**Further Guidance on the Individual Professional Standards**

**The examples below are designed to provide you with ideas about how you might interpret the Professional Standards in your working context. You may find it useful to consider other ideas that are applicable to your own context.**

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| **Professional Values and Attributes**  Reﬂecting on and evaluating your impact, inspiring learners, being creative and innovative, valuing diversity and building collaborative relationships. |
| **1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners**  **Examples....**  • being aware of and critically appraising your own practice;  • developing and refining your own professional judgement of what works and does not work in your own teaching and learning contexts;  • ensuring all learners have access to equal opportunities within a non-discriminatory learning environment;  **2. Evaluate and challenge your practice, values and beliefs**  **Examples...**  • regularly questioning your own personal and professional attitudes and beliefs;  • talking to colleagues about them, sharing insights and new knowledge for example on social, legislative or demographic differences or change in learners/ communities;  • being proactive and anti-discriminatory in how you work;  • managing your own well-being so that you are fit to practise;  **3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge**  **Examples...**  • not being afraid to display your passion for your vocational/subject area;  • conveying that passion to learners and colleagues;  • using your own experience and knowledge to exemplify how the subject can be of value to the learner;  • recognising a learner’s educational experience and using this to tailor teaching to their needs accord  **4. Be creative and innovative in selecting and adapting strategies to help learners to learn**  **Examples...**  • finding better, more effective ways of helping all learners you teach or train to appreciate, understand and learn the subject;  • finding ways to use technology to underpin learning wherever it can add value or extend the learning context;  • using learning technology to improve learners’ chances of reaching their potential;  **5. Value and promote social and cultural diversity, equality of opportunity and inclusion**  **Examples...**   * ensuring that you effectively communicate and encourage learners to gain an understanding of how diversity brings extensive added-value to the teaching and learning process; * highlighting different ways of approaching issues and problems, illustrating alternative beliefs; * treating all learners and colleagues equally and fairly without directly or indirectly excluding anyone and ensuring that all have an equal opportunity to be heard; * actively seeking ways in which to include all learners in learning activities and to overcome any barriers to this inclusion;   **6. Build positive and collaborative relationships with colleagues and learners**  **Examples...**  • encouraging a mutually supportive environment in which team-work is valued and its significant advantages fully understood;  • working to build and maintain good professional relationships with colleagues and learners with shared and different protected characteristics**;** |

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| **Professional Knowledge and Understanding**  Updating knowledge of subject and educational research, applying theory, evalulating your impact on learning, managing behaviour and understanding the professional role. |
| **7. Maintain and update knowledge of your subject and/or vocational area**  **Examples ...**  • keeping yourself constantly updated on your subject/vocational area so that learners receive the benefit of the latest knowledge and skills;  • collaborating with colleagues to expand your knowledge and understanding;  **8. Maintain and update your knowledge of educational research to develop evidence-based practice**  **Examples ...**  • reading professional literature, regularly reviewing professional websites and blogs, etc.; reflecting on the latest theories and research results with colleagues and discussing how these may be relevant to your teaching and learning context;  **9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence**  **Examples...**  • using the understanding you have gained through reading literature on theories and engaging with research to test out new approaches to your practice;  • reflecting on the impact of new evidence based approaches with peers;  **10. Evaluate your practice with others and assess its impact on learning**  **Examples...**  • assessing your own practice and discussing it with others with a view to collaboratively improving it  **11. Manage and promote positive learner behaviour**  **Examples...**  • consider how the following can be used to help learners by creating a positive, proactive learning environment:– advice from experienced colleagues;– personal professional development;– reflection on you own practice;  • adopting suitable behaviours to act as an exemplary role model to learners;  **12. Understand the teaching and professional role and your responsibilities**  **Examples...**  • being fully aware of the requirements of your role and responsibilities;  • ensuring that your learners and colleagues have access to equal opportunities, and are not subject to discrimination as per statutory frameworks;  • keeping yourself thoroughly up-to-date on organisational requirements and rules;  • keeping thoroughly up-to-date on local and national/statutory regulations and policy changes, and legislation;  • keeping up-to-date with relevant curriculum, assessment and examination arrangements; |

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| **Professional Skills**  Motivating and inspiring learners , planning and deliver effective learning programmes, using technology, addressing maths and English needs, goal setting and sharing, assessment and feedback, updating skills through and contributing to organisational development |
| **13. Motivate and inspire learners to promote achievement and develop their skills to enable progression**  **Examples ...**  • identifying the strengths and weakness of individual learners and working to deepen the former while ameliorating the latter;  • understanding the links between your subject/vocational area and the employment and careers which might be relevant to your learners;  • using your own enthusiasm to motivate and enthuse learners;  • helping learners to identify and develop transferable skills;  **14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment**  **Examples ...**  • promoting equality and diversity in your teaching and learning in order to create a positive inclusive learning environment;  • recognising and respecting that your learners have different experiences, abilities and needs;  • adopting approaches that ensure all your learners have the opportunity to be involved and included in the learning process;  • ensuring at all times that the learning environment is safe, and that potential hazards are identified quickly and addressed;  **15. Promote the benefits of technology and support learners in its use**  **Examples...**  • using data to track learner progress to enable you to plan teaching and cater for individual needs;  • being constantly aware of the ways in which technologies can be used to help your learners learn and keeping abreast of changes in learning technology;  • considering and improving your own skills in learning technology and working to keep these up-to-date to be able to promote appropriate benefits and support learners;  NOTE: The Further Education Learning Technology Action Group (FELTAG) was set up in 2013; they researched and produced this report with a number of recommendations aimed at ensuring effective use of digital technology in learning, teaching and assessment across the Education and Training sector.  **16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning**  **Examples ...**  • identifying the needs of individual learners in maths and English;  • finding opportunities to develop these skills in motivating and relevant ways;  • developing your own maths and English skills to ensure you have the confidence to support your learners to improve these skills;  **17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge**  **Examples ...**  • encouraging all learners to appreciate that learning is not a passive process but an active one;  • encouraging learners to self-appraise in realistic ways and help them to calibrate their assessments;  • never being satisfied with minimum achievement where the learner is clearly capable of more;  • setting attainable goals that stretch and challenge learners taking into account their individual capabilities and attributes;  **18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement**  **Examples ...**  • understanding methods of assessment and their values in specific circumstances and with specific types of learners;  • ensuring that all learners have regular, constructive feedback from you;  • understanding the theoretical and practical issues surrounding achievement from high-achieving to under-achieving learners;  **19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers**  **Examples ...**  • being constantly aware of developments in teaching/training theory and skills as they relate to your subject/vocational area;  • keeping yourself constantly up-to-date in your vocational area and relevant occupational skills;  • using, for example, occupational networking, trade and professional memberships, links with employers and the wider community;  NOTE: the report by the Commission on Adult Vocational Teaching and Learning not only influenced the approach to these Professional Standards but also is a helpful summary of the importance of what is referred to as ‘the two-way street between providers and employers’. The report also highlights that the best teaching and learning provision is collaborative by nature and that programmes have that clear line of sight to work.  **20. Contribute to organisational development and quality improvement through collaboration with others**  **Examples ...**  • working with colleagues to improve and develop the organisation in which you work - its systems, structures and policies;  • engaging with colleagues by sharing ideas about best practice methods etc. to enhance and improve quality in all its senses – quality of service to learners and stakeholders, quality of learning, quality of products (if appropriate). |