

#### Moving Towards QTS-The Teachers' Standards and WADs August 2019

## Outcomes

Trainees will have:

1. a developing understanding of the concept of **teacher effectiveness** 

.....and be developing an awareness of <u>multiple</u> <u>perspectives</u>;

2. an overview of the DfE **Teachers' Standards** as *one* model of teacher effectiveness

3. An awareness of the WADs and best practice

## Research

This lecture is based, in particular, on research by:

#### Hattie (2003)

Distinguishing Expert Teachers from Novice and Experienced Teachers: Teachers Make a Difference

#### Day et al. (2008)

Effective Classroom Practice

#### Nelson et al. (2015)

What makes great pedagogy and great professional development

### ...the teacher

- " It is the teacher in the classroom who is the most **powerful lever of change**" (Hopkins et al. 2005)
- Teachers "account for about 30% of the variance [in pupil outcomes]. It is what teachers know, do, and care about which is very powerful in this learning equation." (Hattie 2003)
- "The **quality of teaching** is more important to pupil outcomes than anything else a school can control.." (DfE, 2016)

Teacher Effectiveness How would you recognise an effective teacher?

Personal reflection?



# How would you recognise an effective teacher?

Personal reflection? encourages you is kind listens to you Child's view? makes you feel clever helps you when you're stuck has faith in you likes teaching their subject treats people equally

(Hay McBer, 2000)

# How would you recognise an effective teacher?

- Personal reflection?
- Child's view?
- Researcher's view?

- Climate for learning
- Relationships
- Learning & teaching
- Pupil needs
- Assessment for learning
- Resources & environment

Day et al. (2008)

Planning & organisation

## How would you recognise an effective teacher?

- Personal reflection?
- Child's view?
- Researcher's view?
- Government's view?

 Enshrined in the DfE standards (2013)



## The Teachers' Standards



#### The Teachers' Standards (DfE, 2013)

- A set of statements which define the expectations of teachers
- Meet Standards to gain QTS
- Ofsted expectation that will be met at 'Good' & 'Outstanding' level
- Standards are same for all teachers
- BUT...assessment must take<sup>L</sup> account of ROLE and







## Preamble

#### I promise that:

I will make the education of my pupils my first concern, and will be accountable for achieving the highest possible standards in work and conduct.

I will act with honesty and integrity; have strong subject knowledge, keep my knowledge and skills as a teacher up-to-date and be self-critical; forge positive professional <u>relationships</u>; and work with parents in the best interests of my pupils.

#### Part One: Teaching

Can you recall the 8 areas of teaching/professional practice?

_1.			
2.	 	 	
3.			
4.			]
<b>-</b> 5.			
6.			
7.			
8.			

#### **Teacher standards: Part 2**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

- Part 2: 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' wellbeing, 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.

## How will I meet the Standards?

#### **University-based Course**

Seminars, tasks, assignments.

#### **School Placements**

- Observations of your teaching (lesson observation forms; placement profiles; Training Plan)
- Weekly meeting with your mentor
- School-based observation and tasks



#### Reflection

 Reflect upon your progress towards meeting the Standards in your online
 Professional Development
 Profile (e-PDP)

### **Teachers' Standards**



## **Qualified Teacher Status**

- The statements in the DFE Teachers' Standards set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS.
- All trainees recommended for the award of QTS must meet all of the standards at least at this minimum level (grade 3).
- This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve good (grade 2) or better outcomes by

the end of ITT.

Remember ...this is the beginning of your career.....

## Warwick Assessment Descriptors – The WADs

- Tool to be used by trainees, mentors and link tutors on placement
- Inform judgments about teaching (including self assessment)
- Can be used to develop targets mentor and trainees
- Help ensure consistency
- Use as a working document
- VERY IMPORTANT our most successful trainees fully engage with the WADs

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE							
DfE Teachers' Standards	'Not Yet Meeting' the Standard	3 'Requires Improvement'	2 'Good'	1 'Outstanding'			
	Over time, the trainee has a very limited impact	Over time, the trainee contributes to some	Over time, the trainee contributes to	Over time, the trainee contributes to groups			
	on pupil progress. The trainee 'not yet meeting'	groups of pupils making expected progress.	groups of pupils making at least expected	of pupils making at least good progress. The			
	the Standard demonstrates that he/she:	Trainee requires targeted support to become	progress. The trainee achieving the	trainee achieving the standards at an			
		'Good'. The trainee awarded QTS at the	standards at a 'good' level demonstrates	'outstanding' level demonstrates these			
		'requires improvement' level demonstrates these characteristics:	these characteristics:	characteristics:			
have a secure knowledge of the	& developing secure knowledge and	has a secure knowledge and understanding of	has a good knowledge and understanding	has a strong knowledge and understanding			
relevant subject(s) and curriculum	understanding of the subjects/curriculum taught	the relevant subjects/curriculum for the age	of the relevant subjects/curriculum for	of the relevant subjects/curriculum for the			
areas, foster and maintain pupils'	for the age phase in which they are training to	phase in which they are training to teach; and	the age phase in which they are training	age phase in which they are training to teach;			
interest in the subject, and address	teach	can use this knowledge	to teach; and can use this knowledge	and can use this knowledge			
misunderstandings	requires support to use this knowledge to	in their planning to develop learners'	consistently in their planning to develop	as for grade 2; in addition, the trainee can			
	develop learners' understanding and skills and	understanding and skills and address pupils'	learners' understanding/skills and address	use this knowledge as opportunities arise			
	address pupils' misconceptions and	misconceptions and misunderstandings.	misconceptions/misunderstandings.	within a lesson in order to maximise			
	misunderstandings.			learning.			
	requires support to develop pupils' reading,	recognises the need to develop pupils"	to develop pupils' reading, writing,	to enhance the progress of pupils' reading,			
	writing, communication and mathematical skills	reading, writing, communication and	communication and mathematical skills	writing, communication and mathematical			
	within subject/ across the curriculum (as	mathematical skills within subject/ across the	within subject/ across the curriculum (as	skills within subject/ across the curriculum			
	appropriate to phase)	curriculum (as appropriate to phase)	appropriate to phase)	(as appropriate to phase)			
<ul> <li>demonstrate a critical understanding of</li> </ul>	convices support to recognise the need to extend	cespanises the need to extend and update	as for grade 3; in addition, implementing	(as appropriate to phase) as grade 2; in addition, engaging in			
developments in the subject and	and update their subject and pedagogical	their subject and pedagogical knowledge as a	innovations to improve their practice.	evaluative dialogue about the impact on			
curriculum areas, and promote the	knowledge as a key element of continuing	key element of continuing professional		learning of the innovations implemented.			
value of scholarship	professional development and when prompted	development and shows the ability and	e.n. implements new margaches/strategies	identified by the school or trainee; implements			
	shows the ability and readiness to do so.						
	With support can help pupils to understand the	Can help pupils to understand the value of	is able to plan a range of apportunities	Takes every opportunity to help pupils			
	value of learning	learning.	which help pupils to understand the value	understand the value of learning, e.g. both			
	tande of real long	the state of the s	of learning.	planned and incidental opportunities			
	E.g. relating learning to real-life contexts or the wor	rid of work promoting life aspirations; or preparing					
demonstrate an understanding of and	With much help, is able to understand how to	understands the need to promote high	As for grade 3; in addition this will be	As for grade 3; in addition this will be evident			
take responsibility for promoting high	promote high standards of communication, reading		across an increasing proportion of	across the trainee's practice.			
standards of literacy, articulacy and the	and writing and mathematics. Requires support to	writing and mathematics, and sometimes buik		action and training a protector.			
correct use of standard English,	build into their teaching appropriate opportunities						
whatever the teacher's specialist	to support the development of these areas	support the development of these areas.					
subject	to support the development of these areas	support the severopment of these areas.					
<ul> <li>if teaching early reading, demonstrate a</li> </ul>	if teaching early reading; is developing secure	if teaching early reading: demonstrates secure	it teaching early reading: As for 3; in	if teaching early reading: As for 2; in addition			
clear understanding of systematic	knowledge and understanding of the principles and			confidently and competently utilises			
synthetic phonics	practices of teaching and assessing reading and	and practices of teaching and assessing readin		appropriate incidental opportunities during			
agriculture priorites	writing, including the use of systematic synthetic	and writing, including the use of systematic	the phonics lesson.	teaching across a range of curriculum			
	phonics. Requires support to apply this effectively	synthetic phonics, to be able to apply this		contexts to apply principles of systematic			
	across the specific age phases they are training to	effectively across the specific age phases they		synthetic phonics			
	teach.	are training to teach					
		· · · · · · · · · · · · · · · · · · ·		]			
	For definition and further information see: Systems	itic Synthetic Phonics in ITT: Guidance and Support	Materials'	1			
<ul> <li>Uteaching early mathematics,</li> </ul>	In relation to early years OR primary	In relation to early years OR primary	In relation to early years OR primary	In relation to early years OR primary			
demonstrate a clear understanding of	mathematics: Is developing understanding of the	mathematics:	mathematics:	mathematics:			
appropriate teaching strategies.	principles and practices of teaching and assessing	will know and understand the principles and	As for 3; in addition confidently	As for 2; in addition utilises appropriate			
NB. 'Early mathematics' refers to	early mathematics.	practices of teaching and assessing early	teaches and manages all elements of	incidental opportunities during teaching			
mathematics throughout the early years	Requires support to apply this effectively across	mathematics, to be able to apply this effective	ENE INDEMENDENCE REALED.	across a range of curriculum contexts to			
AND primary age range.	the specific age phases they are training to teach.	across the specific age phases they are training	C 1	apply principles of mathematics.			
		to teach.					

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#### The WADs are the trainees' 'Steps to Success'

	8. FULFIL WIDE	R PROFESSIONAL RES	PONSIBILITIES		
DfE Teachers' Standards	Working Towards 3	3	2	1	
<ul> <li>make a positive contribution to the wider life and ethos of the school</li> </ul>	The trainee working towards QTS demonstrates that he/she	The trainee awarded QTS demonstrates as a minimum that he/she:	The trainee achieving the standards at a good level may demonstrate these characteristics:	The trainee achieving the standards at a high level may demonstrate these characteristics:	
	Is beginning to understand the need for teachers to make a positive contribution to the wider life and ethos of the setting and contributes when prompted. E.g. porticipation in extra-curricular activities; support	Is beginning to make a positive contribution to the wider life and ethos of the setting. attended staff mechange orting an experienced colleague on plays	Is proactive in making positive contribution to the wider life and ethos of the setting, volume etc. to help with artclub /+ helped CTs phyograd ground duty; attending staff meetings or set	is proactive and makes a significant contribution to the wider life and ethos of their institution e.g. implements a new extra-curricular activity, amongst other things	
	training sessions. Is beginning to establish effective professional	can establish effective professional	Is proactive in establishing effective	Is proactive in establishing effective	
<ul> <li>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support <sup>7</sup>,</li> </ul>	relationships with colleagues and is developing the skills required to work collaboratively.	can establish effective professional relationships with colleagues and has the skills required to work collaboratively. Heam planning	is protective in establishing effective professional relationships with colleagues and is able to contribute constructively to teamwork starting to feed my deep	professional relationships with colleagues and <i>consistently</i> contributes constructively to teamwork	
KINW Who corordinated	Has a <i>developing</i> understanding of the roles of colleagues with specific responsibilities	understands the roles of colleagues with specific responsibilities and know when/how to draw on advice and specialist support			
<ul> <li>deploy support staff effectively</li> </ul>	(where applicable), requires support to liaise with, direct and deploy support staff enabling them to facilitate learning and teaching.	(where applicable), liaises with, directs and deploys support staff enabling them to facilitate learning and teaching.	(where applicable), liaises with, directs and deploys support staff, in an increasing range of ways which promotes learning	(where applicable), liaises with, directs and deploys support staff, in an extended range of ways which maximises learning	
	TA planning (agreed in planning mectage)	see planning fri TA/ feedback on lesson obs	f the lesson; or with a range of ability , assessing, enabling access; or works with nary etc.		
<ul> <li>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul>	Requires support to take responsibility for improving teaching, and even with support, struggles to identify subsequent or on-going personal professional development targets Shill need help to identify targets!	takes responsibility for improving teaching, and with support, they are able to identify subsequent or ongoing personal professional development targets actuals	takes responsibility for improving teaching, and independently identifies subsequent or ongoing personal professional development targets.	As 'grade 2'; in addition they identify opportunities to address and meet these targets.	
	Tries to act appropriately on written and oral feedback and targets. (cross-reference with 74): <b>Requires support</b> to recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and when prompted shows the ability and readiness to do so (see TS 3).	development targets gettingsbelly: acts appropriately on written and/or al feedback and targets (cross-reference with T4); recognising the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development, showing the ability and readiness to do so (cross-reference with T3). Targets feel on fession obs/are mer in Nixt lessin (Usually!) Targets in Mentri Lrgs always addressed. Lesson ibs identity appropriate SK- (always lescash before lessin).			
<ul> <li>communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	Is developing understanding of the importance of good communication between home and school	recognises the importance of good communication between home and school/setting with regard to pupils' achievements and well-being, sat in on Rticald Preving,			
	With guidance can communicate appropriately, verbally and in writing with parents/carers with regard to learners' achievements and well-being. Joint piep with CT- Carthocators of Cartheorements Ca, liabing at the start/end of the school day; man	can communicate effectively, verbally and in writing with parents/carers with regard to learners' achievements and well- being.	beginning to take responsibility for pro- communicating with parents in an propriate manner, to support pupils' be learning/well-being.	s for 3; however the trainee is proactive in romoting effective communication with arents which supports pupil learning/well- eing.	



## Working with the Standards

#### Formative

- Use the Warwick Assessment Descriptors (WADs) to reflect on your progress
- Use the language of the WADs to set targets for development

#### Summative

Make sure that you have made the expected Standard at the point of qualification over a sustained period of time

## Review

- 1. The concept of teacher effectiveness
- 2. DfE Teachers' Standards

...(A set of minimum standards = Basic Model?)







## **Safeguarding Lecture**

- Rachel Cooper (Safeguarding Lead)
- Lecture will be streamed live into WT001 and staff will be available to support if you prefer

- Day, Christopher et al. (2008) Effective Classroom Practice: A mixed method study of influences and outcomes: Full Research Report, ESRC End of Award Report, RES-000-23-1564 Swindon: ESRC
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Hattie, J. (2003) *Teachers Make a Difference: What is the research evidence?* A presentation to the Australian Council for Educational Research Annual Conference on Building Teacher Quality available online at: <u>http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Building-effective-learning-</u>

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