Working with Professional Standards

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Today's lecture

- Evaluate the role of the teacher within the post 16 classroom
- Discuss the importance of Professional Standards
- To develop a working knowledge of the professional standards applicable to post-16 teaching and training
- To begin to apply the relevant standards to own self and teaching practice

Activity

- In groups discuss and make a list of the main:
- Roles of a teacher
- Responsibilities of a teacher
- Feedback to the group

Roles

- Facilitator of learning
- Mentor
- Coach
- Counsellor
- Role model
- Information Provider
- Lecturer
- Instructor
- Practitioner
- Presenter
- Trainer
- Tutor
- Planner – Curriculum planner, Course organiser
- Resource Developer - Study Guides, Materials, Assessments
- Assessor - Students, Curriculums

Responsibilities

- To have a Duty of Care for the learners
- To be Positive about Learning
- To provide a Positive Environment
- To recognise students' past experiences
- To recognise that individuals learn in different ways
- To recognise that everyone learns at their own pace

Reflection

- How does this link to the concept of the adult learner and their expectations within the PCET Classroom?
- What might this have to do with professional standards?

Adult learner expectations

- Adults expect to be taught and
- Adults expect to learn
- Adults expect to have to work hard
- Adults expect that the work is related to the vocation
- Adults expect to be treated as adults

Adults learn best when they…

- Are involved in negotiation
- Derive their own goals
- Diagnose their own needs for learning
- Accept that learning is an internal process
- Become autonomous
- Have responsibility for learning
- Are able to accept uncertainty
- Share ideas and feelings
- Experience openness, trust, respect, commitment, etc.
- Are in a climate conducive to learning
- Are willing to alter their way of thinking
- Learn and think with others
- Make use of their experience

- Fully utilise their willingness to learn
- Are present-centred
- Learn from problems rather than subjects
- Are activity-based
- Focus on principles
- Reflect upon experience
- Acknowledge the importance of the process
- Have a sense of progression
- Value transitions
- Are integrated in their thinking
- Can create knowledge
- Can change
- Think critically

Professional standards

Why do we have professional standards?

Go to:

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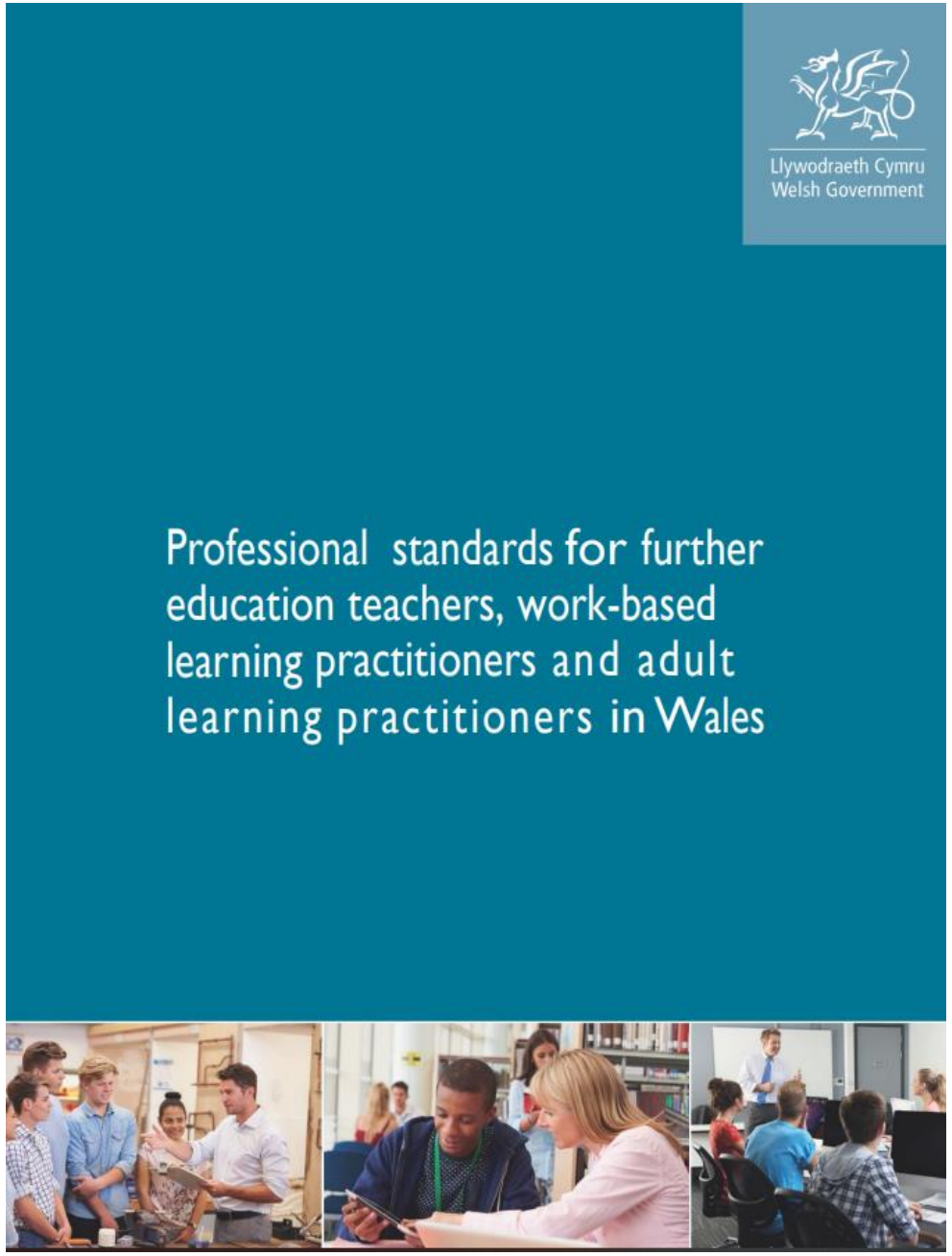
Enter the session ID:

136-431-817

Or… scan the QR code

What are the professional standards? Further Education

- Professional standards for further education and work-based learning leaders in Wales | Educators wales
- Safonau proffesiynol ar gyfer arweinwyr addysg bellach a dysgu'n seiliedig ar waith yng Nghymru | Educators wales



Standards are for…

- further education teachers and institutions
- work-based learning practitioners and providers
- adult and community learning practitioners and providers
- voluntary and community sector organisations
- commercial organisations and independent training providers •
- employers
- other public sector organisations

Standards can be used…

- as a focus for research and enquiry
- as an inspiration for specific training inputs
- as a framework for progression
- as an agenda for coaches, mentors and trainers
- as a benchmarking tool for training provision within institutions
- as a strategy tool for developing institutional strategies to improve
- teaching and learning

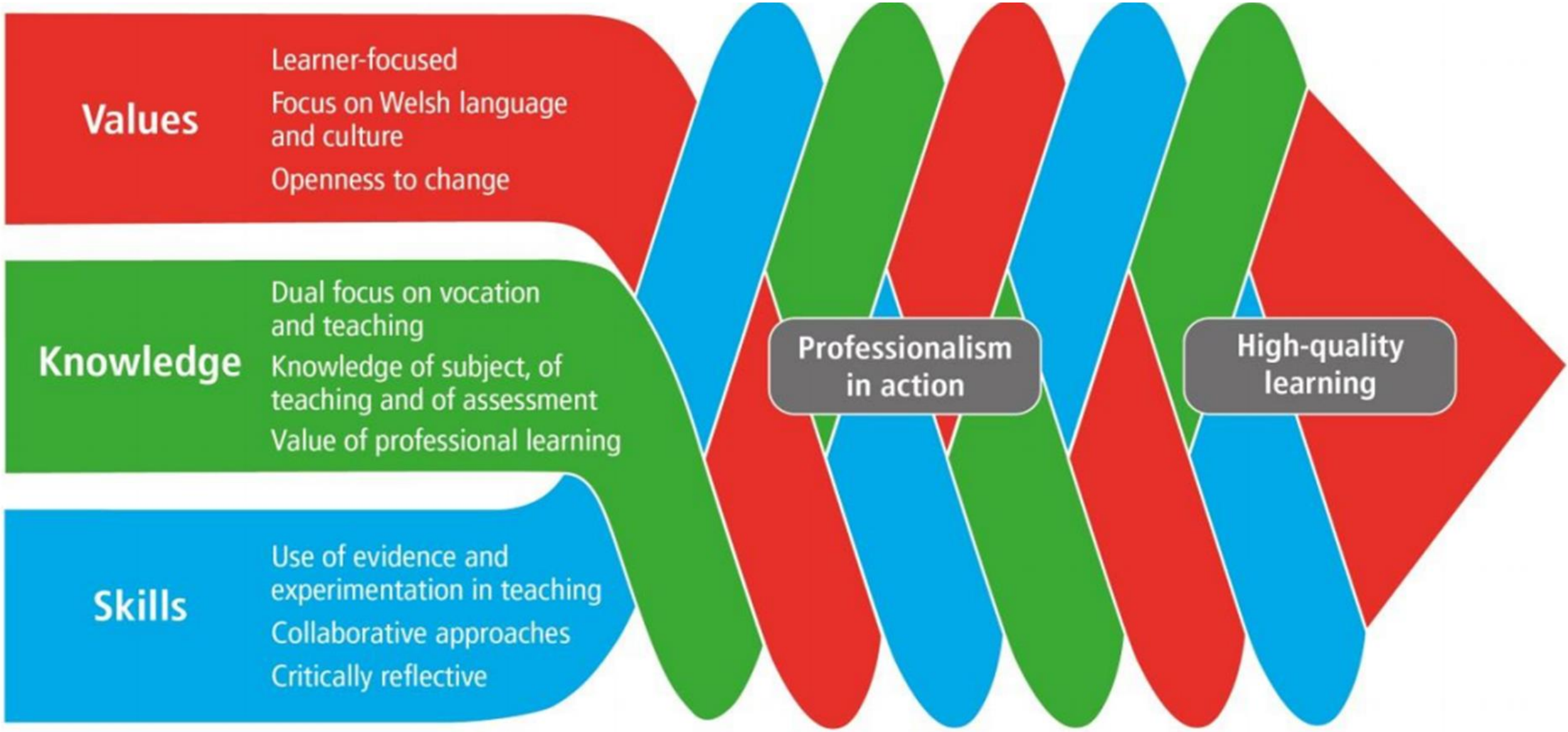
- as a guide for induction processes
- to inform the construction of job descriptions and person specifications
- as an indicator of personal and professional performance and learning
- as a means to establish a common language and expectation
- to inform curriculum development
- for organisational development and as core principles for setting up and running services.

- The professional standards have been written to support and inspire practitioners and not as a means of assessing competence.
- high-quality, well-informed dialogue between practitioners and their managers as the best way of improving standards of teaching and thereby improving outcomes for all learners.
- All students should aim to align their professional practice to these standards throughout the programme
- 11 standards under 5 key principles

5 Key principles:

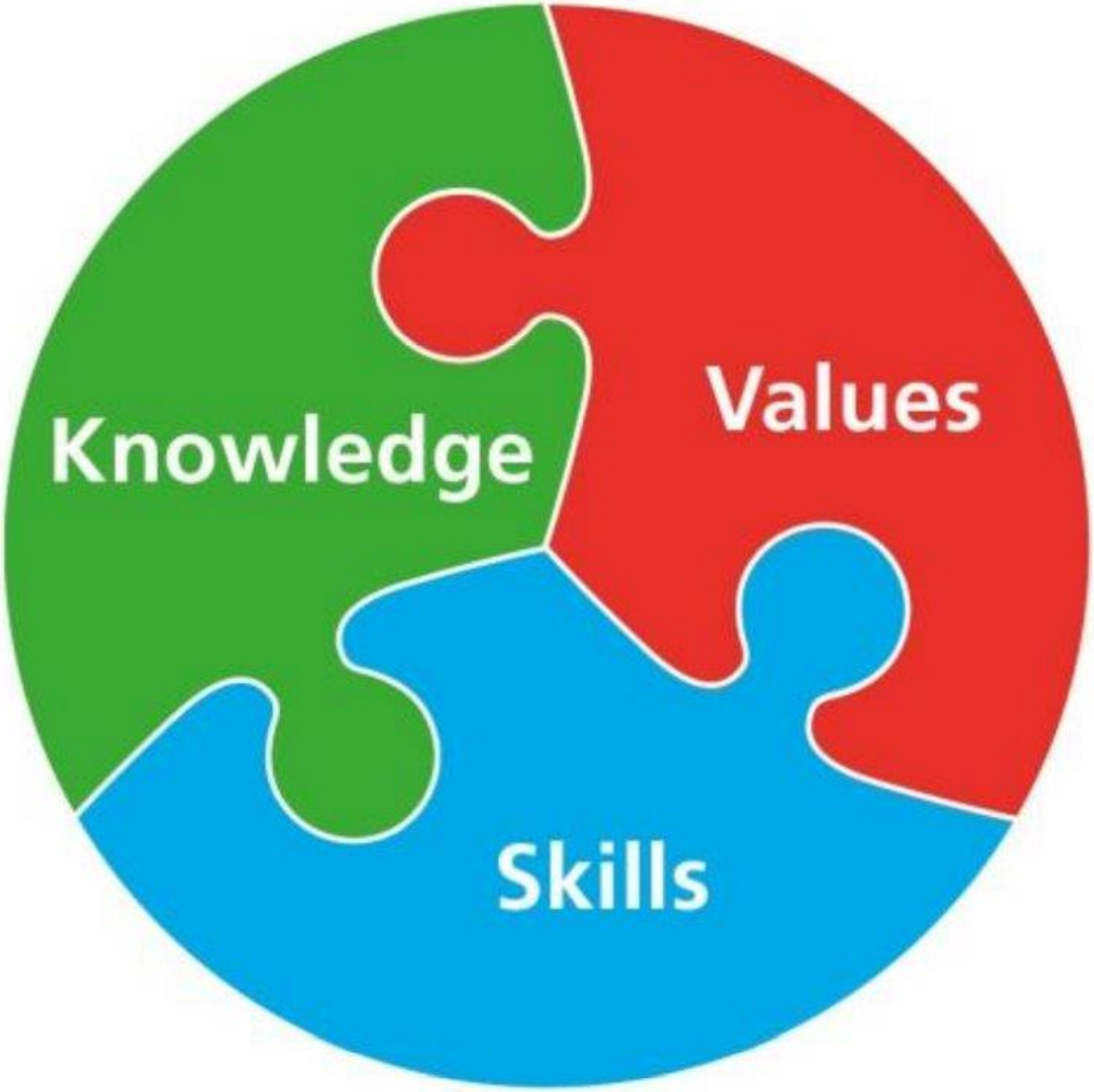
- Dual professionalism
  - respecting that many practitioners can be both subject and vocational specialists and leaders of, and experts in, teaching, learning and assessment.
- Ownership
  - developed by practitioners from the sector in Wales in collaboration with employers, trade unions and other stakeholders, as a concise and useful framework.
- A continuum of growth
  - inspiring for experienced staff and relevant to those starting out.

- Practitioners as critical thinkers and innovators
  - using the best teaching, learning and assessment methods according to the diverse needs of learners.
- A common language
  - an accessible framework to support individual and collaborative professional learning.


Values
Learner-focused
Focus on Welsh language and culture
Openness to change
Knowledge
Dual focus on vocation and teaching
Knowledge of subject, of teaching and of assessment
Value of professional learning
Skills
Use of evidence and experimentation in teaching
Collaborative approaches
Critically reflective
Professionalism in action
High-quality learning

Thinking about the standards

- Interlocked
- not segregated



The 11 standards…

In my practice and with others I…

Demonstrate commitment to learners, their learning, safety and well-being

- Inspiring, supporting and stretching learners, taking account of their starting points and progression options
- Working with others to ensure learners are fully supported
- Ensuring safe and inclusive environments

- How do you think this could be done?

For example by…

- Promoting positive attitudes to learning
- Supporting learners to identify their learner needs and aims
- Supporting learners to achieve their potential by setting challenging work/tasks
- Working collaboratively with others to reduce and remove barriers to learning
- Ensuring learners are supported and taught in a safe learning environment, taking appropriate action where required using relevant policies and guidance
- Using a range of teaching and assessment methods, making best use of knowledge and skills to support learners.

In my practice and with others I…

Value and promote diversity, equality of opportunity and inclusion

- embracing diversity and advocating inclusion
- challenging discrimination in all forms

- How do you think this could be done?

For example by…

- Promoting diversity and opportunity
- Creating an environment in which leaners feel safe to challenge discrimination
- Encouraging learners to understand the benefits of diversity
- Treating all learners and stakeholders equally and fairly
- Challenging unacceptable behaviour.

In my practice and with others I…

Understand the importance of the Welsh culture and language as a bilingual nation

- taking opportunities to celebrate the culture of Wales and its place in the world
- pursuing opportunities for my own Welsh language development and promoting its importance to others

- How do you think this could be done?

For example by…

- Promoting the importance of the Welsh culture through topic/subject delivery
- Encouraging and supporting Welsh speaking learners to undertake learning and assessment through the medium of Welsh
- Promoting the benefits of developing Welsh language skills to learners, staff and employers, particularly in the context of the work place/sector and/or subject area

In my practice and with others I…

Demonstrate dignity, courtesy and respect towards others

- listening to and respecting other peoples' views, opinions and ideas
- acting as a role model for fair, courteous and respectful behaviours

- How do you think this could be done?

For example by…

- Treating all learners and colleagues equally and fairly, ensuring all have an equal opportunity to be heard
- Listening to and responding positively to others' views
- Behaving professionally at all times
- Reviewing own professional and personal attitudes and beliefs.

In my practice and with others I…

Maintain and update knowledge of my subject(s) and how best to teach and assess them

- keeping abreast of my subject or vocational area and of effective teaching and assessment methods
- using assessment of and for learning to support learner progress

- How do you think this could be done?

For example by…

- Actively participating in professional development activities
- Keeping abreast of developments on own subject/vocational area ensuring learners benefit from the latest knowledge and skills
- Meeting awarding organisations' continuous professional development (CPD)requirements if appropriate
- Maintaining an up-to-date Professional Learning Passport (PLP) or other system to include examples of reflective practice
- Reflecting on latest research and developments collaboratively with colleagues to ensure continuous improvement.

In my practice and with others I…

Know how to use evidence and research to improve my practice

- accessing and experimenting with research from a range of sources
- reflecting on the latest theories and research with colleagues and exploring their relevance to my teaching and learning context

- How do you think this could be done?

For example by…

- Working collaboratively with colleagues to share and debate ideas and innovations as a result of joint research
- Actively engaging with networks of professional practice
- Sharing best practice and research findings with colleagues to support continuous improvement

In my practice and with others I…

Plan and deliver effective learning, teaching and assessment

- identifying, preparing, delivering and assessing learning programmes
- using a range of media, including digital, effectively to enhance the learning process

- How do you think this could be done?

For example by…

- Making use of digital teaching and learning platforms to support teaching, learning and assessment
- Using learner data to track and review learner progress to inform planning, ensuring effective programme/subject delivery
- Creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups
- Ensuring all learners have regular, constructive feedback to support progression.

In my practice and with others I…

Build positive and collaborative relationships

- working to build and maintain relationships with learners, colleagues, employers and others as appropriate
- exercising leadership through all aspects of professional practice and participating in and contributing to professional learning networks

- How do you think this could be done?

For example by…

- Guiding learners to manage and lead their own learning
- Taking an active role in professional learning networks
- Working collaboratively with peers to review the impact of teaching, learning and assessment on learner outcomes and own performance
- Working collaboratively with peers, learners and stakeholders to support and drive learner progress
- Taking responsibility for own development and seeking opportunities to extend knowledge to the network

Cont…

- Willingly sharing experiences to promote excellent teaching, learning and assessment locally and nationally
- Ensuring appropriate communication with all stakeholders.

In my practice and with others I…

Enable learners to share responsibility for their own learning and assessment

- working with all learners to empower them to set challenging goals and targets and to evaluate their own progress against these
- communicating effectively with all learners, employers and others as appropriate

- How do you think this could be done?

For example by…

- Supporting learners to identify their learner needs and aims
- supporting learners to achieve their potential by setting challenging work/tasks
- Leading learners to review their own progress
- Using own experience and knowledge to engage, encourage and motivate learners
- Understanding the links between employment/careers and own subject and/or vocational knowledge

Cont…

- Demonstrating an understanding of all stakeholder needs
- Using technology to communicate, share information and encouraging the use of online platforms to share teaching, learning and assessment experiences

In my practice and with others I…

Critically reflect on own values, knowledge and skills to improve learning

- developing my own literacy, numeracy and digital literacy skills along with other appropriate professional skills
- critically appraising my own practice and adapting it in the light of reflection and feedback, including feedback from learners.

- How do you think this could be done?

For example by…

- Reviewing a sample of own lesson/assessment plans regularly to assess and measure the impact of each session on learners
- Seeking and reviewing learners' views of own teaching/assessment and or delivery
- Creating and taking opportunities to discuss and peer assess own work with other colleagues and practitioners
- Seeking to share things that work well and collaboratively sharing good practice with peers to support improved learning outcomes

Cont…

- Being aware of how technology can be used to track and support learners to learn
- Keeping abreast of constantly changing technology where relevant, and the requirements of providing effective literacy and numeracy support

In my practice and with others I…

- **Demonstrate a commitment to sustainability**
- inspiring and motivating learners and colleagues to make the changes that will guarantee a sustainable future for everyone
- supporting learners to acquire the knowledge and skills needed to promote sustainable development

- How do you think this could be done?

For example by…

- prompting colleagues and learners to review articles and literature on climate change
- being mindful of the resources we use day-to-day
- reducing high carbon resources in favour of low carbon alternatives

In my practice and with others I…

- **Demonstrating effective strategic leadership and governance**
- ensuring my knowledge of effective organisational governance and strategic leadership remain up to date and relevant
- ensuring my strategic leadership and governance meet the needs of learners, colleagues and stakeholders
- understanding the key factors required to undertake my role effectively with regard to quality, financial management and legislative compliance

For example by…

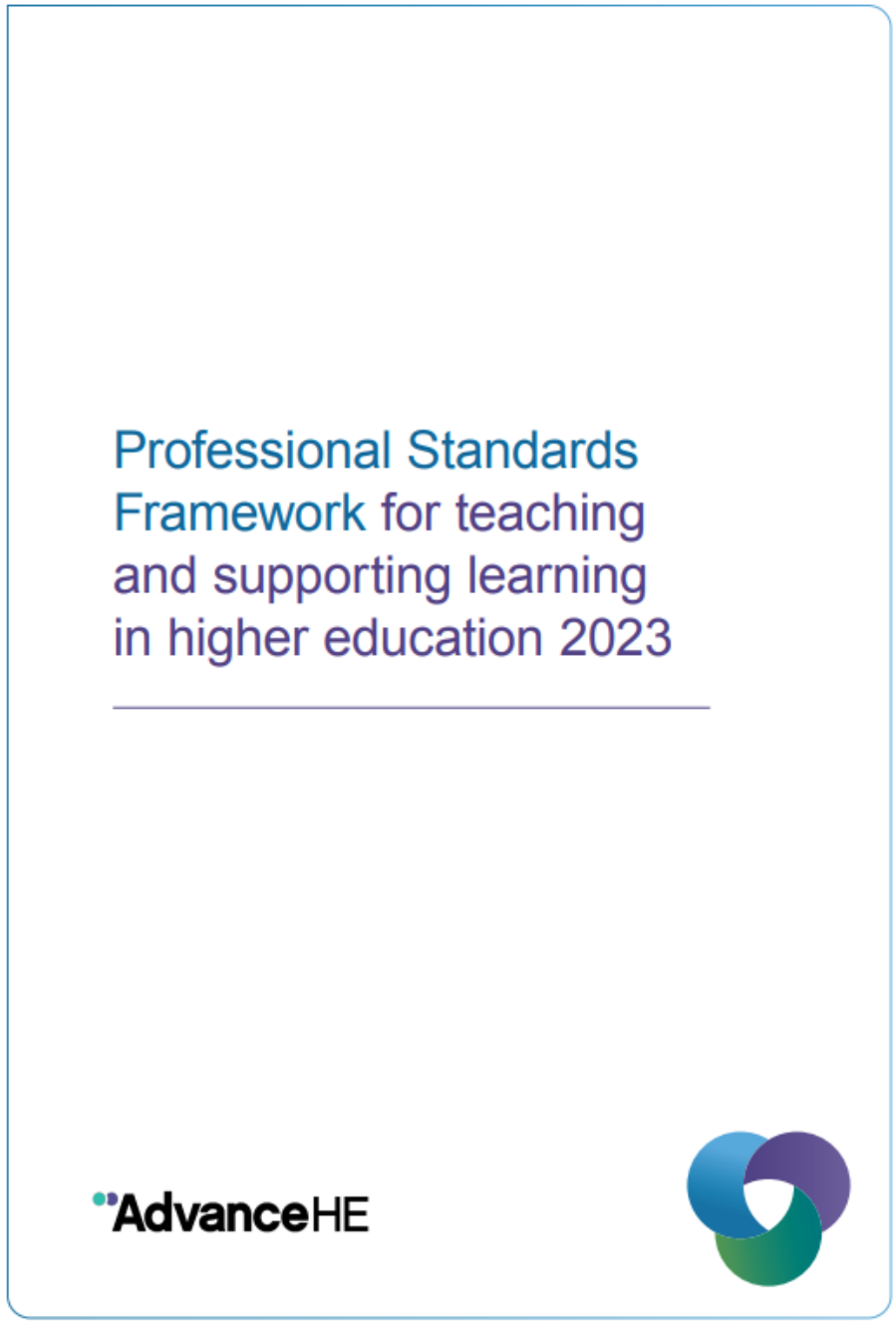
- engaging critically with research and developments to widen my knowledge and understanding of leadership and management
- considering the impact of my leadership on learners, colleagues and the wider organisation
- ensuring compliance with all statutory and regulatory responsibilities, and taking opportunities to strengthen governance arrangements

Activity 1

- Looking at the FE Professional standards
- Consider your lesson plan from a last session (or your microteach one – they might be the same) and align your practice to professional standards.
- Can you, in the appropriate section comment on and demonstrate the professional standards within your lesson plan.
- Comment on which professional standard you are meeting and explain how

Professional Standards Framework for teaching and supporting learning in higher education 2023

- Advance HE Professional Standards Webpage Link
- Professional Standards Framework for teaching and supporting education in higher education 2023

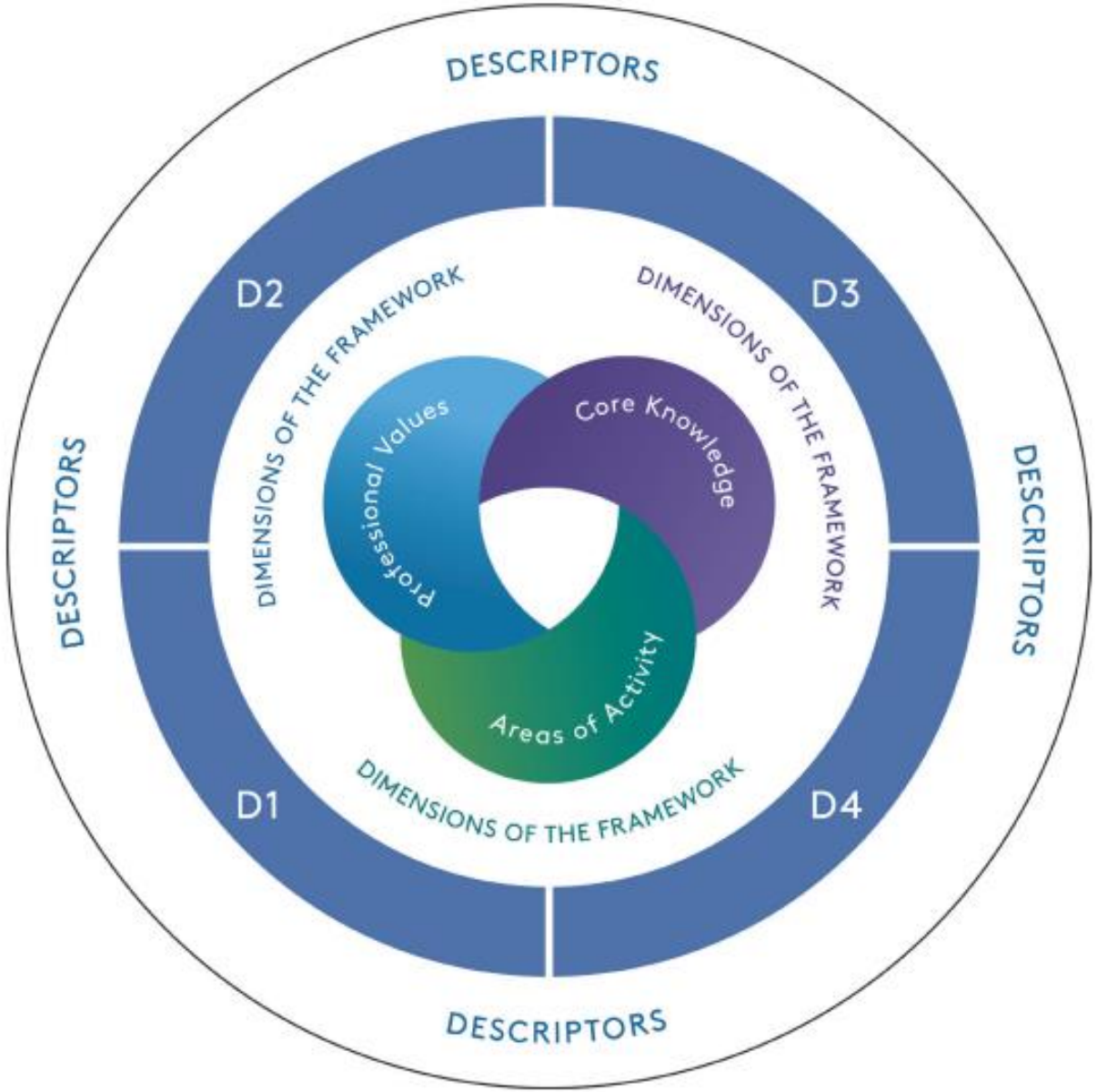


Advance HE say PSF purpose is…

- demonstrates to learners and other stakeholders the professionalism that colleagues and institutions bring to teaching and/or supporting learning.
- acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.
- identifies three related sets of Dimensions: Professional Values, Core Knowledge and Areas of Activity.
- presents, through four Descriptors, incorporating the Dimensions, a set of criteria statements against which individuals may evidence their practice.

Advance HE say PSF…

- fosters critically evaluative, reflective and evidence-informed approaches to teaching and/or supporting learning in diverse academic or professional settings.
- enables individuals and institutions to review and enhance practices in teaching and/or supporting learning, providing a focus for initial and continuing professional development.
- provides a structure to support institutions and individuals in advancing higher education practices to meet the evolving needs of learners and society, such as acting in support of the United Nations Sustainable Development Goals.
- provides a structure through which individuals and institutions may gain recognition for approaches that support high-quality learning.


DESCRIPTORS
D2
D3
DIMENSIONS OF THE FRAMEWORK
DIMENSIONS OF THE FRAMEWORK
Professional Values
Core Knowledge
Areas of Activity
DESCRIPTORS
DESCRIPTORS
D1
D4
DIMENSIONS OF THE FRAMEWORK
DESCRIPTORS

Areas of Activity (A)

- In your context, demonstrate that you:
- A1 design and plan learning activities and/or programmes
- A2 teach and/or support learning through appropriate approaches and environments
- A3 assess and give feedback for learning
- A4 support and guide learners
- A5 enhance practice through own continuing professional development

Core Knowledge (K)

- In your context, apply knowledge of:
- K1 how learners learn, generally and within specific subjects
- K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3 critical evaluation as a basis for effective practice
- K4 appropriate use of digital and/or other technologies, and resources for learning
- K5 requirements for quality assurance and enhancement, and their implications for practice

Professional Values (V)

- In your context, show how you:
- V1 respect individual learners and diverse groups of learners
- V2 promote engagement in learning and equity of opportunity for all to reach their potential
- V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4 respond to the wider context in which higher education operates, recognising implications for practice
- V5 collaborate with others to enhance practice

Descriptors

- Linked to achieving HEA accreditation.
- Four Descriptors, each consist of an introduction and a set of three criteria statements.
- These define the key characteristics of four broad categories of practice. Incorporating the Dimensions.
- Each Descriptor identifies the extent of practice required to meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning.

- Descriptor 1 - aligns with Advance HE recognition as Associate Fellow
- Descriptor 2 - aligns with Advance HE recognition as Fellow
- Descriptor 3 - aligns with Advance HE recognition as Senior Fellow
- Descriptor 4 - aligns with Advance HE recognition as Principal Fellow

Activity 2

- Consider your assignment brief -
- How can you map this to the professional standards?

Learning Outcomes

- Evaluate the role of the teacher within the post 16 classroom
- Discuss the importance of Professional Standards
- To develop a working knowledge of the professional standards applicable to post-16 teaching and training
- To begin to apply the relevant standards to own self and teaching practice

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