**SELF REFLECTION MAPPING DOCUMENT**

**PROFESSIONAL STANDARDS – Assessment**

*This document is intended to assist with identifying areas for development and as a means of tracking progress over the course. The criteria are not intended to be exhaustive but to highlight key aspects of practice.*

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| **PROFESSIONAL VALUES AND ATTITUDES**  *Develop your own judgement of what works and does not work in your teaching and training* | | | |
| **Reflect on what works best in your teaching and learning to meet the diverse needs of your learners** | | | |
| **Very Good** | **Good** | **Satisfactory** | **Not Yet Met** |
| The teacher is highly reflective in critically evaluating their practice | The teacher reflects on their practice and consciously work to improve | The teacher can reflect on their practice with guided support. |  |
| The teacher deliberately seeks out opportunities to develop their own professional learning and respond positively to all feedback received | The teacher is proactive in relation to their own professional learning and value the feedback they receive. | The teacher is responsive to feedback. |  |
| **Evaluate and challenge your practice, values and beliefs** | | | |
| The teacher can accurately judge the impact of their practice on individuals and groups of learners and can use their evaluation to inform future planning, teaching and learning | The teacher knows how to learn from both successful and less effective sessions through their systematic evaluation of practice. | The teacher reviews and reflects on their own planning and teaching to prepare future sessions that build on students’ learning. |  |
| **Inspire motivate and raise aspirations of learners through your enthusiasm and knowledge** | | | |
| The teacher demonstrates a strong passion and enthusiasm for their subject, which results in students being highly motivated and inspired. | The teacher is motivated and enthusiastic about their subject, which results in most students being motivated and making good progress. | The teacher demonstrates a general interest in their subject, which results in some students being motivated and making good progress. |  |
| The teacher constantly encourages learners to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of students | The teacher is reliable in encouraging students to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of students. | The teacher is able to encourage students to participate and contribute in an atmosphere conducive to learning. They set appropriately high expectations. |  |
| **Be creative and innovative in selecting and adapting strategies to help learners to learn** | | | |
| **Very Good** | **Good** | **Satisfactory** | **Not Yet Met** |
| The teacher plans sessions that often use well-chosen, imaginative and creative strategies that match individual needs and interests. | The teacher demonstrates a willingness to try out a range of approaches to teaching and learning. They plan sessions that take into account the needs of groups of learners and individuals. | The teacher employs a range of teaching strategies and resources. They plan sessions that support learning |  |
| The teacher quickly and accurately discerns their learners’ strengths and needs and is proactive in differentiating and employing a range of effective intervention strategies to secure progression for learners. | The teacher consistently adapts their teaching to meet the needs of individuals and groups to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. | The teacher knows students well enough to recognise different needs and strengths (including those with particular needs) and begin to adapt their teaching to address those needs so that learners are supported to achieve their potential. |  |
| The teacher has an excellent understanding of how different teaching approaches impact on learning and the engagement of learners. | The teacher has a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their learners. | The teacher is aware of a range of factors that are potential barriers to achievement and are aware of where they may go to find potential strategies. |  |
| **Value and promote social and cultural diversity, equality of opportunity and inclusion** | | | |
| The teacher has a well-developed understanding of the challenges and opportunities of teaching in a diverse and multicultural society and exploit every opportunity to turn this to positive effect. There is a highly effective inclusive teaching environment | The teacher has a good understanding of the challenges and opportunities of teaching in a diverse and multicultural society and deploy this well. There is an effective inclusive teaching environment. | The teacher has some understanding of the challenges and opportunities of teaching in a diverse and multicultural society. They are beginning to develop an inclusive teaching environment. |  |

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| **Build positive and collaborative relationships with colleagues and learners.** | | | |
| **Very Good** | **Good** | **Satisfactory** | **Not yet met** |
| The teacher builds strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. | The teacher is effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. | The teacher can build effective professional relationships with various colleagues and have the skills to work collaboratively. |  |
| The teacher takes responsibility for managing support staff in their sessions and are proactive in seeking advice from relevant professionals in relation to students with individual needs. | The teacher takes responsibility for managing support staff in their sessions and are open to seeking advice from relevant professionals in relation to students with individual needs. | The teacher communicates with support staff in their sessions to assist the progress and achievement of individuals. They are aware of when to ask for information and advice from relevant professionals in relation to students with individual needs. |  |
| The teacher communicates very effectively both verbally and in writing with colleagues/ parents/carers/ sponsors, in relation to students’ achievement and well-being.  They are proactive in communicating in relation to individual students’ emergent needs. | The teacher communicates effectively, both verbally and in writing with colleagues/parents/sponsors, in relation to students’ achievements and well-being. They assume some responsibility for doing so in relation to individual students’ emergent needs. | The teacher recognises the importance of communicating with a range of stakeholders. They are able to communicate in relation to students’ achievement and well-being. |  |

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| **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**  *Develop deep and critical informed knowledge and understanding in theory and practice* | | | |
| **Maintain and update knowledge of your subject and/or vocational area** | | | |
| **Very Good** | **Good** | **Satisfactory** | **Not Yet Met** |
| The teacher demonstrates an excellent and up to date knowledge of their subject area. In subjects that require practical skills, these are highly established. Through their well-developed subject pedagogy, they are able to anticipate common errors and misconceptions. | The teacher demonstrates a secure knowledge of their subject area. In subjects that require practical skills, these are to a good standard. They are aware of common errors and misconceptions. | The teacher demonstrates a general level of knowledge in their subject area. They are able to respond appropriately to students’ subject specific questions. In subjects that require practical skills, these are to an acceptable standard. |  |
| **Maintain and update your knowledge of educational research to develop evidence-based practice.** | | | |
| The teacher is proactive in identifying development needs in relation to their practice. They seek out opportunities to learn and apply to practice. | The teacher identifies development needs and undertake opportunities to learn. They are able to apply learning to practice. | The teacher demonstrates a readiness to identify development needs and undertake further learning. |  |
| **Apply theoretical understanding of effective practice in teaching, learning and assessment, drawing on research and other evidence.** | | | |
| The teacher assumes a high level of responsibility for the attainment, progress and outcomes of their learners | The teacher assumes responsibility for the attainment, progress and outcomes of their learners | The teacher understands are accountable for the attainment, progress and outcomes of learners and have taken some responsibility for this with guidance from experienced professionals. |  |
| The teacher sets appropriately challenging and engaging activities, drawing on a sound knowledge of effective teaching and learning practice. | The teacher uses their knowledge of effective teaching strategies to encourage student learning. They set suitable challenging and engaging activities | The teacher is able to provide a rationale for the teaching strategies they employ, drawing on knowledge of effective teaching and learning practice. |  |
| Their knowledge of educational theory and contemporary research consistently informs their practice and enables students to make rapid progress. | Their knowledge of educational theory and contemporary research informs their practice and enables students to make progress. | Their knowledge of educational theory and contemporary research is limited but is applied to practice. |  |
| **Evaluate your practice with others and assess its impact on learning.** | | | |
| **Very Good** | **Good** | **Satisfactory** | **Not Yet Met** |
| The teacher shows initiative in working collaboratively, contributing to; curriculum planning, course evaluation and the development of teaching and learning activities and resources | The teacher makes a positive contribution to course evaluation, development of curriculum and resources as part of a team | The teacher contributes to course evaluation, development of curriculum and resources as part of a team. |  |
| **Manage and promote positive learner behaviour** | | | |
| The teacher is highly capable and confident in managing student behaviour in a range of situations / scenarios. | The teacher is capable of managing student behaviour in everyday situations / scenarios | The teacher is mostly able to manage student behaviour and are developing strategies. |  |
| All learners act responsibly and have an excellent understanding of the expectations of them. Challenges are rarely needed, but are effectively managed and do not disrupt learning. | All learners are clear about what’s required from them and engage with activities. Challenges are appropriately managed with minimal disruption. | Most learners are clear about what is required. Challenges are managed with some disruption. |  |
| **Understand the teaching and professional role and your responsibilities** | | | |
| The teacher has a full understanding of the role of a teacher/trainer in the education and training sector including statutory responsibilities and have demonstrated how to carry out their responsibilities effectively. | The teacher has a good understanding of the role of a teacher/trainer in the education and training sector including statutory responsibilities and have demonstrated how to carry out their responsibilities effectively. | The teacher has a general understanding of the role of a teacher/trainer in the education and training sector including statutory responsibilities and have demonstrated (at least once) how to carry out their responsibilities effectively. |  |
| The teacher is able to produce comprehensive schemes of work, which clearly record sequenced teaching and learning and include requirements such as equality, diversity, maths and English. Detailed lesson plans with SMART learning objectives, active learning strategies and  an excellent range of creative materials that promote learning | The teacher is able to produce:  Good schemes of work, which clearly record sequenced teaching and learning and have considered requirements such as Equality and diversity and English and maths.  Lesson plans have clear learning objectives and structure. Active learning strategies are employed.  A good range of supportive learning materials | The teacher is able to produce a brief scheme of work that would benefit from more detail.  Lesson plans have acceptable structure and learning objectives  Learning materials support learning but would benefit from further creativity. |  |

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| **PROFESSIONAL SKILLS**  *Develop your experience and skills to ensure the best outcomes for learners* | | | |
| **Motivate and inspire learners to promote achievement and develop their skills to enable progression.** | | | |
| **Very Good** | **Good** | **Satisfactory** | **Not Yet Met** |
| The teacher demonstrates confident judgement in planning for student progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. | The teacher’s short- and medium-term planning consistently takes into account the prior learning of the students. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. | The teacher’s short- and medium-term planning and teaching demonstrates some understanding of, and provision for, student progression taking into account prior achievement. |  |
| **Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.** | | | |
| Equality and diversity is fully integrated to their teaching. The teacher models good practice through the use of inclusive language, resources, attitudes and terminology | Frequent opportunities to promote learners understanding of equality and diversity are utilised. Teacher models good practice through use of inclusive language, resources, attitudes and terminology. | Some opportunities to promote learners understanding of equality and diversity are exploited. Teacher uses appropriate language and terminology and demonstrates appropriate attitudes. |  |
| **Promote the benefits of technology and support learners in its use** | | | |
| **Very Good** | **Good** | **Satisfactory** | **Not Yet Met** |
| High quality technological applications are used consistently, which enables highly effective blended learning. | Technology is used to enhance the learning experience as a whole. | The teacher uses technology to a limited extent at present, to support learning both in and out of the classroom. |  |
| **Address the maths and English needs of learners and work creatively to overcome individual barriers to learning.** | | | |
| The teacher takes every opportunity to skilfully integrate English and maths development into sessions. Learners demonstrate excellent progress and confidence relative to their prior attainment. | The teacher uses a good range of strategies to integrate English and maths development into sessions. Learners demonstrate good progress relative to prior attainment. | There is some development of English and maths skills. In some cases activities are not linked to the core lesson content. Learners make progress when opportunities are presented. |  |
| **Enable learners to share responsibility for their own learning and assessment and provide constructive and timely feedback to support progression and achievement.** | | | |
| The teacher actively encourages learners to self-assess, target further improvement to secure rapid progress. They promote opportunities for students to reflect on their learning and they regularly create opportunities for independent and autonomous learning. | The teacher uses student self-assessment to target further improvement and secure progress. They provide opportunities for students to reflect on their learning and they create opportunities for independent and autonomous learning. | The teacher uses student self-assessment on occasion and target further improvement to secure progress. Reflection on learning takes place but it is not consistent. Independent and autonomous learning takes place but would benefit from more frequent use. |  |
| **Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.** | | | |
| **Very Good** | **Good** | **Satisfactory** | **Not Yet Met** |
| The teacher can confidently and accurately summatively assess students’ attainment against qualification/ awarding body standards | The teacher is able to summatively assess students’ attainment against qualification/awarding body standards | The teacher is able to summatively assess students’ attainment but may require support when making final judgements. |  |
| The teacher uses a wide range of formative assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. They systematically and effectively check learners’ understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. | The teacher employs a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of learners’ responses. | The teacher’s planning and practice demonstrates understanding of formative assessment strategies |  |
| The teacher assesses learners’ work regularly to inform future planning.  Learners’ understanding is checked throughout sessions. Formative individual oral and written feedback given to all learners. Feedback is clearly owned by learners and has a notable impact on progress. | Learners’ work is assessed to inform future planning. Learning is checked within sessions. Formative feedback is provided both oral and written. There is impact on progress. | The teacher checks understanding in sessions and formative feedback is provided. Learners’ work is marked and formative feedback given. |  |
| **Maintain and update your teaching training expertise and vocational skills through collaboration with employers** | | | |
| The teacher demonstrates a positive commitment to their professional development. They have a current and ongoing action plan for the development of teaching and learning expertise and vocational skills/knowledge. Development of subject specific pedagogy is evidenced | The teacher has a current and ongoing action plan for the development of teaching and learning expertise and vocational skills/knowledge. Subject specific development is evidenced. | The teacher can identify aspects of teaching and learning and vocational skills/expertise that require development. They are aware of the need to maintain their subject specific pedagogy. |  |
| **Contribute to organisational development and quality improvement through collaboration with others.** | | | |
| The teacher is an integrated part of the quality assurance process in both terms of their work being validated and the validation of other work (IV)  They make a positive contribution and show initiative in all quality assurance processes. | The teacher’s work, such as assessment, is quality assured and meets expectations of external organisations.  They contribute to organisation quality assurance processes. | The teacher understands their role in quality assurance and are able to follow quality assurance procedures in their organisation. |  |