

MODULE 1

Developing An Initial Teacher Training Induction Package

CONTENT:

- M1 Workshop Module - ITT Induction Package
- M1 Teaching and Learning Framework of Standards
- M1 ITT Induction Presentation
- M1 Lesson Observation Sheet
- M1 Card Sort Activity
- M1 Evaluation Sheet

Workshop Module 1	Workshop Objectives	Activities and Resources	Resources	Outcomes
Teaching and Learning	<p>Participants will-</p> <ul style="list-style-type: none"> Be aware of the UK Teachers' Standards Develop a rationale for how standards/ aims can be helpful in teacher training and professional development Develop an awareness of how teacher competence impacts upon pupil progress, achievement and attainment Create an awareness of possible evidence for the aims/ standards to capture impact of 	<p>Pre-sessional task – participants will read the UK Teaching Standards</p> <p>Facilitator will introduce the UK context and how the Teachers' Standards are used to support continuous professional development from trainee to trained teacher</p> <p>Delegates record any questions that can be addressed throughout the day</p> <p>In pairs delegates should summarize each standard and sub-standard into one sentence. Moving into different pairs delegates should share their discussion and summary sentence. Then to reduce the sentence into one word. Again merge into a new pairing and share the word and wider discussion regarding the standard they were assigned. Group to feedback their Standard Key Word and discussion. Key words to be recorded by facilitator And displayed on a flip chart</p> <p>At this point delegates can record any questions they have on to post it notes and arrange under the appropriate key word. For other questions that do not apply to a key word the facilitator should add a general questions area so that these general questions can be answered throughout the day</p> <p>Groups of 4 delegates should use a sheet of</p>	<p>Teaching Standards Table</p> <p>Power point objectives</p> <p>Post-it notes Pens</p> <p>Blu Tack</p>	<p>Raised awareness of the UK Teachers' Standards and a framework to support teacher training and continuous professional development.</p> <p>Understanding of how each aim/ standard is central to teacher and pupil progress.</p> <p>Evidence of what progress for teachers' and pupils' looks like.</p>

	<p>professional development on pupil progress</p>	<p>flip chart paper to look at a standard identifying Why this standard/ aim is important for teaching and learning. Notes could be made in 2 columns - important for teaching and teachers and important for learning and pupils.</p> <p>Notes are shared and discussed- any additional questions are added to the question board and any addressed questions can be archived.</p> <p>Flip chart notes are displayed around the room.</p> <p>Gallery Task -Delegates view each sheet as they would source material or art in a gallery. Delegates can add to the notes.</p> <p>Delegates are invited to choose a standard/ aim to work on- ideally a different aim/ standard than previously explored with a colleague who they haven't yet worked with.</p> <p>With a new sheet of flip chart paper delegates are invited to explore: How teachers fulfill this aim or standard and what challenges are faced in achieving this aim.</p> <p>Colleagues feed back and discuss. Offering suggestions for addressing the challenges. Facilitator shows a video clip of a lesson. Colleagues use an observation sheet to record how the teachers' standards are observed.</p>	<p>Flip chart paper and pens</p> <p>Video clip of a lesson (link) Lesson observation sheet</p>	
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		<p>In triads colleagues share their observations and what teachers standards were met and what they considered to be evidence for this.</p> <p>Facilitator addresses the quality of the lesson and the quality of how each standard was addressed.</p> <p>Matching Mat Activity Delegates match/ sort cards with descriptions on into 4 categories- outstanding/ good/ requires improvement/ inadequate. Discussion about the consistency and quality of the teaching and learning to ensure outstanding progress for teachers and pupils.</p> <p>Lesson plan workshop Colleagues in pairs share a lesson plan. Plans are analysed for evidence of the standards and impact on pupil learning. Colleagues share their expertise and coaching for plan development.</p> <p>Colleagues share their learning and evaluate the session.</p> <p>Post sessional task- colleagues invited to share their reflections of the lesson they delivered and whether their teaching and pupil learning had been impacted in any way from the workshop.</p>	<p>Card sort activity</p> <p>Colleagues to bring a lesson plan to share/ discuss/ analyse.</p>	
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Teaching Standards Table

Context

Since September 2012 the UK has worked within a framework of standards applied to the teaching profession.

The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self- evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

The Teachers' Standards form the structure for this shared work for Erasmus+ as they are statutory for trainees/ teachers in the UK and also form a robust structure for the scope of teacher development internationally.

This framework supports colleagues at all career points. Evidence of teaching practice offers a rich picture of experience, expertise and areas for continued development. The framework is a useful diagnostic tool for professional development and for self-assessment and reflective practice.

Within this project we have identified the 8 standards presented below as "Aims" and identified the rationale, approach and necessary resources/ means within each area. We were also conscious to support the recognition of these skills or practices and have addressed some possible outcomes/ impact or evidence of each strand.

Teachers' aims:	Teachers' Rationale:	Teachers' Approach:	Resources:	Impact:
What:	Why:	How:	Through:	Evidence: (see appendix)
Set High Standards Which Inspire and Challenge Pupils	* To set goals that stretch and challenge pupils in order for them to meet their potential	* Demonstrates consistently positive attitudes to behaviour and learning	* A safe and stimulating environment for students.	* Students are engaged with their learning and are ambitious in their attitudes to learning.
Promote Good Pupil Progress	* To be accountable for pupil's attainment progress and outcomes.	* Is aware of prior knowledge and capabilities * Understands pedagogy and how pupils' learn	* Guiding pupils to reflect on their progress and emerging needs	* Student outcomes are positive and students make progress * Students show a highly responsible attitude towards their own work and study
Demonstrate Good Curriculum Knowledge	* Teachers have secure and current subject knowledge and are able to foster a love of subject and to address misunderstandings	* Demonstrates a critical understanding of the developments in the subject and curriculum area * Promotes the value of scholarship * Promotes numeracy and literacy	* An engaging, relevant and interesting subject scheme of work that is in line with regional or national assessments	* Students' voice an appreciation of subject, and data showing subject uptake beyond statutory levels -show a vibrant curriculum that is enjoyed by learners

Teachers' aims:	Teachers' Rationale:	Teachers' Approach:	Resources:	Impact:
What:	Why:	How:	Through:	Evidence: (see appendix)
Plan and Teach Well Structured Lessons	<ul style="list-style-type: none"> * Lesson time is used productively * To reflect and develop lessons constantly to be part of a purposeful scheme of learning 	<ul style="list-style-type: none"> * Promotes a love of learning * Uses purposeful activities as vehicles for powerful learning experiences 	<ul style="list-style-type: none"> * Reflective approach to ensure class and homework is purposeful 	<ul style="list-style-type: none"> * Students are intellectually curious and on task * Students demonstrate a love of learning
Adapt Teaching To The Needs of All Pupils	<ul style="list-style-type: none"> * Ensure all learners make progress and that the lesson is accessible to all 	<ul style="list-style-type: none"> * Is inclusive * Acknowledges barriers to learning and uses strategies to remove learning difficulties as much as possible * Knows students well 	<ul style="list-style-type: none"> * Differentiated task/ activities/ starting points. * Deployment of teaching assistants to support the less able * Applies data and knowledge of students to empower their learning 	<ul style="list-style-type: none"> * Pupils of all abilities make progress * Included the gifted and talented and those with special educational needs

Teachers' aims:	Teachers' Rationale:	Teachers' Approach:	Resources:	Impact:
What:	Why:	How:	Through:	Evidence: (see appendix)
Make Accurate And Productive Use Of Assessment	<ul style="list-style-type: none"> * Ensures assessment for and of learning is used to develop and capture knowledge and understanding at key points * Ensures students are prepared for assessments fully 	<ul style="list-style-type: none"> * Know and understand how to assess the subject and curriculum areas * Give regular feedback 	<ul style="list-style-type: none"> * Summative and formative assessment * Relevant data 	<ul style="list-style-type: none"> * Students are comfortable and competent in acting on formative feedback to improve work * Students are able to achieve their potential and make progress as evidenced through assessment data
Manage Behaviour Effectively	<ul style="list-style-type: none"> * Have clear rules for and high expectations of behaviour for learning * Have mutually respectful relationships with students 	<ul style="list-style-type: none"> * Establishes a framework of discipline * Uses praise and sanctions consistently and fairly * Motivates students 	<ul style="list-style-type: none"> * School behaviour policy * Framework for rewards and sanctions 	<ul style="list-style-type: none"> * Students are highly accountable for their behaviour * Students are actively engaged in learning and on task
Fulfill Wider Professional Responsibilities	<ul style="list-style-type: none"> * Make a positive contribution to the wider life of the school and community * Support the school ethos and mission 	<ul style="list-style-type: none"> * Engage in professional development to continually improve teaching practice * Respond to advice and feedback * Communicate with parents and carers effectively 	<ul style="list-style-type: none"> * A relevant continued professional development (CPD) programme 	<ul style="list-style-type: none"> * Skilled teachers who are fully engaged in their CPD and willing to embrace the changes in the curriculum.

Appendix

Suggestions for Evidence of Teachers' Aims

These exemplars offer suggestions of evidence and are not an exhaustive list.

1. Set high expectations which inspire, motivate and challenge pupils

Examples of evidence:

- Health and safety briefings given to pupils/students at the start of practical lessons/ school trips.
- Ensuring appropriate clothing for session, e.g. PE clothing, footwear, aprons.
- Pupils/students are able to work in an environment, which fosters mutual respect, and are encouraged to support and help each other. Evidence could include class rules/ behaviour policies verified by colleagues on how they have been successfully used.
- A stimulating environment-examples of display resources and use of other resources; use of resources, pupils are engaged in tasks set e.g. giving presentations.
- In the classroom pupils/students are engaged in lessons, showing curiosity, asking questions, excited about task. Evidence could include student reflections and questions.
- Lesson plans demonstrate differentiation.
- Objectives are clearly explained to pupils/students and inform teaching the task. Evidence could come from lesson observations.
- Lesson delivery and outcomes reflect the lesson plan- observations would evidence this.
- Trainee demonstrates the ability to improve a lesson plan when delivering in the classroom to secure better learning outcomes- evidence in reflective journal and lesson observations.
- Appropriate tasks set for pupils/students. Evidence in lesson observations, reflective journal and pupil progress data.
- Trainee/ Teacher demonstrates an enthusiasm for learning- lesson observations.
- Mentor/Tutor feedback from the classroom observation, one to one sessions, and conduct in other meetings.

2. Promote good progress and outcomes by pupils

Examples of evidence:

- Evidence of progress throughout the year coming from data/ resources/ planning collated in teaching files.
- Use of baseline assessments and pupil targets to show pupil progress.
- Trainee/ Teacher is aware of school's tracking system and has made effective use of it. Evidence shows the effective use of data, how lessons are differentiated due to pupils different starting points and how pupils make progress because of this.
- How the Trainee/Teacher uses their subject and pedagogical knowledge to enable pupils to achieve targets. Evidence might include extra revision sessions the trainee leads or is involved in, extra classes and clubs that engage and promote learning.
- How the Trainee/ Teacher takes responsibility if insufficient progress is made, seeking advice or support from other teachers. Evidence might involve discussions with the SENCO or LSA to ensure inclusion and progress of children with SEN.
- Use of introduction to lessons, recapping previous work and learning from earlier sessions.
- Use of peer and self-assessment in classroom with clear criteria for pupils to evaluate their own work and progress. Evidence could include lesson observations, copies of effective pupil feedback and progress.
- The physical arrangement of the classroom. Evidence could involve photographs, reference in lesson observations or in the Trainee's/ Teacher's reflective journal.
- Use of different learning styles. Evidenced in lesson plans and lesson observations.
- Shows a willingness to take appropriate risks and try new ways and activities to enhance learning experience e.g. looking for opportunities outside the classroom, offer lunch clubs.
- Agreed deadlines are met, e.g. completion of homework.
- Feedback from pupils on their enjoyment of task, and assessment of progress.
- Enabling children to develop their own success criteria e.g. the Trainee/Teacher enables pupils and students to support one another in the learning process so the 'class becomes the teacher'.
- Presentation of work by pupils/students.
- Students come to class with the right equipment for the lesson or task.
- Good relationships have been established with pupils.

3. Demonstrate good subject and curriculum knowledge

Examples of evidence:

- Short and medium term planning shows curriculum and subject knowledge. Evidence in Teaching, Training and Subject Knowledge File.
- Evidence of current subject developments, attendance at lectures or accredited courses, affiliation to subject associations or networks. Trainees/Teachers can evidence the curriculum demands of their subject and the expectations of curriculum content for the age range they are trained to teach.
- Pupils enjoy and achieve in the lesson or activity. Pupil reflection or feedback, and evidence of progress.
- Evidence of high expectations can be found in copies of students' work, data showing expected or more than expected progress, comments from mentors or tutors.
- Evidence of how the trainee maintains their own knowledge and love of subject through the background reading, visits to other schools and accessing CPD opportunities.
- Evidence of encouraging work ethic in pupils can be evidenced through their effort and attainment. Data on attendance, behaviour and academic progress can all demonstrate this.
- Use of reward systems to encourage learning. Evidence of how the trainee effectively uses the school's behaviour management and reward policy. Evidence of how the Trainee/Teacher has shown a mastery of various behaviour for learning strategies.
- Recognising success at all levels and magnitude, praising pupils and sharing the success with others including parents. Evidence could be a letter to a parent or a certificate the trainee has designed and effectively used.
- In Primary, early reading and mathematics trainee gives clear instructions to children, in practical sessions makes appropriate use of equipment and resources. Evidence could include lesson observations, pupil progress and subject knowledge development audits.
- Evidence of subject specific vocabulary, key words, marking for literacy, teaching systematic synthetic phonics, evidence of public speaking or debating.

4. Plan and teach well-structured lessons

Examples of evidence:

- Lessons demonstrate pace, this will be evidenced in lesson plans and observations.
- Plenary sessions are effective; lesson plans identify progress checks and plenaries to consolidate learning.
- Trainee/Teacher offers pupils the opportunity to talk and give feedback. Evidence could include student feedback, lesson plans, observations and mentor comments.
- Seeks out opportunities for pupils to further learning opportunities out of classroom. Evidence could include homework tasks, links to related activities pupils could research either in their local libraries or online and trips to consolidate class learning.
- Homework evidence showing differentiation and creativity to engage learners. For example some trainees might engage family learning as a vehicle for homework tasks.
- Evidence of assessment of homework and how pupils have acted on the feedback to make progress.
- Promotes pupils intellectual curiosity. Evidence could include lesson plans, observations, and pupil comment or mentor discussions.
- Facilitates an atmosphere conducive to learning. Evidence would be in observer's notes and any student voice that could be captured.
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5. Adapt teaching to respond to the strengths and needs of all pupils

Examples of evidence:

- Trainee/Teacher knows the pupils well. Evidence could include: lesson observations that recognise the highly effective use of pupil's names, the Trainee's/Teacher's ability to direct higher order questions to various student groups and the ability to plan a progressive lesson.
- Uses seating plans or pupil groupings in order to offer additional support or to offer additional rigour.
- Lesson plans show differentiation of task. Evidence would clearly show how the trainee had used pupil attainment data to make pupil progress for all learners.
- Use of questioning to maximise learning. Evidence of how training on questioning has impacted upon practice, this could be found in reflective journal or discussion notes with mentor or tutor.
- Uses knowledge of the pupils to identify barriers to learning. Evidence could include a rationale for various activities with certain classes, also in the provision of accessible and highly differentiated material for pupils to ensure learning.
- Evidence that the Trainee/Teacher can work well with all ages and abilities (in the subject and in the age range that they are training in) Lesson observations are of a range of classes and ability ranges.
- Data showing progress for various pupil cohorts.
- Trainee/Teacher shows an awareness of school systems and policies, uses them to support pupils where appropriate. Evidence could include the trainee using the schools' reward system or behaviour management policy.
- Evidence of pastoral duties may be available if the trainee works with a tutor group or delivers PSHE.
- Trainees/Teachers can offer examples of how they work with and respond to pupils with different needs. This may include academic, physical, social and cultural needs. For example the provision of PE for a disabled child. The trainee uses CPD opportunities to develop or update knowledge about specific issues affecting pupils and how they learn. Evidence could come from central and school based training, and the impact of the training on practice.
- Trainees/Teachers know where to seek support and expert knowledge and will do so when required. Mentors, PLTS and PTs, can evidence this.

6. Make accurate and productive use of assessment

Examples of evidence:

- The Trainee/Teacher demonstrates that they are assessing work appropriately, seeks moderation and responds to guidance and discussion. Evidence of moderation process, statutory guidance and colleague feedback.
- Trainee/Teacher uses formative and summative assessment during lesson delivery. This can be evidence through lesson observation, lesson plans and pupil voice.
- The Trainee/Teacher makes appropriate use of assessment file or mark books to show progress. The evidence will be students' books and mark books.
- Feedback is regular and constructive. This will be evidenced in observer's comments, students' work and pupil voice.
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7. Manage behaviour effectively to ensure a good and safe learning environment

Examples of evidence:

- The Trainee/Teacher re-enforces school policies. Evidence will be in mentor notes and in lesson observations when the school's policies are deployed.
- The Trainee/Teacher makes appropriate use of rewards for pupils. Evidence will be found in reward charts, progress assemblies, pupil voice and lesson observations.
- In lessons, tasks are varied and appeal to pupils varying learning styles. Evidence will be found in lesson planning and observations to show that learning tasks were appropriate and effective. Mentors and tutors will also comment on the Trainee's pedagogical understanding of lesson development to maximise learning for all.
- The Trainee/Teacher will be able to evidence how they use resources well. Trainees/Teachers may have made all their own resources and shared them with the department.
- How the Trainee/Teacher organises the learning provides good evidence for this standard. Using pupil data (academic and pastoral) to create pupil groups and to differentiate tasks is good evidence for how pupils are motivated and involved.
- Trainees/ Teachers have good time management of tasks and lessons are well managed and have a good pace.
- The Trainee/Teacher responds effectively and decisively when needed. They are able to act with authority. Evidence of this would be found in lesson reflections, observations and mentor notes.
- Evidence can be found in lesson plans, pupil feedback and in observation notes.
- Trainees/Teachers model good and courteous behaviour around the school. They have a fair and consistent approach. This will be evidenced in the rapport with students that is captured in lesson observations and in mentor notes.

8. Fulfil wider professional responsibilities

Examples of evidence:

- Trainees/Teachers organise lunch time/after school activity. Evidence could be photographs, resources, pupil feedback and staff evaluations of the impact of the additional learning.
- Trainees/Teacher contribution to staff meetings. Evidence could be minutes of meetings and mentors comments.
- Trainee's/Teachers contributes to extra-curricular opportunities e.g. trips, school visits. Evidence could be the risk assessment document, photographs of the trip, resources and pupil feedback.
- Trainees/Teachers seek support or advice and is prepared to act on it.
- How the Trainee/Teacher uses teaching assistants, student associates and other adults in the classroom. Evidence will be found in how well they discusses/ shares the learning plan with the LSA in advance of the lesson, provides differentiated resources/ tasks and is organised for another adult to be working in the room e.g. evidence of an accomplished/ outstanding trainee- Teaching assistant shows a good understanding of their role and what is expected of them in advance of lesson stating all resources are prepared and shared in advance.
- Trainees/Teachers engage with their own CPD and take responsibility for their own learning. Evidence could include accredited or certificated courses and training provided by schools, clusters or central training.
- Trainees/Teachers engage positively with parents/carers at start and end of the school day (primary) Evidence could include evidence of discussions with parents either in person, on the telephone or in writing. Written reports and parents evenings would be good evidence for this standard.

- **Personal and professional conduct (possible exemplification)**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

- Evidence can comment on professionalism, this could include; reference to the Trainee's/Teacher's confident and dedicated commitment to the profession; their friendly, courteous approach to students and staff; their strong work ethic; highly organised planning and preparation; their full involvement in the life of the school; how they have initiated new opportunities for students or organised visits. How their high expectations of self and others is communicated to students to raise attainment and ambition. How they develop highly effective and mutually respectful relationships to create a climate for learning and formation.
- Evidence can be found in documentation, training and trainee practice. This can include Safeguarding Training/ SEN training/ Behaviour Management Training and evidence of understanding that can be found in units of study and discussions with mentors and tutors.
- Evidence can be found in teaching. If the trainee has been involved in PSHE or citizenship, or their subject includes aspects of values based concepts or themes e.g democracy, human rights or equality of opportunity. Trainees/Teachers may be involved in school groups that promote social justice and peace. Trainees could use the SoW, assembly resources, charity or social justice materials to support this standard.
- Safeguarding and well-being training are good examples.
- Mentors and tutors can verify that the Trainee/Teacher doesn't express personal beliefs in ways, which exploit students or promote individual political beliefs.
- The Trainee/Teacher can demonstrate their commitment to professional learning if they are part of T&L group in the school; attend Teach Meets, studying for PGCERT.
- Extra-curricular activities are good evidence for this standard.
- Pupil voice surveys and the maintenance of a reflective journal demonstrate the trainee's reflective nature and that they are able to critically evaluate practice.
- Positive relationships with students in lesson observations can be evidenced in mentor notes and formal observation records.
- The Trainee/Teacher shares successes with students and highlights good practice (behavioural and academic) and in marking and feedback.
- The Trainee/Teacher has a positive manner with parents at Parents' Evenings and deals with parental complaints and concerns professionally.
- The Trainee/Teacher has very good safeguarding and health and safety awareness. Including their own safe use of the Internet e.g. Facebook/social media. Trainees have all had training to support their safe use of social media.

Teaching Standards

1. Set high expectations which inspire, motivate and challenge pupils

- . a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- . b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- . c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- . a) be accountable for pupils' attainment, progress and outcomes
- . b) plan teaching to build on pupils' capabilities and prior knowledge
- . c) guide pupils to reflect on the progress they have made and their emerging needs
- . d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- . e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- . a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- . b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- . c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- . d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- . e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- . a) impart knowledge and develop understanding through effective use of lesson time
- . b) promote a love of learning and children's intellectual curiosity
- . c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- . d) reflect systematically on the effectiveness of lessons and approaches to teaching
- . e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- . a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- . b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- . c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- . d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- . a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- . b) make use of formative and summative assessment to secure pupils' progress
- . c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- . d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- . a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- . b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and

rewards consistently and fairly

- . c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- . d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- . a) make a positive contribution to the wider life and ethos of the school
- . b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- . c) deploy support staff effectively
- . d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- . e) communicate effectively with parents with regard to pupils' achievements and well-being

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Trainee to Trained Teacher

Module 1 – Initial Teacher Training

Induction



Erasmus+



Module 1 Objectives



- Be aware of the Teachers' Standards
- Develop a rationale for how standards/ aims can be helpful in teacher training and professional development
- Develop an awareness of how teacher competence impacts upon pupil progress, achievement and attainment
- Create an awareness of possible evidence for the aims/ standards to capture impact of professional development on pupil progress

Standards



- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively
- Fully engage with school and community

What does each standard look like?

- How do we understand each standard?
- *Task A*
In pairs create a sentence that describes each standard
- *Task B*
Reduce the sentences to a word

Why is this standard important ?

Important for Teachers	Important for Learners

- *Task C*

On flip chart paper in groups of 4 record why this standard is important for teaching and learning

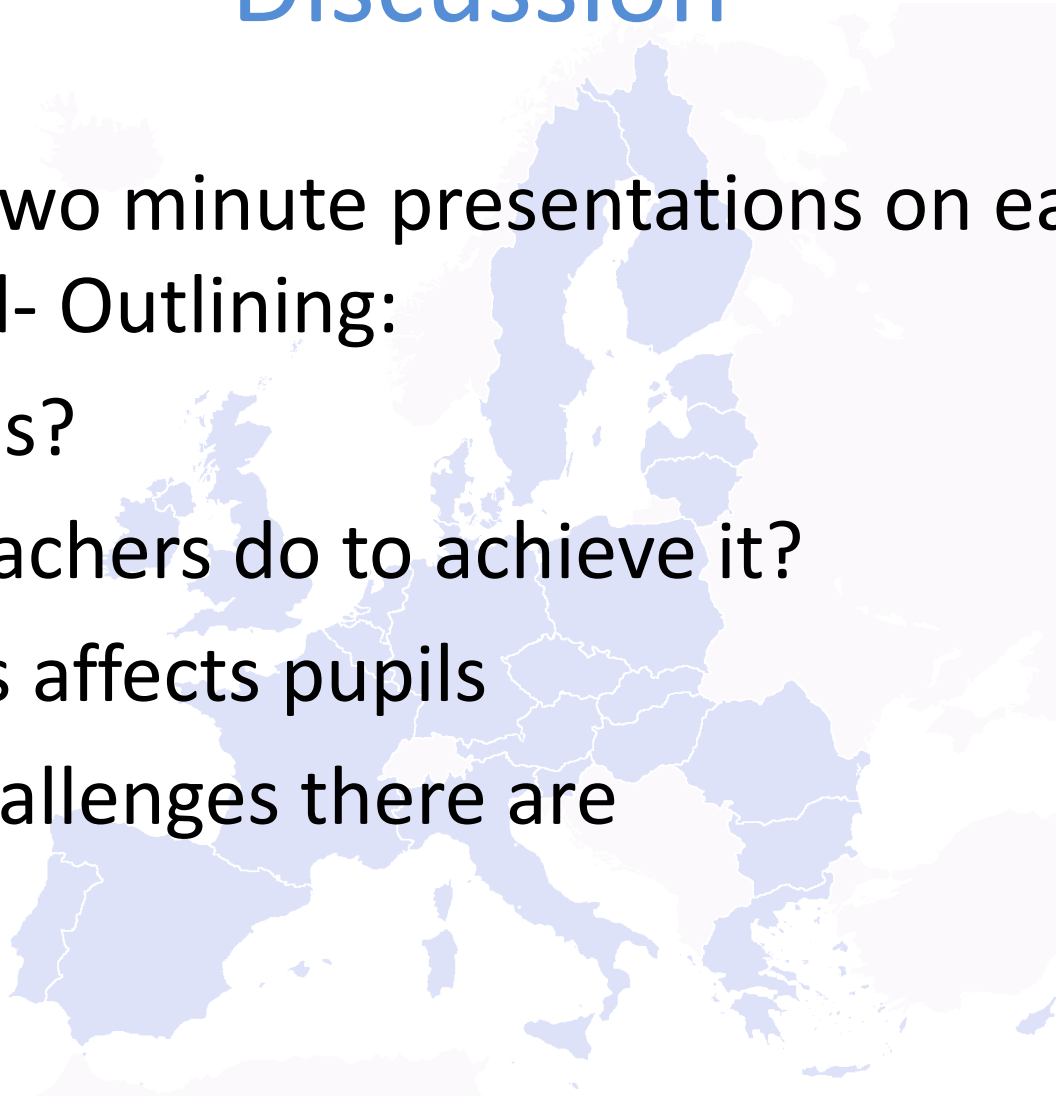
Gallery Task



- *Task D:* Exhibit your notes and view each others notes. Add to the notes with your own ideas and responses.
- *Task E:* Chose a standard to work on. In teams add to the notes with responses to:
 - How do teachers fulfill this standard?
 - What challenges are there?

Discussion

- *Task F*: Two minute presentations on each standard- Outlining:
- What it is?
- What teachers do to achieve it?
- How this affects pupils
- What challenges there are



Recognising good practice



- <https://www.youtube.com/watch?v=wJPzrIRODxQ>
- *Task G*: Record evidence of a teaching standard.
- *Task H*: How well was that standard met?

Developing a language for pedagogy



- *Task 1:* In pairs develop a taxonomy for a standard.

What would the standard look like if the practice was:

- Outstanding
- Good
- Requires improvement
- Inadequate

How to support improvement



- *Task J:* Consider and discuss
- Share and agree –Outstanding/ Good/ etc
- What strategies would you offer to develop outstanding practice in each standard?
- Look at a lesson plan and identify areas that could be developed in light of the standards.
- How would you coach a teacher who was planning to deliver that lesson?

Evaluation

A faint, light blue map of Europe is visible in the background of the slide, centered behind the text.

- Be aware of the Teachers' Standards
- Develop a rationale for how standards/ aims can be helpful in teacher training and professional development
- Develop an awareness of how teacher competence impacts upon pupil progress, achievement and attainment
- Create an awareness of possible evidence for the aims/ standards to capture impact of professional development on pupil progress



Erasmus+



Lesson Observation Sheet

Lesson Objectives	
Focus of the observation (teacher) Focus of the observation (pupils)	
Elements to be used (teacher) Elements to be used (pupils)	
Targets (statistical analysis)	
Reflection and general comments	

OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
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Teachers encourage pupils to participate in and contribute to an atmosphere conducive to learning.	Teachers contribute fully to the life of the school. Supporting and developing the school ethos.	Teachers deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.
Teachers are able to develop a rapport with students.	There are high levels of mutual respect.	Planning and teaching shows the teacher understands what the students know and what they need to learn.
Teachers take responsibility for pupil progress.	Teachers generate high levels of enthusiasm for learning.	Teachers assume a high level of responsibility for pupil progress.
Teachers know learners' needs and are proactive in differentiating.	Teachers regularly create opportunities for independent and autonomous learning.	Teachers actively plan and deliver engaging lessons.
Teachers know how students learn and how to recognise progress.	Teachers are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment.	Teachers plan lessons that are differentiated, so that all students make progress.

Teachers employ a range of teaching strategies and resources.	Teachers demonstrate very well-developed pedagogical subject knowledge.	Teachers can confidently and accurately assess pupils' attainment
Teachers consistently have high expectations and understand a range of strategies to promote positive behaviour.	Teachers maintain accurate records of pupils' progress and use these to set appropriately challenging targets.	Teachers use a range of assessment strategies that are used to inform lesson planning.
Teachers build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.	Teachers confidently manage pupil behaviour.	Teachers assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress
All students make good progress.	All students are confident and skilled learners.	Teachers model excellent learning behaviours.



Name _____

Organisation & Country _____

Please would you complete this questionnaire to enable us to assess the quality of the training and to improve the draft resources.

For the question with a scale, please **put a cross X on the number that suits you. Remember that 1 is low and 6 is high.**

I am...			
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>

My role is...	
Trainee Teacher	<input type="checkbox"/>
Newly Qualified Teacher	<input type="checkbox"/>
Fully Qualified Teacher	<input type="checkbox"/>
Other – please specify	<input type="checkbox"/>

	Comments
Were you satisfied with the organisation and pre-event information/communication?	
Were you satisfied with the relevance of the workshop in relation to your professional activity?	
Were your expectations of the workshop addressed?	
Were you actively participating in the workshop?	

Part 1 – Teachers' Standards

Following the workshop, how do you assess your understanding in the following areas?

	1	2	3	4	5	6	Comments
I understand a range of teacher standards/ competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand why these standards support good teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I recognise these standards in my own practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel able to develop my practice in light of these competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any comments about the resources provided to support your enquiry?

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Part 2 – Applying Teaching Skills

Following the workshop, how do you assess your understanding in the following areas?

	1	2	3	4	5	6	Comments
I can identify a teaching standard/ competency in a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand that each skill can be practiced with varying levels of efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel more confident in developing my teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can clearly identify my strengths and areas to develop within my teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any comments about the resources or activities used in this module?

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Any other comment about the workshop you wish to add:

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Many thanks for taking time to complete this form.