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Foreword

By John Healey, Minister for Adult Skills.

I commend to you this best practice pack on mentoring, which has been designed to help improve the quality of teaching and learning within further education. The focus of the pack is, first, to identify the key characteristics of an excellent teacher in further education and second, to suggest how such excellent teachers can encourage others towards excellence.

The pack is in two parts:

- materials
- guide.

It was commissioned under the standards fund by the Further Education Funding Council in the last year of its operation, and developed by the Association of Colleges and the Further Education National Training Organisation. They have worked with 29 colleges representing every region in England.

The materials show the breadth of good practice on mentoring currently taking place in colleges.

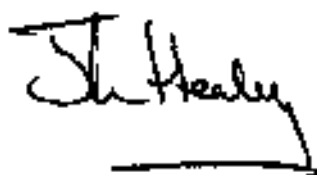
It contains examples of how to use the FENTO teaching standards to identify and develop excellent practice in teaching and learning and also examples of teacher-mentors in practice. It includes mentoring in information learning technology and mentoring in personal tutorship.

The accompanying guide brings together the views of 700 students, 70 teachers, and principals across the country, with those of leaders of national education organisations and of colleges abroad. It summarises what they believe are the key characteristics of an excellent teacher.

I hope that you will welcome the activities and recommendations contained in this pack, and use it to improve your own practice and the practice of teachers in your organisation and most of all that it will help to improve the experience and success of your learners.

I recommend the pack for your use. It is an outcome of fruitful collaboration between the AoC and FENTO, and another example of how further education colleges continually strive to improve further the quality of the individual learner's experience.

I thank the AoC and FENTO and the participating colleges for developing this pack on mentoring. I value their contribution to the Government's agenda of raising the standards of education through developing excellence in further education teaching.





Introduction

The Mentoring towards Excellence materials are for colleges working to improve the quality of teaching and learning by ensuring more teachers become excellent practitioners.

The materials were developed by 29 colleges working in partnership with the Association of Colleges (AoC) and the Further Education National Training Organisation (FENTO). The two organisations made successful bids for the work to the Further Education Funding Council. Colleges then worked in regional groups to undertake research and produce materials. In addition, interviews were conducted to find out what college principals and senior representatives from national and international organisations were doing to develop excellent teachers. Teachers themselves were asked what they thought an excellent teacher should be and do. Most importantly, learners were asked about what they believe are the characteristics of an excellent teacher. The views of principals, other representatives, teachers and learners can be read in the introductory booklet.

Materials in the folder use the FENTO standards for teaching and supporting learning as a starting point to describe the attributes of an excellent practitioner. Examples of current practice in colleges then illustrate how the observation of teaching and learning and mentoring can be used to improve every teacher's performance.

There are two parts to the materials: the Introductory Booklet, and the Portfolio of Materials.

The portfolio is in three sections:

Section 1: FENTO Standards and Examples of Excellent Practice

Section 2: Using Observation to Identify Stages of Individual Performance

- a framework for observation
- criteria for measuring effective teaching and learning
- using observations to identify stages of individual performance
- recording observations
- providing constructive feedback
- evaluating observation
- identifying and developing mentors

Section 3: The Mentoring Process

- establishing a framework
- operational guidelines
- mentoring in practice

Suggestions for the use of the materials follow this introduction.

This is a timely publication which coincides with the Teachers' Pay Initiative (TPI) where colleges will need to be able to identify and develop the excellent practitioner.



Acknowledgements

The Association of Colleges (AoC) and FENTO wish to thank the following people for their significant contributions to the work: Hilary Stone (project director); Sue Dutton (AoC), Ivor Jones (AoC) and Pauline Lovell (FENTO), Joint Chairs of the project steering groups; members of the project steering groups; Pat Hood (consultant/writer); Rebecca Garland and Ashleigh Cassidy, project administrators. Thanks are also due to the Learning + Skills Council team of Emer Clarke, Mary Kelly, and Jillian Peach. The organisations wish to give particular thanks to the 29 colleges for their vigorous support for the work, and ready willingness to share their expertise and experience.

Barnet College
Brockenhurst College
Bury College
Cambridge Regional College
Canterbury College
City College, Birmingham
Colchester Institute
Derby Tertiary College, Wilmorton
East Surrey College
Exeter College
Guildford College of Further and Higher Education
Highbury College, Portsmouth
Macclesfield College
The Mary Ward Centre
North Lindsey College
The Peoples College, Nottingham
Preston College
Richmond Adult and Community College
Richmond upon Thames College
Runshaw College
South Birmingham College
South Nottingham College
Stockton and Billingham College of Further Education
Strode College, Somerset
Sutton Coldfield College
Thanet College
Thomas Danby College
West Cheshire College
Yeovil College

Section 1:

FENTO standards and examples of excellence

- a. A teacher seeking promotion puts together an individual portfolio of evidence to support her application using the FENTO standards and examples in Section 1 to provide ideas on what might be included.
- b. A human resources manager uses the published standards and section/materials to draw up job and person specifications for programme area leaders, and for mentors.
- c. A continuous professional development team uses the examples to help plan a programme for strong teachers wishing to reflect on and improve their own practice.
- d. Managers and teachers prepare for appraisal by comparing with the standards and examples, strengths and weaknesses identified through the observation of teaching and learning.

Section 2:

Using observation to identify individual stages of performance

- a. A programme area leader uses materials in Section 2 to work with her team to plan a series of peer observations. They then use materials in Section 3 to devise a peer mentoring scheme.
- b. A quality improvement manager uses the materials to review and improve his own college's approach to observation of teaching and learning.
- c. The continuous professional development team works together on the materials then decides to adopt a more systematic approach to analysing and using the outcomes of observations undertaken by department teams.
- d. The team responsible for observation of teaching and learning uses the materials to evaluate the criteria used to judge the quality of teaching and learning in their college. As a result, they decide to concentrate much more on students' learning and less on the teaching.

Section 3:

The mentoring process

- a. The college's management team uses the material to clarify what it wants a mentoring programme to achieve, and then to draw up job and person specifications for mentors.
- b. A team of mentors uses the materials to review and evaluate their own work. As a result, they decide to meet more regularly to share good practice and tackle common issues.
- c. The quality improvement manager uses the material to plan a training event about different types of mentoring. The programme area leaders taking part are invited to adopt one or two approaches for use with their teams.
- d. A group of teachers uses the materials to find out more about mentoring so they can contribute effectively to plans for a mentoring scheme.



Section 1: FENTO Standards and Examples of Excellent Practice

Introduction

In this section, evidence of excellent practice is listed against a range of FENTO standards. Three sources of evidence are used:

- a. observation: what does the excellent teacher do?
- b. indicative documentation: what kind of documentation supports excellent practice?
- c. feedback and evaluation: what other evidence helps to identify excellent practice?

Colleges need to bear in mind that documentation, however good it is, does not guarantee excellent practice. It is what teachers do with learners that counts.

How to Use this Section

The materials are best used in conjunction with the published FENTO standards for teaching and supporting learning. In the tables that follow, the left-hand column provides a description of what an excellent teacher might do in relation to a given standard.

The excellent teacher will be achieving for most of the time some of the practice described here. As a reflective practitioner committed to continuous improvement, he or she will be actively working towards achieving the rest.

The questions below suggest ways in which colleges might use the standards and examples.

Questions to consider:

- How might your college use the standards and examples to strengthen its observation of teaching and learning?
- How might your college use the standards and examples to prepare improvement plans for individual teachers?
- How might your college use the standards and examples to inform the planning of a mentoring programme and identification of potential mentors?

A – Assessing Learners’ Needs

A1 – Identify and plan for the needs of potential learners

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> demonstrate recognition and understanding of the previous learning experiences and achievement of learners 	<ul style="list-style-type: none"> records of initial assessment of prior learning and recognition of previous achievements learner agreement which builds on previous achievements 	<ul style="list-style-type: none"> guidelines on admissions criteria policy on APL student surveys
<ul style="list-style-type: none"> enable learners to review their past learning experiences in order to identify strengths and areas for new learning 	<ul style="list-style-type: none"> records of initial assessment identify strengths and new learning required assessment processes and materials which assist learners in doing this individual learning plans which take account of initial assessments 	<ul style="list-style-type: none"> students clear about their strengths and what new learning is needed
<ul style="list-style-type: none"> quickly recognise when specialist assessment is required, and know how to make a referral to the right agency or individual ☆ 	<ul style="list-style-type: none"> referral guidelines thorough records of specialist referrals system which ensures information about assessment is passed to the right staff 	<ul style="list-style-type: none"> numbers of students receiving rapid referrals for specialist assessment placed on right course with the appropriate support students understand purposes of specialist assessment, and how it will be conducted students involved in the assessment process and understand the outcomes
<ul style="list-style-type: none"> provide ready and skilful support for learners whilst they deal with unfamiliar circumstances ☆ 	<ul style="list-style-type: none"> guidelines on welcoming students as part of assessment process student material is accessible and ‘user friendly’ 	<ul style="list-style-type: none"> students express satisfaction with pre-course and assessment process evaluation of drop-out rates pre-course students see as welcoming the physical environment used for assessment

☆ ☆ see examples overleaf



A1 – Identify and plan for the needs of potential learners (continued)

<ul style="list-style-type: none"> always assist learners to explore and articulate their personal aspirations 	<ul style="list-style-type: none"> assessment materials and processes enable students to express their aspirations information about progression maps and likely destinations helps students plan ahead guidance materials provide information about the qualifications or courses required for students' chosen careers 	<ul style="list-style-type: none"> students clear about their longer-term goals and how they can be achieved
<ul style="list-style-type: none"> quickly and accurately identify and arrange any exemptions to which learners are entitled 	<ul style="list-style-type: none"> clear criteria for exemptions information accessible to relevant staff 	<ul style="list-style-type: none"> students gain the right exemptions with minimum fuss or delay students do not repeat learning unnecessarily
<ul style="list-style-type: none"> provide accurate and relevant information to colleagues, and negotiate skilfully with them to ensure students' learning needs can be met 	<ul style="list-style-type: none"> format for information is easy-to-follow by other staff teaching materials, lesson plans take account of information provided 	<ul style="list-style-type: none"> other teachers make good use of information provided to develop learning programmes other teachers seek advice from the excellent teacher on how best to meet learning needs

Examples

☆ Quickly recognises when specialist assessment is required

A basic skills teacher quickly picks up during initial interview that Mr Bennett has difficulty hearing what is said to him. During their low-key conversation about early experiences of learning, the teacher asks whether Mr Bennett had experienced any physical difficulties with learning. She says she noticed he leans one side of his head towards her as she speaks. Mr Bennett is relieved she has raised the issue and readily tells her about his hearing impairment. The basic skills teacher refers Mr Bennett to the college's specialist teacher for the deaf who undertakes assessments. The specialist teacher provides advice for the basic skills team on how best to work with Mr Bennett. In addition, Mr Bennett happily joins a lip-reading class.

✦ Provides ready and appropriate support for learners dealing with unfamiliar circumstances

An HE Access course team leader met new students individually for a cup of tea and chat as part of their initial assessment. The meetings took place in her quiet, pleasant room and provided an opportunity for students to ask questions and explore any anxieties or concerns. The team leader was a trained counsellor, and used some of her counselling skills to put students at ease and provide 'time out' for them to reflect on the experience of joining college. Students commented that they felt welcomed and supported; they appreciated a time being set aside just for them. The meetings also enabled the team leader to identify early and deal with any financial, childcare or other concerns that might get in the way of a student's success on the course.

A – Assessing Learners’ Needs

A2 – Make an initial assessment of learners’ needs

Observation	Initial documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> consistently devise, select and apply the right diagnostic technique for the individual student 	<ul style="list-style-type: none"> variety of diagnostic tools and processes to suit a variety of individual needs 	<ul style="list-style-type: none"> outcomes of initial assessment enable individual learning goals to be identified
<ul style="list-style-type: none"> always select and apply the right method for assessing previous learning experiences and achievements of a wide range of learners 	<ul style="list-style-type: none"> repertoire of methods 	<ul style="list-style-type: none"> learners' previous experiences and achievements accurately assessed and used as starting points for new learning
<ul style="list-style-type: none"> understand a wide range of selection criteria for learning programmes, and be able to compare the outcomes of initial assessments with these criteria 	<ul style="list-style-type: none"> well-documented selection criteria thorough records of initial assessments 	<ul style="list-style-type: none"> students understand how outcomes of assessment are used to select learning programmes
<ul style="list-style-type: none"> quickly understand and take account of the implications of a disability or learning difficulty for an individual's learning, and readily confer with specialist teachers or support staff 	<ul style="list-style-type: none"> records of support requirements description of how disability/ learning difficulty may affect learning lesson plans take account of individual's requirements records of regular reviews of support arrangements 	<ul style="list-style-type: none"> student retention and achievement student and staff satisfaction with support arrangements
<ul style="list-style-type: none"> always ensure learners understand the requirements and limitations of a programme★ 	<ul style="list-style-type: none"> information about programmes is accessible and easy to use by students guidance on assessment process ensures students receive explanation about the programme 	<ul style="list-style-type: none"> feedback from learners that information helped them understand requirements of programme learners clear about the subjects a learning programme will include, how they will be expected to learn, and how much work will be involved students clear about the qualifications or destination achieved at the end of a programme

★ see examples overleaf



A2 – Make an initial assessment of learners’ needs (continued)

<ul style="list-style-type: none"> • always select the right assessment technique to suit the selection criteria of an identified programme, and readily involve support staff when it would be helpful ✨ 	<ul style="list-style-type: none"> • collection of assessment strategies linked to specific programmes • assessments tailor-made for specific programmes • guidance on how to select and use assessments 	<ul style="list-style-type: none"> • programme teachers involved in designing programme-specific assessments • students see relevance of assessments to chosen programme • teachers receive sufficient information about skill levels of potential students
<ul style="list-style-type: none"> • always prepare and carry out initial assessment effectively by choosing the right environment and ensuring the learner understands the purposes of the assessment 	<ul style="list-style-type: none"> • guidelines on undertaking assessment 	<ul style="list-style-type: none"> • available advocacy support for learners • learner feedback
<ul style="list-style-type: none"> • provide detailed, constructive feedback on outcomes of assessment; assist the learner to reflect on the process and outcomes; find more suitable programme when needed 	<ul style="list-style-type: none"> • guidelines on assessment • records of feedback • numbers of students found alternative programmes 	<ul style="list-style-type: none"> • learner feedback • student retention
<ul style="list-style-type: none"> • accurately match outcomes of assessments against programme’s selection criteria in order to direct the learner to the most appropriate programme 	<ul style="list-style-type: none"> • records of students’ placements on programmes • retention and achievement data 	<ul style="list-style-type: none"> • staff feedback on placements on programme • student feedback
<ul style="list-style-type: none"> • work collaboratively with colleagues and specialist staff throughout the assessment process ☆ 	<ul style="list-style-type: none"> • course team reviews • self-assessment report 	<ul style="list-style-type: none"> • feedback from colleagues and specialist staff
<p>☆ ✨ see examples overleaf</p>		



A2 – Make an initial assessment of learners' needs (continued)

Examples

✧ **Selects and uses the right assessment technique**

The college's initial assessment co-ordinator had worked with vocational staff in six vocational areas to develop assessment tests tailor-made to each course. Part of the assessment for hairdressing NVQ level 1 involved a short practical task in the salon.

✧ **Works collaboratively with colleagues**

As part of its inclusive learning work, a college undertook a skills analysis of five vocational programmes. The aim was to identify the levels of literacy, numeracy and IT skills required by each programme. The learning support co-ordinator then worked with vocational staff to develop assessments which would tell staff whether students had the right levels of skills.

★ **Ensures learners understand the requirements and limitations of a programme**

A teacher on an engineering programme has put together a booklet for students, to explain their course. The booklet describes the different course units and explains the methods of teaching and learning used on the programme. The booklet lists the topics to be covered each term and the assignments students will need to complete. At the start of the programme, students from the previous year make brief presentations to the new group. The teacher then goes through the booklet, leaving time for questions. Students say the session helps them know what to expect.

B – Planning and Preparing Teaching and Learning Programmes for Groups and Individuals

B1 – Identify the required outcomes of the learning programmes

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> always identify realistic individual learning outcomes that take account of the student's starting point 	<ul style="list-style-type: none"> individual learning plans 	<ul style="list-style-type: none"> student retention and achievement data student satisfaction surveys
<ul style="list-style-type: none"> always devise syllabuses, objectives and schemes of work that enable individual learning outcomes to be achieved 	<ul style="list-style-type: none"> curriculum documentation, including course/programme aims and objectives, syllabus schemes of work 	<ul style="list-style-type: none"> student retention and achievement data
<ul style="list-style-type: none"> accurately analyse the knowledge, technical skills and skills required by a subject, including the levels of basic skills or key skills required in order to succeed on the programme 	<ul style="list-style-type: none"> curriculum skills analysis 	<ul style="list-style-type: none"> staff feedback student feedback
<ul style="list-style-type: none"> decide how best to meet validating and awarding bodies' requirements whilst taking into account individual learning needs☆ 	<ul style="list-style-type: none"> policy on the use of awards criteria for selecting appropriate awards individual learning goals 	<ul style="list-style-type: none"> reports from external assessors student achievement data
<ul style="list-style-type: none"> imaginatively integrate the teaching of basic skills and key skills into the learning programme 	<ul style="list-style-type: none"> schemes of work lesson plans 	<ul style="list-style-type: none"> student achievement data review of students' progress in basic/key skills

Example

☆ **Meets validating and awarding bodies' requirements and takes account of students' learning needs**

A catering lecturer working with a group of NVQ level 1 students decided not to enter three students for the award. He decided the most important learning for these students was social and emotional learning. They needed to learn to turn up on time, behave responsibly with equipment and work collaboratively with other students. He devised individual behaviour targets and a learning plan for each student based on their learning needs. Once the students had reached these targets, they began to work toward the NVQ award.

B – Planning and Preparing Teaching and Learning Programmes for Groups and Individuals

B2 – Identify appropriate teaching and learning techniques

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> demonstrate a well-developed understanding of learning theory by teaching and reinforcing new concepts, and planning opportunities for students to transfer their learning into new settings 	<ul style="list-style-type: none"> lesson plans and materials 	<ul style="list-style-type: none"> student achievements student feedback
<ul style="list-style-type: none"> systematically break down learning into small steps, with short and longer-term targets to match students' capacities 	<ul style="list-style-type: none"> individual lesson plans lesson plans 	
<ul style="list-style-type: none"> always help learners develop a wider range of effective learning styles in order to tackle new learning tasks 	<ul style="list-style-type: none"> assessments of learning styles lesson plans which encourage development of new learning strategies 	
<ul style="list-style-type: none"> regularly use teaching methods which take account of different learning styles☆ 	<ul style="list-style-type: none"> lesson plans and materials records of observation 	<ul style="list-style-type: none"> student achievements student feedback
<ul style="list-style-type: none"> constantly help learners 'learn how to learn' by developing their skills of analysis, problem solving, synthesis and other 'thinking skills' 	<ul style="list-style-type: none"> lesson plans and materials 	<ul style="list-style-type: none"> student achievements student feedback staff feedback
<ul style="list-style-type: none"> teach learners how best to learn independently, in small groups and as a whole group 	<ul style="list-style-type: none"> lesson plans records of observation 	<ul style="list-style-type: none"> student feedback student achievement and progression data including progression to higher levels of study
<ul style="list-style-type: none"> consistently use a mix of individual, small group and whole group teaching as appropriate to suit expected learning outcomes 	<ul style="list-style-type: none"> lesson plans video record of teaching 	<ul style="list-style-type: none"> student feedback

☆ see examples overleaf



B2 – Identify appropriate teaching and learning techniques (continued)

<ul style="list-style-type: none"> systematically develop generic study skills such as essay or report writing, giving a presentation, revision and exam technique★ 	<ul style="list-style-type: none"> lesson plans schemes of work 	<ul style="list-style-type: none"> student progression to higher levels of study student achievements
<ul style="list-style-type: none"> always use open and prompt questions to develop and check understanding; use 'teaching by asking' rather than 'teaching by telling' 	<ul style="list-style-type: none"> lesson plans video record of teaching records of observation 	<ul style="list-style-type: none"> student feedback student progress

Examples

☆ **Uses teaching methods which take account of different learning styles**

An experienced GCSE English teacher always plans four kinds of activities for each lesson. The activities are: speaking, reading, listening and writing. By planning activities which use each skill, she enables students to build on their strengths and to develop and practise weaker skills.

★ **Develops generic study skills**

During induction, A level History students discuss a set of criteria for effective essay writing. They then use the criteria to self-assess their own written work. The teacher uses the criteria to mark the same work. Teacher and student identify which criteria have not been met. These are then turned into 'learning goals' for the next piece of writing.

B – Planning and Preparing Teaching and Learning Programmes for Groups and Individuals

B3 – Enhance access to, and provision in, learning programmes

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> develop and maintain the right relationships with those who co-ordinate the links between other institutions and the organisation, and across different curriculum areas 	<ul style="list-style-type: none"> self-assessment report action plans minutes of meetings with co-ordinators, other institutions and agencies 	<ul style="list-style-type: none"> feedback from co-ordinators, other institutions feedback from students on benefits of links
<ul style="list-style-type: none"> demonstrate effective involvement in the design and implementation of activities to improve access to learning programmes, including the use of ICT✱ 	<ul style="list-style-type: none"> plans for activities 	<ul style="list-style-type: none"> increased student participation
<ul style="list-style-type: none"> actively promote a culture of open access and widening participation by, for example, working within the principles of inclusive learning 	<ul style="list-style-type: none"> self-assessment report inclusive learning action plan widening participation action plan 	<ul style="list-style-type: none"> student feedback increased participation of new groups of learners
<ul style="list-style-type: none"> successfully plan to avoid potential barriers to participate in learning programmes 	<ul style="list-style-type: none"> individual learning programmes lesson plans 	<ul style="list-style-type: none"> analysis of student participation
<ul style="list-style-type: none"> design realistic taster sessions so that potential students can find out about the programme before committing themselves 	<ul style="list-style-type: none"> taster programme 	<ul style="list-style-type: none"> student feedback student take-up of programmes following taster
<ul style="list-style-type: none"> make the best use of resources to widen participation whilst being realistic about constraints 	<ul style="list-style-type: none"> records of allocation of resources participation targets set and achieved examples of innovative practice 	<ul style="list-style-type: none"> 'value for money' surveys

✱ see example overleaf



B3 – Enhance access to, and provision in, learning programmes (continued)

Example

✦ **Effectively involved in the design and implementation of activities to improve access to learning programmes**

Riaz, a basic skills co-ordinator, initiated a family literacy scheme at the local primary school. He worked closely with the primary school headteacher to identify parents who might benefit. Together, they developed an information and marketing policy. The co-ordinator then worked with the college school liaison manager to set up the programme which was quickly over subscribed.

A programme area leader has led the design of course materials suitable for students using ICT. Students can access the materials on the college website. This allows them to work for part of the course from home or the workplace, making it easier for students with other responsibilities to take part in learning.

C – Developing and Using a Range of Teaching and Learning Techniques

C1 – Promote and encourage individual learning

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> always identify accurately and agree individual learning needs, aspirations and preferred learning styles 	<ul style="list-style-type: none"> records of initial assessments individual learning plans 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> always devise relevant learning goals and realistic targets to take account of individual needs and aspirations, within available resources ☆ 	<ul style="list-style-type: none"> records of learning goals individual student records 	<ul style="list-style-type: none"> student records and achievement
<ul style="list-style-type: none"> systematically help learners develop as independent learners by structuring individual tasks at the right level and help students reflect on how they managed the task ✨ 	<ul style="list-style-type: none"> learning policy, 'learning to learn' strategy teaching materials individual action plans independent learning assignments 	<ul style="list-style-type: none"> student progress and achievement
<ul style="list-style-type: none"> create imaginative and stimulating teaching and learning materials that use learners' interests and concerns as a starting point for learning 	<ul style="list-style-type: none"> teaching and learning materials resource bank of materials at different levels 	<ul style="list-style-type: none"> student feedback student progress
<ul style="list-style-type: none"> build imaginatively on students' own experiences to improve learning 	<ul style="list-style-type: none"> induction programme lesson plans individual learning plan 	<ul style="list-style-type: none"> student progress
<ul style="list-style-type: none"> actively involve the learner in the development of a learning contract 	<ul style="list-style-type: none"> guidelines for developing learning contracts tutorial guidelines 	<ul style="list-style-type: none"> student feedback feedback from tutorial sessions
<ul style="list-style-type: none"> consistently use a variety of effective strategies to evaluate learning, and select the right strategy for each learning task 	<ul style="list-style-type: none"> records of learning records of progress 	<ul style="list-style-type: none"> student progress student feedback tutorial records

☆ ✨ see examples overleaf



C1 – Promote and encourage individual learning (continued)

Examples

✦ **Helps learners develop as independent learners**

An A level History teacher identifies easier factual material for students to learn independently. The learning is assessed and students receive coaching in working independently as they work on the assignment.

☆ **Devises relevant learning goals and realistic targets**

A teacher has used part of the inclusive learning materials to identify the skills students require if they are to succeed on her NVQ programme. At the start of the course, the teacher works with each student to identify the skills he or she needs to develop. Individual targets are then agreed with each student and recorded in the student's portfolio. The teacher asks students to tell her when they think they have reached a target. She then checks and if she agrees, the achievement is recorded. Students like being able to assess for themselves when they have reached a target and enjoy comparing their assessment of their own progress with the teacher's.

C – Developing and Using a Range of Teaching and Learning Techniques

C2 – Facilitate learning in groups

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> always select the right learning opportunities for group activities 	<ul style="list-style-type: none"> lesson plans group assignments 	<ul style="list-style-type: none"> teacher's self-evaluation student feedback
<ul style="list-style-type: none"> always ensure learners understand the rules, expectations and ways of working in groups ☆ 	<ul style="list-style-type: none"> course induction material lesson plans group assignments/tasks 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> use excellent interpersonal skills and the use of humour to establish an atmosphere of trust conducive to effective group work 	<ul style="list-style-type: none"> record of observation 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> create imaginative learning plans that encourage group work by taking into account the abilities, interests and needs of students 	<ul style="list-style-type: none"> learning plans 	<ul style="list-style-type: none"> student feedback student progress
<ul style="list-style-type: none"> encourage learning by skilful group management including timely and effective interventions ☆ 	<ul style="list-style-type: none"> video record of teaching session 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> actively encourage learners to learn from each other by devising collaborative exercises which challenge the group and extend individual teachers 	<ul style="list-style-type: none"> collaborative exercises lesson plans 	<ul style="list-style-type: none"> student feedback external assessor's feedback
<ul style="list-style-type: none"> intervene effectively and support individual learners involved in group activities to check learning is taking place 	<ul style="list-style-type: none"> individual records of progress video record of group session 	<ul style="list-style-type: none"> student attendance and punctuality for group activities
<ul style="list-style-type: none"> always challenge inappropriate behaviour or language which prevents other students from learning, or which contravenes equal opportunities policies 	<ul style="list-style-type: none"> equal opportunities policies induction material student charter 	<ul style="list-style-type: none"> student feedback

☆ see examples overleaf



C2 – Facilitate learning in groups (continued)

<ul style="list-style-type: none"> • devise high quality learning support materials and use other resources, including ICT, to provide exciting learning opportunities 	<ul style="list-style-type: none"> • learning support materials • software 	<ul style="list-style-type: none"> • student feedback
<ul style="list-style-type: none"> • systematically and rigorously evaluate the effectiveness of learning and modify teaching plans where required 	<ul style="list-style-type: none"> • records of reviews • self-assessments • modified plans 	<ul style="list-style-type: none"> • student progress
<ul style="list-style-type: none"> • always provide constructive feedback to the group and to individuals in order to encourage learning 	<ul style="list-style-type: none"> • video record of group session • record of reviews 	<ul style="list-style-type: none"> • students' marked work
<ul style="list-style-type: none"> • make imaginative use of available resources to promote effective group work 	<ul style="list-style-type: none"> • lesson plans 	<ul style="list-style-type: none"> • room layout and storage of learning materials • visual displays

Examples

✪ Ensures learners understand the rules, expectations and ways of working in a group

As part of their on-course induction, students on a business studies course brainstorm a set of 'dos and don'ts' for group work. Their teacher uses paired and small group activities for the session. She asks the students to think about how effectively they worked together on the tasks, for example, who did most of the talking? The group then turn the brainstorm into a set of rules for all their group activities.

☆ Encourages learning by skilful group management

An experienced A level Maths teacher observes that an able student, Sandip, is always silent when the class tackle paired or small group activities. He notices that Sandip is usually alone at break-times, and rarely talks to other students. In a quiet chat, Sandip tells him he finds it very difficult to speak in a group. The teacher plans a group session where each student must take turns to feedback from an activity. Before the session, he reassures Sandip that he has plenty to contribute. The teacher makes sure Sandip's personal tutor knows how Sandip feels, and that other teachers encourage him to make a contribution in group work.

C – Developing and Using a Range of Teaching and Learning Techniques

C3 – Facilitate learning through experience

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> constantly demonstrate his or her understanding of the value of learning through experience 	<ul style="list-style-type: none"> curriculum documentation schemes of work lesson plans 	<ul style="list-style-type: none"> self-assessment
<ul style="list-style-type: none"> instil in students a belief that what they are learning will make a difference to their lives 	<ul style="list-style-type: none"> tutorial records student feedback 	<ul style="list-style-type: none"> student focus group
<ul style="list-style-type: none"> often identify learning objectives which can be learnt through practical activities 	<ul style="list-style-type: none"> schemes of work lesson plans individual learning plans 	<ul style="list-style-type: none"> student retention student punctuality
<ul style="list-style-type: none"> often plan imaginative, inspiring experiences to develop and reinforce learning☆ 	<ul style="list-style-type: none"> curriculum documentation lesson plans individual learning plan 	<ul style="list-style-type: none"> links with other organisations, for example, community groups, employers
<ul style="list-style-type: none"> provide frequent opportunities for students to demonstrate and practise their skills in real life settings 	<ul style="list-style-type: none"> work experience arrangements record of student placements record of use of specialist facilities 	<ul style="list-style-type: none"> student achievement
<ul style="list-style-type: none"> actively encourage students to identify personal experiences which enhance their learning✦ 	<ul style="list-style-type: none"> lesson plans teaching materials 	<ul style="list-style-type: none"> student feedback student progress
<ul style="list-style-type: none"> provide the right support for teaching from experience whilst encouraging students to take appropriate risks 	<ul style="list-style-type: none"> guidelines for practical/real-life activities records of visits to work placements 	<ul style="list-style-type: none"> student feedback health and safety checks
<ul style="list-style-type: none"> provide feedback on teaching from experience that is timely, detailed and constructive to support and inform the learning process 	<ul style="list-style-type: none"> student progress 	<ul style="list-style-type: none"> students' marked work

✦☆ see examples overleaf



C3 – Facilitate learning through experience (continued)

<ul style="list-style-type: none">• systematically and rigorously review the effectiveness of learning from experience and modify teaching plans as necessary	<ul style="list-style-type: none">• modified teaching plans	<ul style="list-style-type: none">• self-assessment• course reviews
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Examples

✦ **Actively encourages students to identify personal experiences which enhance their learning**

A group of childcare students were investigating the nature/nurture theory by reflecting on their own experiences in childhood and their philosophy about parenthood. The teacher managed the activity sensitively, allowing individuals to explore relevant experiences in a safe and supportive atmosphere. Open questions were used to encourage individuals and the group to probe cause and effect and to challenge accepted norms.

☆ **Plans imaginative, inspiring experiences to develop and reinforce learning**

The tutor for a course of students with learning difficulties worked with the students to establish a small allotment and greenhouse in the college grounds. The allotment provided practical opportunities for students to develop literacy and numeracy skills as they planned the session's work, divided responsibilities for different tasks, found out about the growing seasons of vegetables, and measured rows for sowing seeds.



D – Managing the Learning Process

D1 – Establish and maintain an effective learning environment

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> demonstrate a passion and commitment for learning at all times 	<ul style="list-style-type: none"> lesson observations 	<ul style="list-style-type: none"> student progress student perception survey
<ul style="list-style-type: none"> always provide a stimulating secure physical setting 	<ul style="list-style-type: none"> health and safety check 	<ul style="list-style-type: none"> self-assessment report students' views
<ul style="list-style-type: none"> display students' work creatively in order to stimulate learning and reinforce its value🌟 	<ul style="list-style-type: none"> lesson plans students' work 	<ul style="list-style-type: none"> students' feedback feedback from colleagues and visitors to the college
<ul style="list-style-type: none"> encourage innovation, creativity, motivation and the engagement of the learner in the learning process☆ 	<ul style="list-style-type: none"> lesson plans learning materials 	<ul style="list-style-type: none"> use of other resources, including ICT
<ul style="list-style-type: none"> recognise at an early stage the individual learning styles and needs of the learner and build on these to overcome barriers to learning 	<ul style="list-style-type: none"> initial assessments individual learning plans 	<ul style="list-style-type: none"> student progress
<ul style="list-style-type: none"> always expect high standards of conduct, and identify and deal promptly with inappropriate behaviour 	<ul style="list-style-type: none"> student code of conduct 	<ul style="list-style-type: none"> student feedback punctuality rates

Examples

🌟 Displays students' work in order to stimulate learning

A childcare teaching room 'bursts' with students' creative work so that the visitor is drawn into the world of the child. The display is mainly work produced by children working with students at a local nursery placement. Students pick up new ideas from the displays to try in their own placements.

☆ Encourages innovation, creativity and motivation

A teacher on an animal husbandry course encouraged his students to offer their services to local primary schools, pet clubs and the local rare breeds farm park. Students visited schools and clubs to give talks on animal care, and assisted workers at the farm park and clubs to look after rare sheep and pigs. Last year, two students were offered jobs at the farm park.



D – Managing the Learning Process

D2 – Plan and structure learning activities

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> always plan learning experiences which relate to students' own lives 	<ul style="list-style-type: none"> lesson plans 	<ul style="list-style-type: none"> student feedback student progress retention rates
<ul style="list-style-type: none"> systematically use up-to-date labour market information to improve students' employability 	<ul style="list-style-type: none"> local employment data local skills trend information 	<ul style="list-style-type: none"> links with employers employment destinations
<ul style="list-style-type: none"> always work with colleagues to help students understand the relation between different chunks of learning 	<ul style="list-style-type: none"> minutes of team meetings joint assignments schemes of work 	<ul style="list-style-type: none"> student progress and achievements
<ul style="list-style-type: none"> systematically share the outcomes of students' assessments and reviews with relevant staff 	<ul style="list-style-type: none"> pro formas for conveying information review minutes lesson plans which take account of this information 	<ul style="list-style-type: none"> student progress staff feedback
<ul style="list-style-type: none"> regularly use strategies including constructive feedback to actively encourage learners to take responsibility for their own learning👍 	<ul style="list-style-type: none"> lesson plans marked work 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> as a matter of course, devise or select high quality learning materials to meet the needs of a wide variety of students 	<ul style="list-style-type: none"> learning materials 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> adapt or select new material to meet the needs of students with sensory impairments, using the expertise of specialist staff where necessary☆ 	<ul style="list-style-type: none"> adapted learning materials 	<ul style="list-style-type: none"> progress of students with sensory impairments
<ul style="list-style-type: none"> provide regular opportunities for learners to reinforce their knowledge and understanding in a variety of settings 	<ul style="list-style-type: none"> schemes of work lesson plans 	<ul style="list-style-type: none"> student feedback

☆👍 see examples overleaf



D2 – Plan and structure learning activities (continued)

<ul style="list-style-type: none">actively identify and plan opportunities for learners to improve their basic skills or key skills	<ul style="list-style-type: none">lesson plans	<ul style="list-style-type: none">students' achievements in basic skills/key skills
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Examples

★ **Uses constructive feedback to encourage learners to take responsibility for their own learning**

A hair and beauty teacher uses photographs of work through the year to help students review their progress. An exciting wall display shows photographs of students' work on models at different points in the year. Students use the display to review their own progress.

★ **Adapt learning materials to meet the needs of students with sensory impairments, using the expertise of specialist staff**

A skilled GCSE History teacher provides large print handouts for a student with visual impairment. The handouts are on off-white paper which the student finds easier to use. The teacher meets the student's support worker each week in order to go through lesson plans and materials, so the worker is well placed to support the student in class. As a result, the student is developing skills to work independently.



D – Managing the Learning Process

D3 – Communicate effectively with learners

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> • always select and use the right information 	<ul style="list-style-type: none"> • schemes of work • lesson plans 	<ul style="list-style-type: none"> • students' progress and achievement
<ul style="list-style-type: none"> • use a variety of communication methods to convey information clearly and in the way most suitable for the learners and the subject being studied✚ 	<ul style="list-style-type: none"> • schemes of work • lesson plans • materials 	<ul style="list-style-type: none"> • student perception survey
<ul style="list-style-type: none"> • consistently encourage learners to communicate with each other in order to learn 	<ul style="list-style-type: none"> • lesson plans 	<ul style="list-style-type: none"> • observations of teaching and learning students • student progress and achievement
<ul style="list-style-type: none"> • always take time in every session to talk to individual learners 	<ul style="list-style-type: none"> • video record of lesson 	<ul style="list-style-type: none"> • observation of teaching and learning
<ul style="list-style-type: none"> • always listen and respond to what learners say 	<ul style="list-style-type: none"> • video record of lesson 	<ul style="list-style-type: none"> • self-assessment • feedback from colleagues
<ul style="list-style-type: none"> • develop trust and rapport, using humour to establish early communication☆ 	<ul style="list-style-type: none"> • video record of lesson • observation notes 	<ul style="list-style-type: none"> • self-assessment • feedback from colleagues
<ul style="list-style-type: none"> • readily admit when he or she is wrong, or does not know something, and finds out rapidly 		<ul style="list-style-type: none"> • student feedback • feedback from colleagues

Examples

✚ Uses a variety of communication methods suitable for the learners and the subject

A group of skilled teachers encouraged media students to work with other students in Germany, Greece and Sweden to explore the idea of 'communication between people'. Learners exchanged ideas on the appropriate use of language, subject content, and cultural issues. They developed skills such as using fax and e-mail, meeting deadlines, decision-making and working in groups. The students finished their project by producing a newspaper with a print run of 8,000 copies for distribution to the partner countries.

☆ Developing trust and rapport, and using humour

A skilled teacher working with disaffected young people regularly uses humour to defuse potentially difficult situations. His laid-back, low-key manner and obvious liking and respect for the students help create an atmosphere of trust. The teacher knows the students well and takes time during each lesson to keep up with their news, concerns and successes.



D – Managing the Learning Process

D4 – Review the learning process with learners

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> establish an open and trusting relationship with the learner which encourages self-evaluation 	<ul style="list-style-type: none"> tutorial documentation 	<ul style="list-style-type: none"> student feedback tutorial observation notes
<ul style="list-style-type: none"> use the review process to encourage learner commitment and ownership of the learning process 	<ul style="list-style-type: none"> review records 	<ul style="list-style-type: none"> tutorial review
<ul style="list-style-type: none"> always use open questions to check for understanding 	<ul style="list-style-type: none"> lesson plans 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> provide regular, systematic, constructive feedback to students✱ 	<ul style="list-style-type: none"> marked work 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> regularly use personal action planning and tutorial processes to agree targets and monitor progress in an honest and supportive way☆ 	<ul style="list-style-type: none"> tutorial records 	<ul style="list-style-type: none"> student progress student feedback self-assessment report

Examples

✱ Provides regular, systematic feedback

A teacher agrees with each student a schedule of times for individual reviews of progress. Students are also welcome to see the teacher at other stated times in the week.

A teacher designs a feedback sheet for A level essays which gives systematic feedback against a number of criteria including planning, research, relevance of response, quality of response, construction of essay and presentation. The completed sheet is used as a starting point for individual discussion with students.

☆ Uses tutorial processes to monitor progress

An experienced tutor always begins an individual tutorial by asking the students for their own evaluation of their progress. She uses open and prompt questions to help the student reach an honest and positive appraisal, which he or she checks against progress reports from teachers.



D – Managing the Learning Process

D5 – Select and develop resources to support learning

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> systematically research and promote the use of innovative resources to support learning 	<ul style="list-style-type: none"> lesson plans 	<ul style="list-style-type: none"> student feedback monitoring data from learning centre student perception survey learning centre self-assessment
<ul style="list-style-type: none"> regularly work with colleagues to draw on each others' specialist skills and experience in using a wide range of resources for learning 	<ul style="list-style-type: none"> minutes of team meetings lesson plans internal service level agreements 	<ul style="list-style-type: none"> evaluation of support arrangements
<ul style="list-style-type: none"> use ICT imaginatively and as a key support for learning★ 	<ul style="list-style-type: none"> support plans lesson plans 	<ul style="list-style-type: none"> self-assessment student feedback
<ul style="list-style-type: none"> regularly assist learners to use resources, including ICT, independently 	<ul style="list-style-type: none"> lesson plans individual learning plans 	<ul style="list-style-type: none"> self-assessment
<ul style="list-style-type: none"> systematically review the effectiveness of resources and make necessary changes★ 	<ul style="list-style-type: none"> review notes charging back of materials 	<ul style="list-style-type: none"> self-assessment inspection feedback

Examples

★ Uses ICT imaginatively and as a key resource for learning

A dyslexic student uses an audiotape to record the main points he wants to include in an essay. He then works with a skilled support teacher who helps him transfer these ideas to a laptop. The student talks through each idea with the teacher, who makes carefully sequenced handwritten notes on his behalf. The student uses the laptop at home to write up the notes.

★ Systematically reviews the use of resources

Each term, a course team leader asks his team to do a 'mini-audit' of resources, using a checklist to assess how much they are used and to evaluate their effectiveness. A student focus group undertakes a similar activity. As a result of the previous term's exercise, more computers were moved into one classroom, and the furniture rearranged to make it easier to use them.



D – Managing the Learning Process

D6 – Establish and maintain effective working relationships

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> contribute effectively to the design, development and validation of learning programmes 	<ul style="list-style-type: none"> team development activities 	<ul style="list-style-type: none"> reports from awarding bodies comments from external assessor
<ul style="list-style-type: none"> regularly and effectively liaise with external learning providers 	<ul style="list-style-type: none"> minutes of partnership meetings schedule of employer/college meetings 	<ul style="list-style-type: none"> feedback from local schools feedback from employers
<ul style="list-style-type: none"> systematically contribute to and maintain effective internal communications with all staff 	<ul style="list-style-type: none"> notes of meetings appraisal records 	<ul style="list-style-type: none"> feedback from colleagues/line manager
<ul style="list-style-type: none"> establish innovative links and liaise effectively with external stakeholders 	<ul style="list-style-type: none"> plans for parents' evenings minutes of partnership meetings self-assessment record 	<ul style="list-style-type: none"> feedback from stakeholders
<ul style="list-style-type: none"> work effectively with other organisations and services to promote students' participation, retention and achievement☆ 	<ul style="list-style-type: none"> records of meetings with health and social services schedule of meetings with local employers records of use of health/social services to support students 	<ul style="list-style-type: none"> feedback from local schools and other education and training providers
<ul style="list-style-type: none"> regularly work with colleagues to deliver the learning programme✪ 	<ul style="list-style-type: none"> lesson plans observation records 	<ul style="list-style-type: none"> schemes of work
<ul style="list-style-type: none"> negotiate effectively on behalf of learners with colleagues outside the programme 	<ul style="list-style-type: none"> records of discussion and subsequent action 	<ul style="list-style-type: none"> feedback from colleagues tutorial records
<ul style="list-style-type: none"> regularly share expertise with colleagues and respond to their needs, for the benefit of learners and the learning programme 	<ul style="list-style-type: none"> records of team meetings development activities mentoring records 	<ul style="list-style-type: none"> feedback from colleagues
<ul style="list-style-type: none"> contribute rigorously and constructively to programme review and evaluation 	<ul style="list-style-type: none"> record of programme review and evaluation, and subsequent action 	<ul style="list-style-type: none"> self-assessment report

☆✪ see examples overleaf



D6 – Establish and maintain effective working relationships (continued)

<ul style="list-style-type: none">• contribute effectively to management information systems and ensure colleagues are given the right information, in the right way, at the right time	<ul style="list-style-type: none">• MIS• examples of data used by colleagues	<ul style="list-style-type: none">• feedback from MIS manager• self-assessment report
<ul style="list-style-type: none">• always respond positively and constructively to feedback	<ul style="list-style-type: none">• record of action taken following feedback• appraisal record	<ul style="list-style-type: none">• teacher's own self-assessment

Examples

✦ **Works with colleagues to deliver the learning programme**

A team designing OCN units for an Access to Nursing course, works with tutors from the local nursing school to design the programme. Nursing tutors also help deliver the programme and take part in the end of year course review.

☆ **Works effectively with other organisations and services**

The team leader for discrete provision of students with learning difficulties has established successful relationships with local health and social services. As a result, students receive regular speech therapy and have opportunities to use the hydrotherapy pool at the nearby hospital. Social services staff and teachers work in partnership to devise and deliver training in independence skills for students leaving the course.



D – Managing the Learning Process

D7 – Contribute to the organisation’s quality assurance system

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> understand the quality assurance arrangements in his or her college 	<ul style="list-style-type: none"> QA documentation staff training records staff induction records 	<ul style="list-style-type: none"> internal audit inspection feedback self-assessment
<ul style="list-style-type: none"> understand inclusive learning and its contribution to good quality provision☆ 	<ul style="list-style-type: none"> college inclusive learning action plans 	<ul style="list-style-type: none"> QA documentation
<ul style="list-style-type: none"> set high standards for his or her own practice and use strategies to ensure its quality 	<ul style="list-style-type: none"> self-assessment report inspection reports 	<ul style="list-style-type: none"> staff appraisal reports of observations of teaching
<ul style="list-style-type: none"> systematically use national benchmarks to evaluate the quality of provision 	<ul style="list-style-type: none"> self-assessment 	<ul style="list-style-type: none"> improvement plans
<ul style="list-style-type: none"> systematically collate and analyse relevant data in order to develop and improve provision 	<ul style="list-style-type: none"> benchmark data improvement plans course team reviews 	<ul style="list-style-type: none"> self-assessment report inspection reports
<ul style="list-style-type: none"> demonstrate continual improvements in key performance indicators 	<ul style="list-style-type: none"> benchmarking data retention and achievement data 	<ul style="list-style-type: none"> inspection reports self-assessment report
<ul style="list-style-type: none"> systematically seek and use feedback on the effectiveness of provision from external organisations, including community groups, employers and other providers 	<ul style="list-style-type: none"> surveys completed questionnaires 	<ul style="list-style-type: none"> QA documentation
<ul style="list-style-type: none"> regularly seek and use views of students on the quality of provision 	<ul style="list-style-type: none"> student surveys focus group records 	<ul style="list-style-type: none"> QA documentation
<ul style="list-style-type: none"> work with colleagues to use the outcome of review and evaluation to improve learning☆ 	<ul style="list-style-type: none"> action and improvement plans 	

☆ see examples overleaf



Examples

✦ **Works with colleagues to use the outcomes of review and evaluation to improve learning**

A college mentor organised a peer observation programme whereby staff from different subject areas formed 'buddy pairs'. Each teacher had to feedback to his or her subject team one example of good practice observed in another subject area. The example had to be one from which all the team could learn. By carefully selecting the buddy pairs, the mentor helped each subject team to demonstrate their strengths and learn from colleagues.

☆ **Understands the benefits of inclusive learning**

The college's inclusive learning co-ordinator asked the quality improvement director to chair the inclusive learning steering group. Over the last two years, the director has understood more about inclusive learning and integrated the idea into the college's quality improvement strategies.



E – Providing Learners with Support

E1 – Induct learners into the organisation

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> design and provide a stimulating induction process which welcomes learners to the college, provides the right information about their course and college features and tells them about their rights and responsibilities as students 	<ul style="list-style-type: none"> induction programme 	<ul style="list-style-type: none"> student feedback student retention
<ul style="list-style-type: none"> inform learners about the college's health and safety requirements in a way that helps learners understand their importance 	<ul style="list-style-type: none"> induction programme and material 	<ul style="list-style-type: none"> checks on students' understanding of health and safety requirements
<ul style="list-style-type: none"> provide easy to understand individual advice and guidance to students about their courses, any awards to be achieved, likely progression rates and possible destinations 	<ul style="list-style-type: none"> induction materials tutorial records 	<ul style="list-style-type: none"> student satisfaction surveys
<ul style="list-style-type: none"> support the learner in drawing up an individual learning plan based on clearly identified and agreed team goals 	<ul style="list-style-type: none"> individual learning plans 	<ul style="list-style-type: none"> student feedback records of student progress and achievement
<ul style="list-style-type: none"> devise exciting and imaginative activities which help to develop a group identity and sense of belonging 🌟 	<ul style="list-style-type: none"> lesson and tutorial plans 	<ul style="list-style-type: none"> tutorial records student drop-out data
<ul style="list-style-type: none"> accurately assess and provide any additional support required by students finding it difficult to start college 	<ul style="list-style-type: none"> support plans 	<ul style="list-style-type: none"> student feedback retention data
<ul style="list-style-type: none"> carefully review with students the effectiveness of the induction process 🌟 	<ul style="list-style-type: none"> review of placement on programme records of review and plans for next induction programme 	<ul style="list-style-type: none"> teacher feedback: students on right course

🌟🌟 see examples overleaf



E1 – Induct learners into the organisation (continued)

Examples

✦ **Devises activities to develop a group identity**

As part of induction, A level Art students and staff take part in a team-building event where the emphasis is on having fun and getting to know each other. Staff and students work together to plan the day which quickly breaks down barriers.

☆ **Assesses and provides additional support through induction**

A team working with all entry level groups takes students on a three-day residential as soon as they leave school. The residential experience enables staff to assess students' social and life skills and to work out how best to help each student settle into college.

E – Providing Learners with Support

E2 – Provide effective learning support

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> • always ensure each student's support needs are assessed and the outcomes understood by the student🌟 	<ul style="list-style-type: none"> • assessment records • tutorial records 	<ul style="list-style-type: none"> • student feedback
<ul style="list-style-type: none"> • ensure the right learning support is in place early in the student's course 	<ul style="list-style-type: none"> • assessment records • support plans 	<ul style="list-style-type: none"> • student feedback • review of support • student progress
<ul style="list-style-type: none"> • always ensure learners understand their entitlement to support, how to access support, and how to change the support they receive☆ 	<ul style="list-style-type: none"> • student charter • information about learning support, including self-referral 	<ul style="list-style-type: none"> • student feedback
<ul style="list-style-type: none"> • always be sensitive to students' emotional needs and arrange support discretely 	<ul style="list-style-type: none"> • guidelines on learning support 	<ul style="list-style-type: none"> • student feedback
<ul style="list-style-type: none"> • regularly work with colleagues to ensure support is co-ordinated effectively 	<ul style="list-style-type: none"> • records of support 	<ul style="list-style-type: none"> • inspection feedback
<ul style="list-style-type: none"> • regularly help learners review their course of study and its relevance to their longer-term aspirations 	<ul style="list-style-type: none"> • review records • tutorial records 	<ul style="list-style-type: none"> • QA documentation
<ul style="list-style-type: none"> • systematically provide activities and information which enable learners to think about the next steps after their course 	<ul style="list-style-type: none"> • end of course tutorial plans • individual learning plans 	<ul style="list-style-type: none"> • student feedback • student destinations
<ul style="list-style-type: none"> • plan regular opportunities for students to feedback their views on the organisation 	<ul style="list-style-type: none"> • focus group records • lesson plans • tutorial records 	<ul style="list-style-type: none"> • QA documentation

🌟☆ see examples overleaf



E2 – Provide effective learning support (continued)

Examples

✦ Ensures students understand the outcomes of assessment

As part of induction, a tutor collects the results of each student's initial assessment to discuss during an individual tutorial. Even when additional support is not needed, the tutor takes care to explain to the students their performance in the assessment.

☆ Makes sure learners understand their entitlement to support

As part of induction, the learning support co-ordinator and her team provide an information session for new student groups. As well as giving out leaflets about the support services, they show a short video of previous students talking about the benefits of the support they received. The video also shows members of the support team 'in action' with individual students and in classes. Student surveys show that students' perceptions of learning support have become more positive since the sessions began. Students say they are more likely to ask for support if they need it.

E – Providing Learners with Support

E3 – Ensure access to guidance opportunities for learners

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> play an active part in the design and implementation of guidance processes✱ 	<ul style="list-style-type: none"> guidance records 	<ul style="list-style-type: none"> retention, achievement and progression data course evaluation
<ul style="list-style-type: none"> readily recognise his or her own strengths and limitations regarding guidance and refer to specialist help when required 	<ul style="list-style-type: none"> referrals to guidance services schemes of work showing involvement of guidance team 	<ul style="list-style-type: none"> student feedback guidance team reports inspection feedback
<ul style="list-style-type: none"> actively assist learners to find information about training, employment and educational opportunities using a variety of internal and external sources 	<ul style="list-style-type: none"> guidance materials records of visits to employers and other organisations 	<ul style="list-style-type: none"> student feedback progression and destination data
<ul style="list-style-type: none"> use relevant high quality records of achievement to ensure non-academic successes are recorded 	<ul style="list-style-type: none"> records of achievement students' portfolios 	<ul style="list-style-type: none"> course tutors' feedback on students entering their courses
<ul style="list-style-type: none"> collect and analyse information about individual student destination, and use this to improve provision 	<ul style="list-style-type: none"> analysis of destinations and record of subsequent action 	<ul style="list-style-type: none"> improved provision
<ul style="list-style-type: none"> ensure a wide variety of student success is recognised and celebrated 	<ul style="list-style-type: none"> photographs of prize days college certificates 	<ul style="list-style-type: none"> student and parent feedback

Example

✱ Plays an active part in guidance processes

The subject teacher records each student's career wishes and then updates his or her record on a termly basis. The aim is to check that career aspirations are matching the programme design and the student's attainments. Professional careers guidance is arranged when any 'mismatch' between career ambition and student performance is identified.



E – Providing Learners with Support

E4 – Provide personal support to learners

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> offer a sensitive response to students' personal support needs by providing formal and informal opportunities for listening and sharing✱ 	<ul style="list-style-type: none"> teacher's records lesson plans 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> support students or act effectively on their behalf to secure specialist support 	<ul style="list-style-type: none"> records of support for students 	<ul style="list-style-type: none"> student feedback referral records
<ul style="list-style-type: none"> provide experienced personal support but be aware of his or her own limitations and know when and how to refer students for specialist support☆ 	<ul style="list-style-type: none"> referral records 	<ul style="list-style-type: none"> student feedback evaluation by staff from specialist services
<ul style="list-style-type: none"> readily understand the range of specialist help available and foster effective links with specialist support staff 	<ul style="list-style-type: none"> information about specialist support referral records 	<ul style="list-style-type: none"> feedback from students and colleagues

Examples

✱ Offers a sensitive response to students' personal needs

As part of their guidance programme, experienced outreach workers target socially disadvantaged young people and long-term unemployed adults. A one-stop cyber café provides careers and education guidance on-line for potential learners, with expert staff on hand to offer personal advice on matters such as childcare, housing, health and money.

☆ Knows when and how to refer to specialist support

Although Constance is a qualified and experienced counsellor, she recognised quickly that Mick, a mature student, needed psychiatric help for his difficulties. She contacted the local mental health team and went with Mick for his assessment interview. Mick now sees a psychiatric nurse twice a week and also receives medication as part of his treatment. As a result of Constance's rapid action, Mick has been able to rejoin his course.



F – Assessing the Outcomes of Learning and Learner’s Achievements

F1 – Use appropriate assessment methods to measure learning and achievement

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> • always select from a range the right assessment methods to match students’ learning needs 	<ul style="list-style-type: none"> • resource bank of assessment methods • assessment records 	<ul style="list-style-type: none"> • positive feedback from students • students’ achievements above national benchmark • external verifier’s report
<ul style="list-style-type: none"> • always devise assessment processes which take account of students’ cultural or social backgrounds, gender, and any disability or learning difficulties 	<ul style="list-style-type: none"> • Braille materials • materials written in students’ own languages 	<ul style="list-style-type: none"> • analysis of results to ensure no bias is present
<ul style="list-style-type: none"> • systematically provide accessible information for students describing the process of assessment, who will be involved, how the assessment will be conducted, and how outcomes will be explained 	<ul style="list-style-type: none"> • student handbook • lesson plan • tutorial records 	<ul style="list-style-type: none"> • course review • student feedback • external verifier’s report
<ul style="list-style-type: none"> • always select assessment strategies which meet the needs of individual learners and awarding bodies 	<ul style="list-style-type: none"> • selection criteria for use of assessment strategies 	<ul style="list-style-type: none"> • students’ achievements
<ul style="list-style-type: none"> • always provide easy to understand explanations of the assessment process to students 	<ul style="list-style-type: none"> • lesson plan • handouts for students • assessment handbook setting out awarding body requirements and details of assessment process 	<ul style="list-style-type: none"> • student feedback
<ul style="list-style-type: none"> • readily identify students who require additional support during assessment 	<ul style="list-style-type: none"> • support arrangements • records of referrals for support 	<ul style="list-style-type: none"> • external verifier’s report



F1 – Use appropriate assessment methods to measure learning and achievement (continued)

<ul style="list-style-type: none"> often use work-based and real-life setting to encourage learning and for assessment activities👉 	<ul style="list-style-type: none"> lesson plans 	<ul style="list-style-type: none"> external verifier's report
<ul style="list-style-type: none"> systematically assist learners to reflect on their learning throughout the assessment process☆ 	<ul style="list-style-type: none"> records of progress and achievement 	<ul style="list-style-type: none"> individual reviews student feedback
<ul style="list-style-type: none"> always organise the right arrangements for assessment and ensure the necessary resources are easily available 	<ul style="list-style-type: none"> procedures for assessment course team review 	<ul style="list-style-type: none"> external verifier reports feedback from students and colleagues
<ul style="list-style-type: none"> always ensure assessments are conducted fairly 	<ul style="list-style-type: none"> assessment handbook guidelines for assessments 	<ul style="list-style-type: none"> equal opportunities policy
<ul style="list-style-type: none"> keep up-to-date, accurate records using the right format in order to meet the needs of students, the college, and awarding bodies 	<ul style="list-style-type: none"> student's records inspection feedback 	<ul style="list-style-type: none"> students' achievements assessor's reports reports from awarding bodies
<ul style="list-style-type: none"> systematically ensure students monitor and review their progress and provide opportunities for students to discuss their assessment records 	<ul style="list-style-type: none"> tutorial records records of reviews 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> regularly provide detailed feedback to individual learners clearly identifying strengths and weaknesses 	<ul style="list-style-type: none"> tutorial records lesson plans 	<ul style="list-style-type: none"> student feedback
<ul style="list-style-type: none"> systematically work with the learner to develop action plans for improvement 	<ul style="list-style-type: none"> student action plans changes to study skills or support programme 	<ul style="list-style-type: none"> student retention, progress and achievement

☆👉 see examples overleaf



F1 – Use appropriate assessment methods to measure learning and achievement (continued)

Examples

★ **Uses work-based and real life settings**

A teacher on an Edexcel national diploma in public services sets an assignment that requires students to research how emergency services respond to a national or international disaster. Students are encouraged to refer to media coverage, as well as approaching the emergency services direct.

★ **Assists the student to reflect on his or her learning**

A teacher of HND business studies devised an assessment cover sheet which enables students to assess their own work for strengths and weaknesses, before submitting an assignment. Students are encouraged to predict their likely grades. The cover sheet provides space for the tutor to do the same. Both sets of strengths and weaknesses are used to assist the learner to reflect on the assessment process.

F – Assessing the Outcomes of Learning and Learner’s Achievements

F2 – Make use of assessment information

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> use effective continuous assessment to ensure learners assess their progress and identify new learning objectives✱ 	<ul style="list-style-type: none"> records of progress in learning reviews of progress 	<ul style="list-style-type: none"> students' progress
<ul style="list-style-type: none"> regularly review student progress against learning objectives 	<ul style="list-style-type: none"> record of progress against targets set revised action plan 	<ul style="list-style-type: none"> learner feedback shows understanding of progress made and new targets agreed
<ul style="list-style-type: none"> systematically use the outcomes of learners' assessments to evaluate and improve their own performance 	<ul style="list-style-type: none"> improved assessments lessons plans show wider variety of teaching strategies 	
<ul style="list-style-type: none"> systematically use the outcomes of learners' assessments to evaluate and improve the individual learning programme☆ 	<ul style="list-style-type: none"> analysis of results of assessments revised individual learning programmes 	<ul style="list-style-type: none"> improved retention and achievement
<ul style="list-style-type: none"> regularly provide accurate, relevant assessment information to employers, learners, parents and the wider community 	<ul style="list-style-type: none"> course information leaflets report forms publicity material data comparing college results with national average 	<ul style="list-style-type: none"> governors' reports inspection reports

Examples

✱ Uses the outcomes of assessment to improve learning outcomes

A successful teacher keeps three-yearly records for an A level English course. This year's achievement figures are higher than before, but student grades are noticeably lower. The teacher analyses individual student achievement on each paper, to determine if any particular paper is causing students problems. A questionnaire is sent to all students seeking feedback both on the exams and the teaching and learning leading up to them.

☆ Uses the outcomes of assessment to improve the individual learning programme

A motor vehicle lecturer analysed the outcomes of assessment procedures for NVQ level 1 students. She decided that assessments would be more relevant if they were based around interactive CD ROMs rather than handouts and overhead transparencies. The scheme of work, lesson plans and assessment procedures were modified accordingly and achievement increased dramatically.



G – Reflecting Upon and Evaluating One’s Own Performance and Planning Future Practice

G1 – Evaluate one’s own practice

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> demonstrate a detailed understanding of FE relevant to own practice 	<ul style="list-style-type: none"> appraisal record personal development portfolio includes information on: <ol style="list-style-type: none"> sector funding and organisation key organisations and agencies linked with own subject specialism or vocational area curriculum development portfolio includes information on: <ol style="list-style-type: none"> current subject/vocational qualifications and accreditation procedures available current entry requirements and progression routes for student in own subject or vocational area 	<ul style="list-style-type: none"> links with external agencies/ advisers/verifiers and moderators involvement in externally funded research projects use of pilot material/exemplar resources links with local industry, employer and trade groups, schools, community groups and higher education establishments
<ul style="list-style-type: none"> understand where and how the subject or vocational area fits within the organisation 	<ul style="list-style-type: none"> personal development portfolio includes information on: <ol style="list-style-type: none"> college organisational structure departmental/faculty structure college curriculum offer and vocational pathways 	<ul style="list-style-type: none"> staff handbook feedback from head of department on contribution to departmental organisation and curriculum development membership of and contribution to cross-college teams/committees/working parties



G1 – Evaluate one’s own practice (continued)

<ul style="list-style-type: none"> regularly analyse current knowledge and skills in relation to the current demands of the job, the changing and national context and future trends or requirements 	<ul style="list-style-type: none"> skills checklist appraisal documentation 	<ul style="list-style-type: none"> CPD portfolio appraisal records personnel
<ul style="list-style-type: none"> critically analyse his or her own teaching by seeking and using feedback from other teachers, learners, managers and external evaluators✦ 	<ul style="list-style-type: none"> records of teaching observations student questionnaires/evaluations mentor reports reports from external evaluators personal action plan for future development 	<ul style="list-style-type: none"> student satisfaction surveys external inspection/moderation reports
<ul style="list-style-type: none"> regularly evaluate own level of key skills against those required in his or her teaching 	<ul style="list-style-type: none"> key skills assessment analysis of key skill levels required by course or programme 	<ul style="list-style-type: none"> key skills co-ordinator head of department personnel CPD portfolio
<ul style="list-style-type: none"> regularly evaluate and seek to maintain effective relationships with learners, colleagues and other stakeholders which improve their own and their team’s effectiveness 	<ul style="list-style-type: none"> minutes of team meetings departmental minutes internal verifier’s reports 	<ul style="list-style-type: none"> appraisal records external verifier reports inspection reports

Example

✦ Helps teachers critically analyse their own practice

A co-ordinator regularly produces a college broadsheet highlighting good practice drawn from observation of teaching and learning. The broadsheet includes exemplars and raises issues for development. She then brings other teachers together to discuss the issues raised. Teachers often try out the new approaches discussed in this group.

A head of department develops a checklist so that teachers can analyse their own teaching skills under a number of specific headings. The form is confidential, thus encouraging a more open response about individual strengths and weaknesses. The results of the survey are used to tailor-make professional development opportunities and to highlight staff who need more support and mentoring.

G – Reflecting Upon and Evaluating One's Own Performance and Planning Future Practice

G2 – Plan for future practice

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> systematically use information about changes in his or her programme and the wider further education and training context to inform individual and team practice 	<ul style="list-style-type: none"> development portfolio containing: <ol style="list-style-type: none"> information about national issues and initiatives up-to-date documentation from LSC, LSDA, QCA, etc. relevant to field of work/FE in general individual training plans minutes of team development activities 	<ul style="list-style-type: none"> amendments to programme resulting from current information feedback to line manager about current and future developments action plans resulting from team activities
<ul style="list-style-type: none"> systematically use information on relevant national developments to update and develop own practice✳ 	<ul style="list-style-type: none"> curriculum documentation contains: <ol style="list-style-type: none"> information on new qualifications proposals for development and implementation submissions for new programmes professional development portfolio 	<ul style="list-style-type: none"> evaluation of development events feedback to line managers on proposals for development and submissions for new programmes feedback to other relevant college committees, for example, academic board, internal validation committee records of development activities
<ul style="list-style-type: none"> systematically take account of new developments in his or her subject 	<ul style="list-style-type: none"> syllabus schemes of work lesson plans 	

✳ see example overleaf



G2 – Plan for future practice (continued)

<ul style="list-style-type: none">• make creative use of available resources	<ul style="list-style-type: none">• analysis of the resource needs of new and continuing academic or vocational programmes• analysis of how new programmes can best use existing resources• evidence of costing future resource needs for proposed curriculum development• individual learning plan	<ul style="list-style-type: none">• feedback from finance department on overall college budget• feedback from head of department on budget allocations
<p>Example</p> <p>✦ Systematically updates and develops own practices</p> <p>A teacher in media studies researches a significant change in industrial training needs. She conducts a survey of the commercial sector to gather more information on the new skills required. In the light of this analysis she then changes the content and delivery of media courses.</p>		



G – Reflecting Upon and Evaluating One’s Own Performance and Planning Future Practice

G3 – Engage in continuing professional development

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> regularly identify his or her own updating needs 	<ul style="list-style-type: none"> personal skills checklist appraisal records individual training plan 	<ul style="list-style-type: none"> feedback from colleagues, external verifiers, industrial/academic links feedback from appraiser
<ul style="list-style-type: none"> effectively identify ways of maintaining and updating his or her subject expertise🌟 	<ul style="list-style-type: none"> personal skills checklist appraisal records individual learning plan 	<ul style="list-style-type: none"> links with external organisations feedback from appraiser
<ul style="list-style-type: none"> seek regular opportunities for relevant professional development based on realistic goals and targets 	<ul style="list-style-type: none"> professional development portfolio indicates regular personal development relating to subject expertise and professional practice records of teacher undertaking industrial placement, work shadowing or an educational exchange visit with a partner organisation 	<ul style="list-style-type: none"> evaluation of own personal development and training opportunities taken to update expertise and professional practice feedback and evaluation from industrial placement or partner institution
<ul style="list-style-type: none"> always seek and use professional development activities relevant to his or her work and to institutional priorities 	<ul style="list-style-type: none"> record of training appraisal record 	<ul style="list-style-type: none"> feedback from managers contribution to strategic priorities

Example

🌟 Effectively identifies ways of updating expertise

A teacher of construction crafts volunteers to lead a key skills initiative for modern apprentices. He realises his own IT skills are out of date. He attends an IT course in order to lead integration of the three main key skills across the construction craft curriculum.

A lecturer in GNVQ advanced business studies undertakes a works placement and realises that significant changes have occurred in the way companies are planned and managed. She is proactive in sharing the lessons with colleagues. Her activities lead to changes to course content and delivery, the secondment of other colleagues, and a more positive relationship with local industry.

H – Meeting Professional Requirements

H1 – Work within a professional value base

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> always organise his or her teaching to help students work more effectively on their own and take more responsibility for personal success 	<ul style="list-style-type: none"> individual learning plans generic study skills programme during induction lesson plans including search and discovery techniques resource-based learning activities/assignments 	<ul style="list-style-type: none"> student feedback student achievements
<ul style="list-style-type: none"> regularly demonstrate through professional practice that learners' diverse experiences and learning needs are recognised and supported 	<ul style="list-style-type: none"> individual and group profile learning styles profile course content and organisation acknowledges diversity and enables individual outcomes to be achieved 	<ul style="list-style-type: none"> tutorial records feedback from colleagues and specialist support staff teaching observations
<ul style="list-style-type: none"> always use a variety of teaching and learning strategies to help learners achieve and incorporate ILT where appropriate 	<ul style="list-style-type: none"> scheme of work lesson plans 	<ul style="list-style-type: none"> student feedback teaching observations
<ul style="list-style-type: none"> always ensure the induction programme develops mutual respect and trust and reinforces these values in classroom activities and tutorial sessions 	<ul style="list-style-type: none"> induction programme lesson plans tutorial records 	<ul style="list-style-type: none"> student feedback teaching/tutorial observations
<ul style="list-style-type: none"> regularly evaluate how his or her own professional practice encourages student motivation, independent learning and achievement of learning goals☆ 	<ul style="list-style-type: none"> record of reflective practice development activities 	<ul style="list-style-type: none"> student feedback tutorial records teaching observations

☆see examples overleaf



H1 – Work within a professional value base (continued)

<ul style="list-style-type: none"> consistently demonstrate his or her own professional practice meets all learners' needs and promotes equal opportunities✱ 	<ul style="list-style-type: none"> induction programme scheme of work/lesson plans programme review 	<ul style="list-style-type: none"> student feedback increased involvement of new groups of learners CPD records show involvement in equal opportunities and inclusive learning events
<ul style="list-style-type: none"> always show respect for other people's values in the organisation and in the wider community 	<ul style="list-style-type: none"> induction programme records of meetings with parents, employers, community groups lesson plans 	<ul style="list-style-type: none"> student feedback records of meetings with parents and others teaching observations
<ul style="list-style-type: none"> regularly demonstrate an understanding of the institution's needs and use appropriate procedures to identify and address issues 	<ul style="list-style-type: none"> induction programme evidence that college policies and procedures are put into practice 	<ul style="list-style-type: none"> feedback from appraisal teaching observations participation in training events on college policies and practice
<ul style="list-style-type: none"> consistently apply own experience of learning to inform his or her approach to teaching 	<ul style="list-style-type: none"> self-assessment reports lesson plan evaluations personal development portfolio 	<ul style="list-style-type: none"> teaching observations
<ul style="list-style-type: none"> always work as an individual and as a member of a team to meet learners' needs in a professional manner 	<ul style="list-style-type: none"> self-assessment reports lesson plan evaluation minutes of team meetings programme review 	<ul style="list-style-type: none"> student feedback appraisal records teaching observations internal/external moderator and verifier reports inspection reports

Examples

✱ Demonstrate professional practice that promotes equal opportunities

As part of induction for hairdressing students, a member of the college's equal opportunities team delivers a one-hour interactive training session. Students discuss equal opportunities issues and consider their implications within the context of their chosen area of study. Activities include a role-play involving a deaf client. Students are asked to reflect on the issues raised in the role-play and think of ways to overcome prejudice.

✱ Evaluates his or her own professional practice

All teaching and non-teaching staff attend a CPD workshop on reflective practice. Teachers are introduced to the reflective practice elements of the FENTO standards and work in pairs to evaluate strengths and weaknesses in teaching performance. They agree to continue this pair work as part of their professional practice and to feedback the outcomes at a future workshop.



H – Meeting Professional Requirements

H2 – Conform to agreed codes of professional practice

Observation	Indicative documentation	Feedback/evaluation
<p>The excellent teacher will:</p> <ul style="list-style-type: none"> consistently work to appropriate national codes of professional practice relevant to the FE sector and own vocational area 	<ul style="list-style-type: none"> codes of conduct from professional bodies, unions and examination boards industrial standards for vocational area national/EU legal requirements 	<ul style="list-style-type: none"> evaluation of standards validated national, for example, charter mark, IIP
<ul style="list-style-type: none"> always behave professionally to learners and others 	<ul style="list-style-type: none"> tutorial records minutes of meetings/ programme reviews 	<ul style="list-style-type: none"> teaching observation student feedback feedback from colleagues and managers
<ul style="list-style-type: none"> consistently demonstrate responsibility for and commitment to student progress and achievement at all stages of the learners' experience 	<ul style="list-style-type: none"> entry data progress and achievement records register/absence procedures tutorial records exit/progression data 	<ul style="list-style-type: none"> feedback from quality audits feedback from MIS student feedback
<ul style="list-style-type: none"> readily identify and carry out personal responsibilities required by the organisation's rules and regulations which require demonstrating a duty of care to learners and others🌟 	<ul style="list-style-type: none"> tutorial records legal requirements re health and safety, data protection, etc. documentation re residentials, trips, visits 	<ul style="list-style-type: none"> tutorial observations teaching observations quality audits
<ul style="list-style-type: none"> easily demonstrate he or she meets the professional responsibilities required by organisational policies and procedures 	<ul style="list-style-type: none"> contract with corporation departmental/organisational targets self-assessment 	<ul style="list-style-type: none"> minutes from policy committees quality audits self-assessment reports
<ul style="list-style-type: none"> always represent the organisation in an appropriate professional manner🌟 	<ul style="list-style-type: none"> reports of visits to external organisations, for example, conferences, meetings, work placement visits, field trips reports of meetings with verifiers, external agencies and organisations 	<ul style="list-style-type: none"> external verifier reports feedback from external agencies and organisations

🌟🌟 see examples overleaf



H2 – Conform to agreed codes of professional practice (continued)

<ul style="list-style-type: none"> • use existing resources creatively 	<ul style="list-style-type: none"> • resource analysis and planning documentation • programme reviews 	<ul style="list-style-type: none"> • strategic plan • evaluation and feedback on resource issues from the finance department
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Examples

✪ **Identifies and carries out personal responsibilities**

A French teacher made regular exchange visits with a college in France and organised an annual weekend in France for adult language students. As well as completing the necessary college documentation, she drew up a code of conduct for herself and students. The code of conduct was based on their expectations of her as a teacher during the visit, as well as guidelines for social behaviour. She found that this code of conduct enabled her to behave more professionally at all times and clarified her teaching role during the visits.

☆ **Represents the organisation in an appropriate professional manner**

A head of an Engineering department takes part regularly in international events organised by a European engineering development organisation. Joan's input is always welcomed, as she is well-prepared and gives a highly polished performance. Her European colleagues value particularly her fluency in French and German. Joan always introduces her talks by describing her college and its students, and thanking her Principal for his support.