

## Achieving QTS : The Role of the Teachers' Standards and the LJMU ITT Tracker.

**Context:** In order to achieve Qualified Teacher Status, all student teachers have to demonstrate the 8 Teachers' Standards and the required Professional Behaviours in Part 2, by the end of their training. The Teachers' Standards apply to most teachers at all stages of their career. Providers of initial teacher training (ITT) are required to assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.

The Standards aim to describe the components of effective teaching. There are 8 standards; a teacher **MUST**:

1. Set high expectations which inspire, motivate and challenge pupils;
2. Promote good progress and outcomes by pupils;
3. Demonstrate good subject and curriculum knowledge
4. Plan and Teach well-structured Lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil Wider Professional Responsibilities

Part 2 (which is equally important) describes the Professional and Personal Conduct required of all Teachers. This must also be demonstrated.

In the Department for Education Teachers' Standards guidance, each of the 8 standards is accompanied by a number of bulleted subheadings. These are designed to amplify the scope of each heading. In the LJMU Tracker the wording of each of the bullets has been retained , but they are set out in a paragraph instead; this is to reinforce that they are exemplification of the overall standard and do not need to be addressed, referenced or evidenced in isolation, using a tick box approach. They are useful, in order to further understand what is expected for each Standard, and to reflect on progress and to consider next steps, but they are NOT separate sub-standards (in fact there is no such thing).

Because the Teachers' Standards apply to all teachers and because ITT providers are required to identify the level of achievement expected at the end of a training programme, the LJMU partnership has (in consultation with national provider organisations), devised benchmark descriptors. These describe the minimum expectation we have of our new teachers if we are to recommend them for QTS. These benchmark

descriptors will be used at the end of the programme, to decide whether each trainee can be recommended for QTS and should be used during the programme to identify areas that still need to be developed or where further experience may be needed.

This is the Standard

Here is an example from the Tracker.

This is the detail from the DfE (the "bullet points" which show the scope of the standard)

## Trainee Reflection | Standard 3: by the end of the programme the trainee should have evidence that they can:

### Set high expectations which inspire, motivate and challenge pupils

**In order to demonstrate this standard, we expect trainees to show that they (at a level appropriate for the end of training) can:** establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**In order to be recommended for QTS** we expect that teachers in training are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences, they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.

This is the benchmark descriptor for this Standard which we expect to be achieved by the end of the Programme

Each of the 8 standards is set out in the same way.

## **How do I evidence the Standards?**

Meeting the standards will be achieved by your successful learning of the ITE curriculum content, both within University sessions and in working with expert practitioners in school. Evidence will mainly be generated by your practice, for instance your planning and teaching and most importantly by your impact on pupil learning; it will be supported by evaluations of your progress by LJMU tutors and staff in school. Evidence will also come from your engagement with subject knowledge and your University assignments. Given that the Teachers' Standards are descriptions of effective teaching, if you develop your knowledge and understanding, learn to teach effectively, and your pupils learn as a consequence, the Standards should be met.

## **What is the Tracker for?**

The Tracker is the means by which you can keep track of your progress towards meeting and evidencing the standards. It provides a vehicle for you to periodically reflect on your progress. It also enables you to keep a log or audit of evidence. This evidence will support you and your mentor in verifying and confirming your achievements at the end of the programme. The Tracker and achieving QTS are essential components of each "BEC" Module on Postgraduate Programmes.

## **What is my role in the completing the Tracker?**

Each Standard in the tracker is followed by a section which asks you to write a short reflection on your progress from the the end of phase 2 of your training. You must complete this as required. It is helpful to remind yourself of the scope of each standard and the benchmark expectation before completing this. Writing each reflection should help you to identify where your focus should be in the next phase of training, and which standards might need more experience, focused work or attention. The word count should help you understand that we are not looking for long or academically referenced explanations. You should then set targets to help you further develop evidence of achieving each standard, during the subsequent phase of your training.

You should add evidence to each of the standards regularly and systematically throughout Phases 2 and 3, but little evidence is expected until the end Phase 2. Most evidence will come from Phase 3. The audit sections are there to identify and signpost where the evidence can be found. You are NOT expected to duplicate evidence into a separate folder. An example is provided for each Standard to guide you. Evidence may often be appropriate for more than one Standard:

## Evidence Audit | Standard S2: Promote good progress and outcomes by pupils

Phase	Evidence selected and brief explanation of why it demonstrates progress	Location (if documentary evidence)	Date	Key Stage (s)
EXAMP LE 2	<i>Geography Unit of work, which shows how I planned a unit which extended pupils' knowledge and understanding of weather and climate. Good progress evident in pupils' work and their self-evaluation of progress and targets.</i>	<i>Placement file. Pupils' Geography books (some examples of work in placement file)</i>	<i>06/01</i>	<i>2</i>

Most evidence should be selected because it shows how you have successfully developed pupil progress (your impact on learning). We are not looking for long lists of individual items in the audit sections. We encourage you to emphasise quality over quantity. Normally a combination of items (as in the example above) is most powerful.

For instance for S7, an example of evidence might be a week of lesson plans, where you really focused on classroom management in your evaluations; the LAFs completed by staff which acknowledged your progress in this area ; a weekly meeting form which captured your progress against targets and (most significantly) some examples of pupil's outcomes that week, which were improved, because of **your** improvement. In this example your listed evidence might consist of 3 plans, a weekly meeting form, 2 LAFS and some examples of pupil work. By adding examples like these to the tracker, you will be able (when you have the final discussion with your LT and Mentor at the end of your programme which recommends QTS –the Triangulation meeting) to illustrate how you have met the Standards. The actual evidence does not have to be copied/ pasted/added to a separate file. The audit pages should just help you to remember where it is stored, for when you need it. The evidence is normally found in your QTS file or School Experience (teaching) file, but some will be less tangible without a paper trail, and we will rely on your or your mentor's account to expand on it if we need to, when the final meeting takes place. Not all evidence exists on paper, and this is not an expectation.

### **What is my mentor's role in the Tracker?**

You should discuss your tracker regularly with your mentor but particularly in the run up to review points. You should share your reflections with them and discuss the evidence you are adding. They can help you to identify appropriate evidence to use and, together, you can use the tracker to formulate next steps and plan appropriate experiences which will give you the opportunity to continue to make progress in meeting the Standards by the end of your programme. Where you are struggling to add appropriate evidence, this may be an indication that you need further experience of a particular aspect of teaching; this can then help identify what your future weekly meeting targets should prioritise.

### **How can my Liaison Tutor help?**

Your liaison tutor can offer advice on your evidence and you should consult them if you are unsure. They can speak with your mentor too, if it would be helpful. You should see your LT as your first point of contact over school-related and QTS related queries. Because you have shared access to your Tracker with your LT, by sharing the One Drive QTS folder where it is stored, your LT can access your Tracker at any time.

**Students can worry unnecessarily about the Tracker and about Evidencing the Standards. If you focus on developing your teaching and ensuring that you are having a positive impact in school, the evidence should not be hard to gather. So please focus on improving rather than proving, but remember to revisit the Standards, the Tracker and evidence at key points in order to capture your progress.**