to develop. This may because it is an aspect they feel is an area they find difficult or an aspect that they consider would have the greatest impact on teaching, learning and assessment in their courses. They then identify the activities they need to undertake. The final section is a record of what they have done and the impact the activities have had on themselves and/or their learners.

This document covers all twenty of the Professional Standards, but it is not intended that all of them are developed at any one time. Because teaching staff all develop at different rates and in different ways having all of the standards laid out means you could choose to develop three or four from across the set, or focus on one of the three 'domains' (Professional Skills, Professional Values and Attributes or Professional Knowledge and Understanding).

Maintaining Professional Standards

Year: _____

Employee name: _____

Target wider outcome related to
learner performance and outcome _____

QA Name: _____

Line Manager Name: _____

Date objectives set: _____

Date of end of year review: _____

Values and attributes

Objectives/targets	Priority	How, When
1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners		
2. Evaluate and challenge your practice, values and beliefs		
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge		
4. Be creative and innovative in selecting and adapting strategies to help learners to learn		
5. Value and promote social and cultural diversity, equality of opportunity and inclusion		
6. Build positive and collaborative relationships with colleagues and learners		

Knowledge and understanding

Objectives/targets	Priority	How, When
7. Maintain and update knowledge of your subject and/or vocational area		
8. Maintain and update your knowledge of educational research to develop evidence-based practice		
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence		
10. Evaluate your practice with others and assess its impact on learning		
11. Manage and promote positive learner behaviour		
12. Understand the teaching and professional role and your responsibilities		

Skills

Objectives/targets	Priority	How, When
13. Motivate and inspire learners to promote achievement and develop their skills to enable progression		
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment		
15. Promote the benefits of technology and support learners in its use		
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning		
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge		
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement		
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers		
20. Contribute to organisational development and quality improvement through collaboration with others		

Development Record

– include, 1-2-1, QA Meeting, networks, peer to peer, training, CPD

Development needs within current role	Impact, what difference did it make	Date

Tracking

Date	Sent to	Discussed with (signed)

3 Planning CPD

Open Doors International Learning School (ODILS), a voluntary and community sector organisation based in the South West, have developed a CPD planner which can be used by practitioners as an on-going reflection tool, as part of observations and appraisals and/or as a tool for personal and organisational CPD development. It aims to help practitioners reflect on how they can develop their practice, based on the 2014 professional standards.

The tool forms part of a package of resources aimed at both practicing teachers and also those who have responsibility for managing teaching. Whilst it appears similar to the identifying your needs document in section 2, it is targeted at helping practitioners to plan and organise their CPD processes, rather than discovery of any weaknesses or strengths.

How to use the tool

The 20 Professional Standards are listed on the left hand side of the table on pages 14-16. Crucially, they are not listed in numerical order. Instead, common themes have been linked across the three domains to help practitioners reflect on their practice. Practitioners should reflect on each of the standards, answering the questions along the top of the table. By doing this, it becomes easier to plan what types of activity/training may be beneficial.

The table following this on page 17 can be used to record and reflect on any CPD events that practitioners have attended during the year.

The 2014 Professional Standards

Name _____

Date _____

Organisation _____

This Continuing Professional Development document has been designed to enable you to think through how you can develop your practice, identify strengths and barriers or areas for development within your practice. It will help to inform you and your employer of future CPD needs. It has been based on the Professional Standards for Teachers and Trainers in Education and Training in England. These standards identify areas where you need to demonstrate commitment in your professional practice.

On the left hand side of the table below are the 20 Professional Teaching Standards descriptors. Please refer to the Standards on the education and training foundation website **www.etfoundation.co.uk/professionalstandards**

We have linked the common themes across each area to help you reflect on your practice. Along the top are questions for you to think about in relation to each statement.

This is all about you and your development and should be considered as a 'living' document.

Statement of Professional Standards.	What does this mean to you?	Identify your strengths.	What barriers, if any, can you identify with this standard in relation to you and your teaching?
	How can you, or how do you evidence this?	What can you offer or have you offered your colleagues to help them to improve their practice?	Any personal support needs you/your peers/your managers have identified? Where you can go for this support? Any actions taken by peers or managers to support you. Please include dates where appropriate.
2.12 Do you understand the teaching and professional role and your responsibilities? How can you further your understanding?			
1.1 How do you or how can you reflect on what works best in your teaching and learning to meet the diverse needs of learners			
1.2 How do you or how can you evaluate and challenge your practice, values and beliefs			
2.7 How do you or how can you maintain and update knowledge of your subject and/or vocational area			
2.8 How do you or how can you maintain and update your knowledge of educational research to develop evidence-based practice			
2.9 How do you or how can you apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence			
2.10 How do you or how can you evaluate your practice with others and assess its impact on learning			

Statement of Professional Standards.	What does this mean to you?	Identify your strengths.	What barriers, if any, can you identify with this standard in relation to you and your teaching?
	How can you, or how do you evidence this?	What can you offer or have you offered your colleagues to help them to improve their practice?	Any personal support needs you/your peers/your managers have identified? Where you can go for this support? Any actions taken by peers or managers to support you. Please include dates where appropriate.
1.3 How do you or how can you inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge			
1.4 How are you creative and innovative in selecting and adapting strategies to help learners to learn or how can you be more so.			
3.13 How do you/can you motivate and inspire learners to promote achievement and develop their skills to enable progression			
3.17 How do you or how can you enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge			
1.5 How do you or how can you value and promote social and cultural diversity, equality of opportunity and inclusion			
3.14 How do you or how can you plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment			

Statement of Professional Standards.	What does this mean to you?	Identify your strengths.	What barriers, if any, can you identify with this standard in relation to you and your teaching?
	How can you, or how do you evidence this?	What can you offer or have you offered your colleagues to help them to improve their practice?	Any personal support needs you/your peers/your managers have identified? Where you can go for this support? Any actions taken by peers or managers to support you. Please include dates where appropriate.
3.11 How do you or how can you manage and promote positive learner behaviour			
3.18 How do you or how can you apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement			
3.15 How do you/can you promote the benefits of technology and support learners in its use			
3.16 How do you or how can you address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning			
1.6 How do you or how can you build positive and collaborative relationships with colleagues and learners			
3.19 How do you or how can you maintain and update your teaching and training expertise and vocational skills through collaboration with employers			
3.20 How do you or how can you contribute to organisational development and quality improvement through collaboration with others			

Use the table below to record any other 'events' relating to your CPD through the year

A CPD 'event' can include anything that gets you thinking about your practice. This can include reading about something, trying a new approach, technique or type of activity/material, discussions with colleagues, attending workshops/seminars, peer observations etc

This document will inform and contribute to your CPD for this year. It may be used as a basis for discussion and guidance during any mentoring, observations and appraisals.

Date & CPD 'event' (including duration where appropriate)	What happened and reflection	Action(s) to take forward	Date (s) (where appropriate)

We would like to thank all those who have contributed
directly and indirectly to the work in this guide,
in particular:

Easton&OtleyCollege

Derby City Council

Open Doors
INTERNATIONAL
LANGUAGE SCHOOL
EDUCATION & TRAINING

The
**Education
& Training**
Foundation

www.etfoundation.co.uk