# Scottish subject benchmark statement

## The Standard for Initial Teacher Education

### December 2007

# Contents

# Preface

While this publication has been informed by the *Recognition scheme for subject benchmark statements*, published by the Quality Assurance Agency for Higher Education (QAA), it has also taken account that subject benchmark statements that are specific to the Scottish higher education sector are handled by QAA Scotland and are subject to a separate process and consultation.

Subject benchmark statements provide a means for the academic and professional communities to describe the nature and characteristics of programmes in a specific subject. They also represent general expectations about standards for the award of qualifications at a given level and state the attributes and capabilities that those possessing such qualifications should be able to demonstrate.

Subject benchmark statements are used for a variety of purposes. Primarily, they are an important external source of reference for higher education institutions when programmes are being designed, developed and reviewed in a subject area. They provide general guidance for articulating the learning outcomes associated with specific programmes but are not a specification of a detailed curriculum in the subject. Subject benchmark statements provide for variety and flexibility in the design of programmes and encourage innovation within an agreed overall conceptual framework.

Finally, subject benchmark statements may be one of a number of external reference points that are drawn upon for the purposes of enhancement-led institutional review. Reviewers do not use subject benchmark statements as a crude checklist for these purposes; however, they are used in conjunction with the relevant programme specifications and the institution's own internal evaluation documentation, in order to enable reviewers to come to a rounded judgement based on a broad range of evidence.

This subject benchmark statement is subject to future revision that reflects developments in Initial Teacher Education (ITE), the experience of higher education institutions in utilising the statement, and the evolving nature of teaching in Scotland.

# Foreword

The General Teaching Council Scotland (GTCS) and QAA Scotland are delighted to publish this updated Standard for Initial Teacher Education (SITE) in Scotland. The SITE is essentially an update of the original version published by both organisations in 2000.

The SITE has become an essential element of the overarching framework of professional standards for teacher education in Scotland which also includes the Standard for Full Registration, the Standard for Chartered Teacher and the Standard for Headship. This means that there is now a firm statement of standards covering the professional development of teachers in Scotland.

The SITE specifies what is expected of a student teacher at the end of ITE, seeking provisional registration with the GTCS.

It is based on a vision of the newly qualified teacher who can function as an effective teacher and is committed to professional development, professional reflection and professional enquiry. The new teacher is able to engage collaboratively with colleagues in the profession, with other groups and agencies, and with the various members of the communities served by education.

Because the SITE relates to the higher education sector, it was originally developed and published jointly by the GTCS and QAA, and this link has been maintained.

As part of the review process, a wide ranging consultation exercise was completed with online comments invited, focus groups held across the country and extensive discussions within the various stakeholder communities. These exercises have led to this new publication.

The joint publication of the SITE stresses the collaborative approach and the mutual consensus there is in Scotland towards teacher education.

These developments have taken place within the Quality Enhancement Framework (QEF) developed by QAA Scotland in partnership with the Scottish higher education sector, Universities Scotland, the Scottish Funding Council, the National Union of Students Scotland and the Higher Education Academy. Among other things, the QEF aims to support the identification, sharing and dissemination of good practice in learning and teaching, and to focus on the continuous enhancement of the student experience. This includes the development of new qualifications and new ways of learning in higher education for a student population whose demographics are changing.

The development of the subject benchmark statement supports the enhancement approach in many ways. It addresses the changing needs of students and changing nature of the student population by providing a robust framework for developing future qualifications that produce competent, reflective practitioners delivering effective education for Scotland's children and young people. For teaching, key principles underpinning the statement are that ITE programmes should encourage teachers to be lifelong learners and reflective practitioners, equipped to develop effective career planning skills, with resulting 'career resilience', throughout life.

The subject benchmark statement has also been established within the context of the Scottish Credit and Qualifications Framework and describes qualifications at level 10.

# 1    Introduction

1.1    The SITE specifies what is expected of a student teacher at the end of ITE, seeking provisional registration with the GTCS. It is the first in a suite of standards which provide a framework for the professional development of teachers throughout their careers. The other standards are the Standard for Full Registration, the Standard for Chartered Teacher and the Standard for Headship.

1.2    The elements of the SITE provide a comprehensive and unitary set of benchmark statements which are the requirements for each programme of ITE in Scotland.

## The vision

1.3    The benchmark information is based on a vision of the newly qualified teacher who, having successfully completed a programme in ITE in Scotland, can function as an effective teacher, is committed to professional development and reflection, professional enquiry and is able to engage collaboratively with colleagues in the profession, with other groups and agencies, and with the various members of the communities served by education. The benchmark information directly informs the process of designing suitable programmes of study. There will be a clear relationship between benchmark information and criteria for assessment.

1.4    Attention has been paid to the identification of the distinctive features expected of student teachers who have successfully completed programmes of ITE in Scotland. The benchmark information therefore specifies the standard of skills, abilities, knowledge, understanding and values which programmes should address and assess. This is the SITE in Scotland.

## The educational framework

1.5    The SITE is defined in terms of subject benchmark statements which belong to the suite of such statements published by QAA, but also takes account of:

- the professional nature of programmes of ITE which entail both academic and practical elements

- the Accreditation and Review Procedures of the GTCS

- the subject benchmark statement for education studies

- the professional review and development processes used in Scottish schools

- the national continuing professional development framework

- the other standards in use in Scottish teacher education and development: the Standard for Full Registration, the Standard for Chartered Teacher, the Standard for Headship

- universities continuing and developing partnerships with education authorities and schools.

## Audience

1.6　It is expected that this statement of the SITE will be useful for:

- the student teachers who undertake these programmes

- those involved in designing, approving, validating and accrediting programmes

- those who teach and assess in these programmes, including staff in universities and schools

- those engaged in external examining

- those who are responsible for the assessment, review and monitoring of programmes

- prospective employers

- those who are responsible for building continuing professional development (CPD) on the statements indicated in this subject benchmark statement including those involved in the delivery and management of the Teacher Induction Scheme

- those members of other professions, and the public more generally, who have an interest in the professional education of teachers.

# 2　The nature and scope of the Standard for Initial Teacher Education

## Professionalism

2.1　ITE programmes are concerned with the professional education and development of student teachers, preparing them for work in schools in Scotland and beyond, and acting as a basis for continuing personal and professional development. These programmes are professionally demanding, seeking to ensure that teachers are committed to excellence, professionally responsible and are able to work in a world of change and accountability, in an environment influenced by its social, economic, cultural and political contexts.

## Expectations

2.2　The information specifies the expectations of programmes of ITE in Scotland, including those taken as:

- dedicated undergraduate programmes (eg BEd, BTechEd, BMusEd)

- concurrent undergraduate programmes of ITE (eg BA/BSc with Professional Education)

- professional graduate programmes (eg Professional Graduate Diploma of Education (PGDE) Primary and PGDE Secondary).

## Level of performance

2.3　The information describes the level of performance expected of student teachers who successfully complete a programme leading to the award of a teaching qualification (primary education), or a teaching qualification (secondary education). Programmes of ITE should enable student teachers to achieve an appropriate threshold level of performance (with such adjustments as may be required under the *Disability Discrimination Act 1995*) in

relation to each of the elements of the SITE. Programmes should also enable student teachers to develop strengths in some of them. Programmes of study should allow student teachers to develop and demonstrate evidence in specific areas with a view to transferring these skills to other areas of their practices as professionals or to be further development through CPD. Those who design and deliver programmes will be expected to take decisions on specific contexts, methods of learning or teaching or approaches to assessment indicating how they relate to the SITE.

# 3 Programmes of Initial Teacher Education in context

## Core professional interests

3.1 Programmes of ITE are dynamic, changing and developing. They prepare student teachers to undertake progressively the professional duties required of teachers, and to reflect on the values and principles underpinning the curriculum, on the purposes of education, and on the nature of the education system, not only to respond to changes in the professional context, but also to contribute to that process of change. The range of core professional interests and requirements for the teacher will include:

- taking a professional responsibility for enabling all young people to become confident individuals, responsible citizens, successful learners and effective contributors

- having a secure knowledge and understanding of the subject area(s) for which (s)he will be responsible

- managing pupil behaviour and the classroom effectively and promoting positive behaviour and respectful relationships in school

- being accountable for contributing to the education of the whole child or young person, and taking professional responsibility for developing the personality, talents and mental, spiritual and physical attributes of each child or young person

- engaging with current educational issues and contributing to the processes of curriculum research and development, staff development and school development

- undertaking a range of approaches to teaching to facilitate the learning of pupils, including the appropriate use of information and communications technology (ICT)

- having confidence in their role in supporting and protecting children, including identifying where children need help and understanding the steps to take in line with child protection procedures

- understanding the legal and professional aspects of a teacher's position of trust in relation to pupils

- promoting equality of opportunity among all people in an inclusive society, and actively taking steps to counter discrimination

- promoting the learning of those pupils who encounter barriers to learning, including those who are in need of additional support in particular areas of the curriculum; and those with emotional and behavioural difficulties

- reporting the success and progress of pupils to parents and other interested parties

- taking responsibility for, and being committed to, their own professional development arising from professional enquiry and reflection on their own and other professional practices, and being involved in collegial professional development with colleagues

- using research and other forms of valid evidence to inform choice, change and priorities in promoting educational practices and progress

- relating appropriately as a developing professional to other teachers, colleagues from other professions, para-professionals and agencies in support of the pupils, and experience of working collaboratively with them

- undertaking administrative duties as required in a school.

It should be noted that these core interests have to be put into practice in different social, cultural, linguistic and educational settings. This will include taking account of the education of children for whom English is an additional language and of Gaelic medium education, as well as denominational education and education in other distinctive contexts.

From the above, it is clear that programmes will involve student teachers spending a significant proportion of time in schools or other relevant educational establishments. As a result, they will have opportunities for direct experience of teaching and caring for children or young people and engaging professionally with other teachers, paraprofessionals, parents and members of other professions.

## Key educational principles

3.2     This subject benchmark statement contains statements which represent core professional interests. Other requirements may emerge with time and in the specific contexts in which teachers are working. Since these professional requirements and interests depend on an understanding of key educational principles, programmes of ITE will be expected to:

- draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place

- provide student teachers with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts

- encourage student teachers to engage in discussion with pupils

- encourage student teachers to engage with fundamental questions concerning the aims and values of education and its relationship to society

- provide opportunities for student teachers to engage with and draw on educational theory, research, policy and practice

- encourage professional reflection on educational processes in a wide variety of contexts

- develop in student teachers the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner

- promote a range of qualities in student teachers, including intellectual independence and critical engagement with evidence.

# 4  Learning, teaching and assessment

## The processes of learning and teaching

4.1    In programmes of ITE, it is expected that particular attention will be given to the processes of learning and teaching. Universities will work in partnership with schools and other agencies to provide a variety of approaches to learning and teaching so that student teachers will have experience of a wide range of strategies and approaches to education. Programmes will include individualised study as well as active participation in group activities, working with other professionals, and working as part of a team. Particular attention will be paid to the effective use of ICT to facilitate learning and teaching.

## School/educational placement-based work

4.2    There will be a significant involvement of student teachers in schools and other educational settings. Learning through working with practising teachers and other professional staff is a central feature of ITE. It is expected that each university will have and continue to develop a scheme to facilitate partnership with local authorities and include independent schools.

## Assessment

4.3    The assessment of student teachers will be undertaken using an appropriate range of methods of gathering evidence about their success and progress. It will include the use of data from universities, as well as from schools and other places in which the student teacher is undertaking her/his professional education. Schemes of assessment will be developed as part of the programmes of study for student teachers and these schemes will relate to this benchmark information.

# 5  Aspects of professional development

Programmes of ITE need to promote three main aspects of professional development:

- professional knowledge and understanding

- professional skills and abilities

- professional values and personal commitment.

The significance of placing these aspects within a triangle is to emphasise that they are not simply lists of competences or outcomes. They are inherently linked to each other in the development of the teacher, and one aspect does not exist independently of the other two. It is this interrelationship among all three which develops the professionalism of the teacher and leads to appropriate professional action. The interrelationship is illustrated in the model below.

The programmes which are developed will be the result of the interaction among these aspects. Each programme will offer a distinctive balance and emphasis but will develop all three. Statements have been produced for each of the aspects. Programmes will be designed to give attention to each of these and to their interaction. The statements incorporate the expected features of student teacher performance in ITE as well as the requirements of academic study.
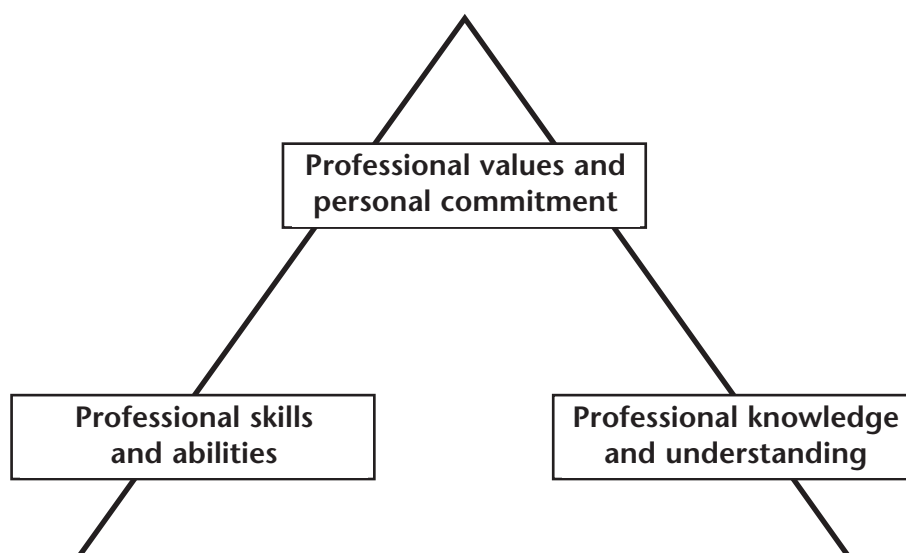
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                    │  Professional values and │
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        │ Professional skills│     │  Professional knowledge  │
        │   and abilities    │     │    and understanding     │
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Figure 1: The interrelationship of the main aspects of professional development

## Transferable skills

5.1     Programmes of ITE help student teachers to develop skills which are transferable to other areas of study and professional employment. These transferable skills are not additional to the benchmark statements, but are the outcomes for successful student teachers who have completed a programme which addresses all the elements of the SITE. They are not specified but emerge from the elements of the SITE.

## Key elements contained in the SITE

5.2     The elements of the SITE which specify what is expected of a student teacher at the end of ITE and also specify the design requirements for programmes of ITE.

Expected features which are intended to clarify and illustrate aspects of student teacher performance which the programme is designed to achieve. These features will be used by universities in designing assessment strategies to ensure that the requirements for student teacher performance in ITE are met. By the end of programmes of ITE, newly qualified teachers are expected to be responsible for a class of pupils. However, they should continue to receive appropriate support as probationer teachers. During the period of probation, they will be working towards achieving the Standard for Full Registration and becoming fully registered with the GTCS.

# The Standard for Initial Teacher Education

# 1 Professional knowledge and understanding

## 1.1 Curriculum

| Elements of the SITE | Expected features |
|---|---|
| 1.1.1 Acquire a knowledge and understanding of the relevant area(s) of pre-school, primary or secondary school curriculum. | By the end of the programme of ITE, student teachers will:<br><br>● demonstrate knowledge, understanding and practical skills in the area of the curriculum or subject(s) to be taught, referring this to national guidance as appropriate<br><br>● know how to match the level of the curriculum and subject(s) to the needs of pupils<br><br>● now how to use, design and adapt materials for learning and teaching to stimulate, support and challenge pupils. |
| 1.1.2 Acquire the knowledge and understanding to fulfil their responsibilities in respect of cross-curricular themes including citizenship, creativity, enterprising attitudes, literacy and numeracy, personal, social and health education, and ICT, as appropriate to the sector and stage of education. | By the end of the programme of ITE, student teachers will:<br><br>● know how to promote and support the individual development, well-being and social competence of the pupils in their class/register groups; and show commitment to raising these pupils' expectations of themselves and others<br><br>● know how to apply knowledge and understanding of personal, social and health education (including drug education), and, when appropriate, vocational education at a level which stimulates and challenges pupils being taught, and raises awareness of relevant issues<br><br>● have knowledge and understanding of, for example, sustainable development, equal opportunities, additional support needs, citizenship, international education, education for work, enterprise<br><br>● demonstrate appropriate knowledge and understanding of ICT and its uses in education and educational settings, referring to current national guidance. |

|  | By the end of the programme of ITE, student teachers at the pre-school and primary stages will demonstrate:<br><br>• knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidance<br><br>• that their planning and work with pupils is based on a secure knowledge and understanding of the developmental stages of literacy and numeracy in children<br><br>• knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and select the most appropriate methods to meet pupils' needs. |
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|  | By the end of the programme of ITE, student teachers at the secondary stage will:<br><br>• demonstrate knowledge and understanding of the demands of their subject in relation to literacy and numeracy<br><br>• know how to match the demands of work in their own subject with pupils' skills in literacy and numeracy<br><br>• know how to promote attainment in literacy and numeracy necessary for pupils' work in their subject area. |
| 1.1.3 Acquire the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach. | By the end of the programme of ITE, student teachers will:<br><br>• know how to plan for effective learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied<br><br>• demonstrate the knowledge and understanding to justify what is taught within the area of the curriculum or subject(s), in relation to its value in the curriculum; its contribution to children's learning and general development; and its relevance to the needs of the pupils being taught. |

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| **1.1.4 Acquire an understanding of the nature of the curriculum and its development.** | By the end of the programme of ITE, student teachers will:<br><br>• show an understanding of the principles of structure, breadth, balance, progression and continuity in the curriculum to encourage challenge and enjoyment, personalisation and choice, coherence and relevance<br><br>• know about and understand the processes of change and development in the curriculum<br><br>• know how to draw on relevant comparisons with other sectors and systems. |

## 1.2    Education systems and professional responsibilities

| Elements of the SITE | Expected features |
|---|---|
| **1.2.1 Acquire a broad and critical understanding of the principal features of the education system, educational policy and practice.** | By the end of the programme of ITE, student teachers will:<br><br>• demonstrate an understanding of the national framework for, and developments in, the Scottish education system<br><br>• know about and understand the provisions of the United Nations Convention on the Rights of the Child and the *Children (Scotland) Act 1995*<br><br>• know about and understand international, national, and local guidelines on caring for children and teachers' roles and responsibilities in this area<br><br>• know about and understand the legal and professional aspects of a teacher's position of trust in relation to pupils<br><br>• demonstrate an understanding of principles of equality of opportunity and social justice and of the need for anti-discriminatory practices. |
| **1.2.2 Acquire a good working knowledge of the sector in which they teach and their professional responsibilities within it.** | By the end of the programme of ITE, student teachers will:<br><br>• demonstrate an understanding of the system in which they are working, including the role and organisation of education authorities; the organisation and management of schools and resources; how classroom learning and teaching relate to school policy and development planning; quality assurance; staff development and review; and the work of parental representative bodies in education |

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| | • demonstrate a working knowledge of the teacher's contractual, pastoral and legal responsibilities |
| | • demonstrate an awareness of their responsibilities for contributing to the ethos of the school, for example, by promoting positive relationships between staff, pupils and parents. For teachers in Catholic schools, an awareness of the distinctive ethos of the school is expected |
| | • know about reporting to parents and guardians on their children's progress and discussing matters related to their children's personal, social and emotional development in a sensitive and constructive way |
| | • demonstrate an understanding of the roles and responsibilities of staff within the school, including their responsibility for school improvement |
| | • know about the roles of other professionals and how to work with them |
| | • know about the informal school curriculum and the contribution they might make to it. |

## 1.3    Principles and perspectives

| Elements of the SITE | Expected features |
|---|---|
| 1.3.1  Draw on relevant principles, perspectives and theories to inform professional values and practices. | By the end of the programme of ITE, student teachers will:<br><br>• have knowledge and understanding of the stages of child development which they are able to use to take account of their pupils' needs<br><br>• have knowledge and understanding of the main theories of learning and draw on these in thinking about and planning their own teaching and pupils' learning<br><br>• show the ability to discuss the principles informing their own view of education, the curriculum and professional practice, drawing on a knowledge and understanding of moral and religious values and philosophical ideas in a changing society. |

| 1.3.2 Acquire an understanding of research and its contribution to education. | By the end of the programme of ITE, student teachers will know how to: |
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| | • access and apply relevant findings from educational research |
| | • engage appropriately in the systematic investigation of practice. |

# 2 Professional skills and abilities

## 2.1 Teaching and learning

| Elements of the SITE | Expected features |
|---|---|
| 2.1.1 Plan coherent, progressive teaching programmes which match their pupils' needs and abilities, and justify what they teach. | By the end of the programme of ITE, student teachers will demonstrate that they are able to: |
| | • devise and implement plans for effective teaching and learning in the area(s) of the curricular or subjects(s) to be taught, or themes being studies |
| | • justify the content of their teaching in terms of its place in the curriculum, its contribution to children's learning and general development, and its relevance to the needs of the pupils being taught. |
| 2.1.2 Communicate effectively, using a variety of media, to stimulate pupils and achieve the objectives of lessons. | By the end of the programme of ITE, student teachers will demonstrate that they: |
| | • are able to use appropriate strategies to motivate and sustain the interest of all pupils during a lesson |
| | • can communicate with pupils clearly and offer explanations in a stimulating manner |
| | • can question pupils effectively and respond to their questions and their contributions to discussions. |
| 2.1.3 Employ a range of teaching strategies and justify their approach. | By the end of the programme of ITE, student teachers will demonstrate: |
| | • that they can select creative and imaginative strategies for teaching and learning appropriate to the subject, topic and pupils' needs |
| | • that they can use a range of teaching approaches and homework to reinforce and extend work in class |

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| | | • that they can select and use a wide variety of resources, including ICT and, where appropriate, the outdoor environment, in a considered way and in a number of different learning and teaching situations |
| | | • the ability to teach individuals, groups and classes |
| | | • the ability to evaluate and justify the approaches taken to learning and teaching and their impact on pupils. |
| 2.1.4 | Set expectations and a pace of work which make appropriate demands on all pupils. | By the end of the programme of ITE, student teachers will demonstrate:<br><br>• that they have high but realistic expectations of pupils and match tasks and rates of work to the needs of all pupils, including those with additional support needs, and ensure that the more able pupils are effectively challenged<br><br>• the ability to identify and respond appropriately to pupils with difficulties in, or barriers to, learning and recognise when to seek further advice in relation to their additional support needs<br><br>• the ability to respond appropriately to gender, social, cultural, religious and linguistic differences among pupils<br><br>• that they are able to encourage pupils to take initiatives in, and become responsible for, their own learning. |
| 2.1.5 | Work effectively in cooperation with other professionals, staff and parents in order to promote learning. | By the end of the programme of ITE, student teachers will demonstrate:<br><br>• that they are able to work cooperatively in the classroom and in multi-agency settings with other professionals, staff and parents<br><br>• the ability to identify the ways in which additional support in the classroom can assist pupils' learning. |

## 2.2    Classroom organisation and management

| Elements of the SITE | Expected features |
|---|---|
| 2.2.1    Organise classes and lessons to ensure that all pupils are safe and productively employed when working individually, in groups or as a class. | By the end of the programme of ITE, student teachers will know:<br><br>• how to plan and provide a well organised, well managed classroom, designed to ensure that all pupils are safe and stimulate the pupils and ensure their health and safety<br><br>• how to cooperate in planning and organising working arrangements involving, as appropriate, nursery nurses, classroom assistants, parent helpers and other ancillary staff<br><br>• how to make full use of space to accommodate whole-class lessons, group and individual work<br><br>• how to make use of the environment and resources outside the school to support teaching and pupils learning<br><br>• how to enable pupils to make full use of well-chosen materials and equipment, including ICT<br><br>• how to use display effectively<br><br>• about and be able to apply appropriate health and safety regulations. |
| 2.2.2    Manage pupil behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice. | By the end of the programme of ITE, student teachers will:<br><br>• show awareness of national advice and demonstrate the ability to use a variety of techniques to encourage pupils, promote positive behaviour and actively celebrate success<br><br>• know how to carry out a school's discipline policy, including strategies for preventing bullying and sharing responsibility with colleagues for managing pupil behaviour in and around the school<br><br>• know how and when to seek the advice of colleagues in managing pupils' behaviour or in identifying and responding to a pupil whose behaviour may show distress or the need for support |

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| | • demonstrate that they can justify the approach which they take to managing pupils |
| | • role model positive behaviour and communication from which pupils can learn |
| | • support pupils to develop positive social skills. |

## 2.3    Pupil assessment

| Elements of the SITE | Expected features |
|---|---|
| 2.3.1   Understand and apply the principles of assessment, recording and reporting. | By the end of the programme of ITE, student teachers will:<br><br>• know about the principles and purposes of assessment for learning, including formative and summative assessment and criterion and norm-referenced techniques, to assess pupils' attainment and social development<br><br>• know about monitoring progress and providing effective feedback to pupils<br><br>• demonstrate that they can use assessment techniques appropriate to the age and stage of their pupils and have a knowledge of those required by the Scottish Qualifications Authority<br><br>• demonstrate that they can use techniques such as observation, questioning, testing, marking of work and teachers reports to establish the levels of attainment of individuals, groups and classes<br><br>• know about and make use of as appropriate a range of ways of recording the results of assessment and be able to keep good records<br><br>• know about the ways of producing reports for others, including parents and other professionals, which are in line with national guidance and the framework for assessment plans and records. |
| 2.3.2   Use the results of assessment to evaluate and improve teaching and to improve standards of attainment. | By the end of the programme of ITE, student teachers will:<br><br>• know how to monitor progress against national expectations and individual targets, diagnose difficulties, confirm attainment of learning outcomes and set targets for next steps in learning |

| | • know how to use the information obtained from assessments to encourage and reward pupils, to identify their strengths and difficulties in learning and to advise them on ways of overcoming difficulties, making progress and enhancing achievement |
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| | • know how to encourage pupils to assess their own learning and engage with them in dialogue about their progress |
| | • know how to use results of assessment to set longer term targets for a class |
| | • know about studies of Scottish and international surveys of pupils' attainment. |

## 2.4 Professional reflection and communication

| Elements of the SITE | Expected features |
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| 2.4.1 Access and evaluate professionally relevant literature. | By the end of the programme of ITE, student teachers will demonstrate that they can:<br><br>• use appropriate search techniques to identify relevant literature<br><br>• analyse and evaluate a range of texts<br><br>• use what they have learned to broaden understanding and improve practices. |
| 2.4.2 Construct and sustain reasoned and coherent arguments about educational matters and professional practices. | By the end of the programme of ITE, student teachers will demonstrate:<br><br>• that they can frame clear questions in discussing educational matters<br><br>• the ability to justify and substantiate an argument, using evidence as appropriate, and draw appropriate conclusions<br><br>• that they can produce written reports which are well-structured, convincingly argued and technically accurate. |

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| 2.4.3 Reflect on and act to improve the effectiveness of their own practice and contribute to the processes of curriculum development and school development planning. | By the end of the programme of ITE, student teachers will know how to: |
| | • draw on evidence in making decisions about professional practice |
| | • adopt a questioning approach to their professional practice and engage appropriately in professional enquiry such as action research |
| | • contribute to the processes of curriculum development and school development planning. |

# 3 Professional values and personal commitment

| Elements of the SITE | Expected features |
|---|---|
| 3.1 Value and demonstrate a commitment to social justice, inclusion and protecting and caring for children. | By the end of the programme of ITE, student teachers will: |
| | • demonstrate that they respect and value children and young people as unique, whole individuals |
| | • demonstrate respect for the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child 1991, the *Children (Scotland) Act 1995*, the *Standards in Scotland's Schools Act 2000* and the *Additional Support for Learning Act 2005* |
| | • demonstrate commitment to promoting and supporting the Children's Charter and the Framework for Standards for protecting children and young people |
| | • demonstrate that they value and promote fairness and justice and adopt anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, culture and socio-economic background |
| | • demonstrate a willingness to intervene effectively to promote, support, and safeguard the individual development, well-being and social competence of the pupils in their class/register groups, and to raising these pupils expectations of themselves and others |

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| | | • know how to follow local child protection procedures, demonstrate an understanding of their role in keeping children safe and well and of the importance of sharing concerns about the safety or wellbeing of a child. |
| 3.2 | Value themselves as growing professionals by taking responsibility for their professional learning and development. | By the end of the programme of ITE, student teachers will demonstrate:<br><br>• a commitment to self-evaluation, lifelong learning and continuing professional development<br><br>• a professional commitment to meeting deadlines, seeking, accepting and acting upon constructive advice on progress<br><br>• a willingness to contribute and respond to changes in education policies and practices<br><br>• commitment to working collegially with fellow student teachers and others involved in the delivery of education and services for children on CPD. |
| 3.3 | Value, respect and show commitment to the communities in which they work. | By the end of the programme of ITE, student teachers will:<br><br>• demonstrate a commitment to promoting and responding to partnerships within the community - with professional colleagues, other professions, parents, other agencies and the learners themselves<br><br>• know about environmental issues and be able to contribute to education for sustainable development<br><br>• know about the factors which contribute to health and well-being and be willing to contribute to promoting healthy lifestyles<br><br>• know about the principles of education for citizenship and be willing to encourage pupils to be active, critical and responsible citizens within a local, national, international and global context<br><br>• demonstrate a willingness to work cooperatively with other professionals recognising their different skills and possible different value bases. |