

TTA STANDARDS AND REQUIREMENTS 2002/3

1 Professional Values and Practice

Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating that:

1.5 They can contribute to, and share responsibly in, the corporate life of schools.¹

1 In this document, the term 'schools' includes Further Education and VI form colleges and Early Years settings where trainee teachers can demonstrate that they meet the Standards for Qualified Teacher Status.

Scope

This Standard requires **trainee teachers to show an awareness that schools are communities** and that their pupils', their own and their colleagues' development will be diminished if teachers regard themselves as isolated individuals. Trainees are expected to develop an understanding of the ethos of the school in which they are teaching, its sense of purpose and how it represents itself. **They should seek to reflect and promote this in their own teaching and their relationships with pupils and colleagues, but they should also show a developing ability to contribute to the life of the school beyond their own classroom and begin to explore ways of doing this.** They may, for example, wish to become involved in the development of school policies or procedures, in preparing resources for use across a department or year group, in cross-school development activities, **or in out-of-school learning, extra-curricular or enrichment activities.**

Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating that:

1.6 They understand the contribution that support staff and other professionals make to teaching and learning.

Scope

The care and education of pupils are often the collective responsibility of a network of professionals and other support staff. **Teachers need, therefore, to have some understanding of how other adults, both within the classroom and beyond, can contribute to teaching and learning, and how teachers can use this contribution as a resource.** This understanding assumes awareness of other colleagues' roles, and how a teacher's responsibilities relate to and complement those of others. This will include an ability to recognise the limits of their own expertise and authority and an awareness of when and how to seek help from a colleague.

Some providers seek to involve other professionals in their programmes, and the trainee's work in relation to this involvement will be especially relevant. **Evidence can be sought** from the trainee's contributions to discussions and from other development activities such as simulations. Or, **when the trainee's work takes them out of school during fieldwork or other kinds of school visits**, assessors could consider the extent to which they work effectively and appropriately with specialist staff attached to the off-site venue.

Evidence relevant to this Standard will often be used also to support assessment against Standard 3.1.5 relating to planning out of school learning with the help of other staff

This document can be freely copied and amended if used for educational purposes. It must not be used for commercial gain. The author(s) and web source must be acknowledged whether used as it stands or whether adapted in any way.

<Out of School Standards> Authored by TTA accessed from http://www.ase.org.uk/sci-tutors/professional_issues/professional_values/out_of_school_learning.php date created [Aug 2004] page <1> of <5>

2 Knowledge and Understanding

Those awarded Qualified Teacher Status must demonstrate that:

2.1 They have a secure knowledge and understanding of the subject(s)² they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level.

² The Foundation Stage is organised into six areas of learning rather than into subjects. Throughout this document, references to 'subjects' include these areas of learning.

Evidence relevant to meeting the Standard

Trainees' use of relevant ICT packages, and their contributions to seminars, workshops or peer tutoring sessions may provide evidence of subject knowledge and understanding. **Subject knowledge could also be demonstrated through trainees' use of displays or through planning for out-of-school learning.** In addition, assessors may find that trainees' work with classroom assistants and other adults working with pupils provides strong evidence of their understanding of subject knowledge. Curriculum planning meetings, discussions of whole school approaches to individual subjects, trainees' work with parents and carers, and their assessment of pupils' learning against the Foundation Stage stepping stones and Early Learning Goals and the National Curriculum level descriptions, may also provide assessors with evidence of trainees' subject knowledge.

2.1.d For **Key Stage 4 and post 16**, they are aware of the pathways for progression through the 14-19 phase in school, college and work-based settings. They are familiar with the Key Skills as specified by QCA and the national qualifications framework, and they know the progression within and from their own subject and the range of qualifications to which their subject contributes. They understand how courses are combined in students' curricula.

Evidence relevant to meeting the Standard

Additional subject knowledge relevant to this age phase could be demonstrated during discussions with careers teachers, employers and others involved in students' work-related learning. Further opportunities will arise in marking students' homework, setting subject-based targets for students, and **planning and evaluating out-of-school learning activities**.

2.2 They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the *National Curriculum Handbook*. As relevant to the age range they are trained to teach, they are familiar with the Programme of Study for Citizenship and the National Curriculum Framework for Personal, Social and Health Education.⁵

⁵ For Key Stage 1 and/or 2 the National Curriculum Framework for Personal, Social and Health Education includes Citizenship.

Evidence relevant to meeting the Standard

The ways in which trainees could demonstrate their familiarity with the Citizenship and PSHE programme will vary according to the context in which they are trained. In some cases trainees may integrate aspects of the Citizenship and PSHE programme into the teaching of their subject(s) by working with a tutor or class group, by contributing to whole school and off-timetable activities, or by contributing to **out-of-classroom activities involving school co-ordinators, the local community and employers**.

This document can be freely copied and amended if used for educational purposes. It must not be used for commercial gain. The author(s) and web source must be acknowledged whether used as it stands or whether adapted in any way.

3 Teaching

3.1. Planning, expectations and targets

3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in **out-of-school contexts**, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

Scope

Valuable pupil learning can take place in a wide range of **out-of-school contexts**. Teachers need to be able to plan to make the best use of these opportunities for learning, and recognise the additional value that they bring. Opportunities for pupils to learn in **other contexts** will vary with the age-range, the subject taught and the context in which trainees are working with pupils. To meet this Standard, **trainees need to demonstrate that**, with the help of other staff where appropriate, **they can identify some out-of-school learning opportunities relevant to the intended learning objectives and the age-range they are preparing to teach**. They do not need to actually organise a visit. Trainees will need to demonstrate some awareness of **health and safety issues relating to learning in out-of-school contexts**.

Evidence relevant to meeting the Standard

Some trainees may have the **opportunity to plan and carry out an out-of-school learning activity**, and through this produce evidence of meeting this Standard. However, other trainees might **demonstrate through written assignments** that they **know about and can identify stimulating out-of-school learning opportunities** that could contribute to the planned curriculum. Discussions with school-based tutors might provide evidence of the extent to which the trainee is aware of ways of working constructively with on-site professionals before, during and after the event and that **they understand the organisational and administrative preparation needed for out-of-school learning opportunities**.

3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

Evidence relevant to meeting the Standard

Trainees will demonstrate evidence of meeting this Standard in their teaching in a variety of contexts. These could include classrooms, or outdoor spaces when, for example, teaching physical education and **undertaking out-of-school visits**.

3.3.12 They can provide **homework and other out-of-class work** which consolidates and extends work carried out in the class and encourages pupils to learn independently.

Scope

In the Foundation Stage, trainees might encourage **relevant out-of-school work that promotes learning and play activities at home**. In Key Stages 1 and 2, **out-of-class work** will include literacy and numeracy tasks as well as other curricular work. For secondary pupils, it will include the promotion of **independent work and study skills in subjects**,

This document can be freely copied and amended if used for educational purposes. It must not be used for commercial gain. The author(s) and web source must be acknowledged whether used as it stands or whether adapted in any way.

consistent with school policy and any class homework timetables and arrangements for the use of other time-tabled independent study time.

Evidence relevant to meeting the Standard

Opportunities to provide homework and other **out-of-school work** will vary according to the context in which the training takes place. Most trainees will provide evidence for this Standard from their direct work with pupils. Some trainees, however, may be constrained by particular school conditions and may need to use **other contexts** to demonstrate their ability to provide appropriate **homework and other out-of-class work**.

3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.

Scope

Support staff, specialist teachers and other professionals have important roles in the education of pupils. Teachers have to respond to many teaching and learning needs and can be more effective when they **draw on the expertise and assistance of other colleagues**. In order to make the most of help that is provided in the classroom, teachers need to be able to manage effectively the work of other adults.

Evidence relevant to meeting the Standard

Trainees will demonstrate in their planning and teaching, often **in a variety of contexts**, that they are able to manage the work of, for example, **teaching assistants, parents, volunteers and/or LSAs to enhance learning opportunities for pupils**. Discussions with those providing the support to pupils will also provide evidence relevant to this Standard.

TTA REQUIREMENTS WITH OSHL REFERENCES

R2.3 All providers must ensure that training takes account of individual training needs.

Aim and scope

The aim of this Requirement is to ensure that, both before and during training, trainees are given the support they need to succeed. This includes **taking account both of any prior achievement that might justify exemption from some programme requirements**, and of any specific training needs identified during selection or afterwards.

Credit for prior achievement

Many applicants will, before training starts, **have spent time in schools and other settings** where they have had opportunities to achieve or partly achieve some of the Standards. Some may have gained credit towards QTS through the pilot Undergraduate Credit Scheme funded by the TTA. **All providers should consider whether applicants' prior achievement could exempt them from any programme requirements, such as some of the time spent in school (perhaps in the delivery of an out of hours activity?),** or attendance at certain taught seminars, or the submission of particular written evidence. Providers will need to be satisfied that the trainee's achievement is valid and relates to activities with pupils in the trainee's intended age range and subject(s).

This document can be freely copied and amended if used for educational purposes. It must not be used for commercial gain. The author(s) and web source must be acknowledged whether used as it stands or whether adapted in any way.

Questions for providers to consider

- **How should we assess prior achievement?**

R2.5 All providers must ensure that trainee teachers spend at least the following amounts of time being trained in schools, **recognising that a trainee's former experience of working with pupils** may count towards these totals:

32 weeks for all four-year undergraduate programmes; 24 weeks for all two and three-year undergraduate programmes; 24 weeks for all secondary and Key Stage 2/3 postgraduate programmes; 18 weeks for all primary postgraduate programmes.

Teaching in settings other than schools may also count towards these totals provided they enable trainees to work towards the achievement of the Standards.

Aim and scope

The aim of the Requirement on time in school is to ensure that trainee teachers have sufficient high-quality experience to enable them to demonstrate that they meet the Standards. The principle underlying all decisions about time spent in school **or other settings should be that it contributes as much as possible to helping the trainee to meet the Standards** (see R2.1).

Exemption based on prior achievement

The guidance on meeting individual needs (see R2.3 above) suggests that **experienced applicants might be exempted from part of the time in school requirement**, as long as they are given enough time in their programme to demonstrate that they have achieved the Standards. **Those with extensive experience could have their time in school reduced to the minimum needed for them to demonstrate achievement of the Standards.**

*Time in schools and **other settings** during training*

Trainee teachers should spend a significant amount of time teaching their chosen age range in a school and being assessed against the Standards. But **a variety of non-school settings could contribute towards the total**, for example pre-school and nursery settings, vocational settings, **field trips, and educational activities in theatres or museums (i.e. out of school hours settings)**

In considering the extent to which time in non-school settings can develop a trainee's ability to meet the Standards, providers will wish to ensure that trainees receive the quality of support they need and that their achievements can be reliably recorded and assessed. In an Early Years setting, for example, a provider might wish to ensure that a trainee would have the support of a qualified teacher. **If non-school settings are making a substantial contribution to training, providers may wish to make them members of the partnership, along with schools**, and follow the guidance on partnership and quality assurance in sections R3 and R4 below.

Questions for providers to consider

- Is the **balance between school and non-school settings** right to prepare each trainee to meet all the Standards?

Do trainees have the support they need from qualified teachers in each school or **non-school setting**?