

Tracking Your Progress as a Teacher in Training

You will all be aware by now that in order to be awarded Qualified Teacher Status (QTS) you have to be judged as at least 'competent' in a number of statements of 'professional standards' detailed by the TTA.

These 'standards' are set out in 3 sections:

1. Professional Values and Practice
2. Knowledge and Understanding
3. Teaching - this is further sub-divided into:
 - a. Planning, expectations and targets
 - b. Monitoring and Assessment
 - c. Teaching and Class Management

Of course you cannot be expected to achieve competence in all of these areas at once but you must be able to achieve all of the standards by the end of your course. Our duty as a college/school training partnership is to give you the opportunity to achieve each of the standards during the year. We (the partnership) track your progress in achieving this through a number of routes including feedback in College sessions, written assignments, observation of teaching in at least 2 different schools and with a variety of different classes. This progress is recorded in your Professional Development (P.D.) forms during each of the phases. On two occasions this progress is reviewed in a tri-partite meeting between you, your subject mentor in school and your tutor from College. ***We want you, the student, to have a major input into these reviews.*** Good teachers can evaluate their strengths and weaknesses in the classroom and they improve because they can identify areas which need further development. We want you to be good teachers. We want you to identify areas from the standards in which you feel you have particular strengths and other areas which are perhaps not quite so strong, so that we can provide you with opportunities to develop. ***To this end we want you to be responsible for tracking your own progress against the standards and to use this tracking document to inform discussion and target setting at the tri-partite reviews***

What we have tried to do in these tracking documents is to highlight the areas from the standards that we think the 'average' student should be achieving at each of 4 key stages [Phase 3 -Christmas), Phase 4- end of block A, Phase 6 (mid 'B' placement) and of course by the end of phase 7 (end of block B)]. Any areas which you have not managed at all, or in which you feel you need to develop further, can be targeted for the next phase (or for your NQT year in the case of phase 7). You may of course progress faster than the average student and you may feel that you have moved into the standards described in the next phase- again you can highlight this as a **particular strength**.

It is difficult not to make this document a little repetitive - you will achieve many things many times over, and many of the statements in the standards overlap. It is difficult to break teaching down into a number of statements but that is what we have to attempt to do when we are observing/assessing you. All of this is open to discussion and the tri-partite review will formalise that procedure - the tracking document will act as a guide for you to consider your own progress.

Your next tri-partite review will take place **approximately mid way through your 'B' placement**. We want this to be a formative assessment so that we can identify standards that you not yet have met and that we can target these for the final school based phase of your training. We hope that you will all be on schedule to achieve (at least) competence in each of the standards by this time .if we feel that you still have a good many targets to hit and that in our opinion you will need more time in school to meet all of the targets- we will highlight this at your TPR meeting.

You MUST come fully prepared for this discussion.

N.B. Where written evidence of achieving a standard is not possible,

then get your mentor to sign the appropriate box.

Phase 6 By the mid point of the 'B' placement we would expect you to be achieving:

1. Professional Values and Practice

- 1.1 Have high expectations of all pupils, respect their social, cultural, linguistic religious and ethnic backgrounds; and are committed to raising their educational achievement.
- 1.2 You treat pupils consistently, with respect and consideration.
- 1.3 You are a good role model for your pupils.
- 1.4 You can communicate sensitively and effectively with parents and carers.
- 1.5 You can contribute to and share responsibility in, the corporate life of the school.
- 1.6 You understand the contributions that support staff and other professionals make to teaching and learning
- 1.7 You take responsibility for your own professional development (evaluate your own lessons and learn from others).

2. Knowledge and Understanding

Evidence

2.1 You have a secure knowledge and understanding of your main subject at KS4 and the other sciences at KS3. You are becoming familiar with the National science strategy at KS3. You are also becoming more familiar with the cross curricula expectations of the National Curriculum. You are aware of pathways and progression through the 14-19 phase in school, college and work based settings.

2.3. You are more aware of the curriculum and teaching arrangements for KS2 and KS5

2.4 You are more aware of how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.

2.5 You are starting to use ICT effectively in your teaching (see also 3.3.10)

2.7 You are using a wider range of strategies to promote good behaviour and establish a good working environment.

Teaching

3.1 Planning, Expectations and Targets

3.1.1 You consistently set challenging teaching and learning objectives which are relevant to all of their pupils. You base these upon appropriate knowledge of your pupils, their past performance and the expected standards of pupils in this age range.

3.1.2 You use teaching and learning objectives to plan lessons and sequences of lessons. You take account of pupils varying needs and have due regard equal opportunities.

3.1.3. You are increasingly using your own made resources. You plan to use practical work safely and plan for the help of support staff

3.2 Monitoring and Assessment

3.2.1 You are **starting to** use a range of monitoring and assessment strategies to evaluate pupils' progress.

3.2.2 You monitor and assess as you teach giving pupils immediate and constructive feedback

3.2.3 You are increasingly able to assess pupils' progress accurately (with help)

3.2.4. You are increasingly able to support more and less able pupils and those who are failing to achieve their potential

3.2.5 You are beginning to identify the levels of attainment of pupils learning English as an additional language (with help)

3.2.6 You consistently record pupils' progress and achievements and you are beginning to use this to help pupils review their own progress and to inform your planning.

3.3 Teaching and Class Management

<p>3.3.1 You have high expectations of pupils and are able to build successful working relationships (based on teaching and learning) with your classes.</p>	
<p>3.3.2 You are able to teach science at KS3 using the P.O.S. and with due regard to the KS3 National Strategy in science ,as well as to cross curricular elements such as numeracy and literacy. You are able to teach KS4 and post 16 pupils in their specialist subject using national syllabus.</p>	
<p>3.3.3 You can teach clearly structured lessons and sequences of lessons which interest and motivate pupils.which make learning objectives clear to pupils, employ interactive teaching methods and promote active learning.</p>	
<p>3.3.4 You increasingly differentiate your teaching</p>	
<p>3.3.7 You organise and manage teaching and learning time effectively</p>	
<p>3.3.8 You organise and manage the physical teaching space and resources effectively (including support staff)</p>	
<p>3.3.9 You set high expectations of pupils behaviour and manage behaviour effectively through a clear framework classroom routines.</p>	
<p>3.3.10 You use ICT effectively in your teaching</p>	
<p>3.3.12 You can provide appropriate homework which consolidates and extends work done in class.</p>	
<p>3.3.14 You are beginning to recognise and respond effectively to equal opportunities issues as they arise in your classroom.</p>	

Tri-Partite Review

You, the student, must prepare this booklet and in particular this page before the TPR. If you are unsure about which areas you are strong and not so strong in and want to discuss this with your tutor then it might be appropriate to have this page prepared in 'rough' (but not the rest of the document).

I want you to highlight what you think your strengths and areas that need further development are. We will set a **series of targets** for the final phase of your school based work.

1. Professional Values and Practice.

Strengths

Things I need to develop further.

2. Knowledge and Understanding

Strengths

Things I need to develop further

3.a.Planning, expectations and targets.

Strengths

Things I need to develop further

3b. Monitoring and Assessment

Strengths

Things I need to develop further

3.c Teaching and Class Management

Strengths

Things I need to develop further

Final School based phase of training – Phase 7

In order to obtain QTS you must of course have demonstrated competence in all of the professional standards by the time you have completed your 'B' placement. Failure to do so may result in the recommendation of a further spell of school experience before the award of QTS can be considered.

In addition to the standards demonstrated in phases 1-6, you also need to show the following:

<u>2. Knowledge and Understanding</u>	<u>Evidence</u>
2.2 You know and understand the values, aims and purpose and the General Teaching Requirements set out in the National Curriculum Handbook as relevant to KS3 and 4. You are also familiar with the P.O.S. for Citizenship and the National Curriculum framework for PSHE.	
2.8 You have passed the Qualified Teacher Status tests in Numeracy, Literacy and ICT	
<u>3.1 Planning, expectations and targets.</u>	
3.1.4 You take part in, and contribute to, teaching teams (as appropriate to the school). You plan for the deployment of additional adults who support pupil learning.	
3.1.5 You are able to plan or help to plan opportunities for pupils to learn in out-of-school contexts such as school visits to theatre, museums, field work etc.	
<u>3.2 Monitoring and Assessment</u>	
3.2.1 You consistently make use of a range of monitoring and assessment strategies.	

3.3 Teaching and Class Management

3.3.4 You consistently differentiate your teaching to meet the needs of pupils (including more able)....

3.3.5 You are able to support those who are learning English as an additional language.

3.3.6 You take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.

3.3.11 You have been able to take responsibility for teaching a class over a sustained period of time. You are able to teach across the age and ability range for which you are trained.

3.3.13 You are able to work collaboratively with specialist teachers and other colleagues to manage the work of teaching assistants.

For your **Career Entry Profile** – in discussion with your tutor in the final week of term.

Professional Values and Practice

Strengths

Knowledge and Understanding

Strengths

Areas For Further Development

Teaching

Strengths

Areas To Develop Further