

Mentor Handbook

**Lifelong Learning:
In-Service (Part-Time) & Pre-Service (Full-Time
and Part-Time)**



HUDDERSFIELD



Introduction

Thank you for agreeing to act as a mentor to one of our teacher trainees, providing support and professional guidance during their teaching practice.

This handbook is intended to provide you with important information relating to the Lifelong Learning course in general, and the role of a mentor. Whether mentoring is a new role to you, or you have considerable experience and expertise in supporting others, we hope that you find this handbook a useful guide in assisting you with the role and understanding the details and requirements of the course.

As a mentor, your role is to help the trainee to become a professional teacher. The University hopes that you will assist the trainee to build on their strengths and learn how to become an effective teacher in their specialist subject. Whether you are working and supporting a trainee in a Further Education College, Training Organisation, Adult and Community Learning organisation, Offender Learning setting, a Higher Education Establishment, or a Public Sector organisation, we hope this handbook will support you achieving this role. Trainees may be on an organised placement (Pre-Service) or in paid teaching roles or employed as a volunteer (only In-Service). In-Service trainees will have organised their teaching practice prior to the commencement of the course, as we do not find placements for In-Service trainees.

In-Service refers to teachers employed in the sector without a teaching qualification and to teachers employed in a voluntary capacity. Professional teaching and/or training experience (teaching practice) is provided by their job role. The course is part time over two academic years

Pre-Service refers to applicants without a recognised teaching qualification or employment in the sector who wish to train to teach. Professional teaching and/or training experience (teaching practice) is provided through a teaching practice placement at a placement institution. The course is full time over one academic year. Some partner colleges currently offer a two-year part time pre-service course.

The course is either a one year, full-time course or a two year part time course, in initial teacher training at the University of Huddersfield and our partner institutions, leading to the award:

- Certificate in Education (CertEd)
- Professional Graduate Certificate in Education (PGCE),
- Postgraduate Certificate in Education (PGCE),
- Postgraduate Diploma in Education (Advanced) (PGDipE)

Our trainees are qualified in their specialist subject area although many will have little or no teaching experience, with exception of those in-service trainees who may have been teaching for a number of years. Therefore, practical teaching experience is an integral part of the course; it enables trainees to develop their teaching skills in the wider professional role as well as encouraging them to apply theory to practice within a work-based context.

A range of training materials, resources and course documentation for our mentors is available online: <https://www.hud.ac.uk/the-university/teacher-training-partnerships/mentoringitelifelonglearning/>



In 2017 we were proud to have been recognised as a gold-rated University by the Teaching Excellence Framework (TEF). This framework has been introduced by the Government and aims to recognise and reward excellent learning and teaching.

In the same year, the University won a Global Teaching Excellence Award from the Higher Education Academy (now Advance HE).

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Trainee Journey (Overview)

Pre-Service (Full-Time)

| Timing | Values and knowledge underpinning the modules | Taught Modules | Practice based modules with supported teaching and learning | Personal Development e-portfolio Action Planning and Review |
|--------|---|---|---|---|
| Sept | Values and beliefs | Module 1 Research Informed Teaching learning and Assessment | | |
| Oct | Behaviour Management | Context of practice – written and micro-teach Research-informed practice intervention and justification | Module 2 Becoming a Specialist Teacher | |
| Nov | Subject specialism | | 4 observations e-portfolio development Reflections | |
| Dec | Equality and Diversity | | Personal Skills presentation/Critical review | |
| Jan | Social Justice | | | |
| Feb | English and Maths | | | Review and targets 1 |
| Mar | Digital Literacies | Module 4 Policy and Professional Issues | Module 3 Being a Specialist Teacher | |
| Mar | Professional | | 4 observations e-portfolio development | |

| | | | | | |
|--|---------------------|--|---|--|--------------------------------------|
| Apr | Development | | Contemporary issue - presentation | Reflections | Review and targets 2 and action plan |
| May | Reflective Practice | | Professional Issues - written assignment | Specialist Conference paper/presentation | |
| Jun | | | | | |
| Continuing Professional Development Portfolio Professional Formation/QTLS | | | | | |

In-Service (Part-Time)

| Timing | Values and Knowledge underpinning the modules | Taught Modules | Practice based modules with supported teaching and learning | Personal Development Portfolio Action Planning and Review |
|--------|---|---|---|---|
| Year 1 | | | | |
| Sept | Values and beliefs | Module 1 Research Informed Teaching learning and Assessment | Module 2 Becoming a Specialist Teacher | |
| Oct | Behaviour Management | Context of practice – written and micro-teach Research-informed practice intervention and justification | 4 observations e-portfolio development Reflections Personal Skills presentation/Critical review | |
| Nov | Subject specialism | | | |
| Dec | Equality and Diversity | | | |
| Jan | Social Justice | | | |
| Feb | English and Maths | | | |
| Mar | Digital Literacies | | | |
| Apr | | | | Review and targets 1 |
| May | | | | |
| Jun | | | | |

| | | | | |
|--------|--------------------------|--|--|---|
| Year 2 | | | | |
| Sept | Professional Development | | Module 4 Policy and Professional Issues | Module 3 Being a Specialist Teacher |
| Oct | | | | |
| Nov | Reflective Practice | | Contemporary issue - presentation | 4 observations e-portfolio development Reflections |
| Dec | | | | |
| Jan | | | | |
| Feb | | | Professional Issues – written assignment | Specialist Conference paper/presentation |
| Mar | | | | |
| Apr | | | | |
| May | | | | |
| Jun | | | | Review and targets 2 and action plan |
| | | | Continuing Professional Development Portfolio Professional Formation/QTLS | |

About the Course

The teaching practice provides the opportunity for trainees to achieve many of the outcomes for the course, the aims being to enable them to:

- Acquire guided experience in teaching their own specialism
- Develop professional skills and techniques.
- Respond sensitively to individual differences in abilities, attitudes and other related characteristics of students
- Develop expertise in performing the teacher's role in relation to characteristics of the social and contextual dynamics of the classroom
- Acquire personal experience of the structure, organisation and work of setting
- Involve themselves in effective working relationships with staff in the establishment.

Modules

The course comprises four modules at different levels, two of which directly relate to the trainee's teaching practice (Becoming a Subject Specialist Teacher and Being a Subject Specialist Teacher) though as a mentor you will be involved in the trainee's whole journey.

| Module title | Course Route, Title and Module Requirement | | | |
|---|---|---|------------------------------------|--------------------------------------|
| Module Titles | Cert Ed (CertEd) | Professional Graduate Cert Ed (PGCE) | Postgraduate Cert Ed (PGCE) | Postgraduate Diploma (PGDipE) |
| Research Informed Teaching Learning and Assessment | DFQ8130/5 | DFQ8130/5 | DFQ8130/5 | DMQ8130/5 |
| Becoming a Subject Specialist Teacher | DIQ8230/5 | DIQ8230/5 | DIQ8230/5 | DMQ8230/5 |
| Being a Subject Specialist Teacher | DIQ9130/5 | DHQ9130/5 | DMQ9130/5 | DMQ9130/5 |
| Policy and Professional Issues | DIQ9230/5 | DHQ9230/5 | DMQ9230/5 | DMQ9230/5 |

As a subject specialist mentor, you will not normally take part in the formal tuition and assessment of your trainees work on the course but will provide support and guidance as the trainee progresses, particularly in relation to teaching and learning within the specialist area. However, we do strongly advise all trainees to discuss all elements of the course with their mentors, as reflective practice strongly underpins the course ethos.

The focus of the first practical module (Becoming a Subject Specialist Teacher) is on the development of a trainee's teaching skills and their ability to apply theory and general pedagogical principles to practice. The second practical module (Being a Subject Specialist Teacher) provides trainees with the opportunity to further develop their experience of teaching and broaden their participation in the role of a professional within the sector. We strongly advise that mentors try to support a broad range of teaching experiences (different levels, different students and different settings) for trainees in their subject area. This is to enable trainees to demonstrate an increasingly critical, reflective and analytical approach to their practice and the wider professional role.

Teaching Practice

A trainee's teaching can include teaching whole classes, team teaching, small groups and one to one work, which may be delivered through a variety of media. Where possible this experience should be diverse and must include opportunities to observe other teachers. Trainees with limited or no teaching experience should be phased in, taking on increasing responsibility for planning and delivery throughout the length of their course.

Alongside classroom experience, we would ask that trainees are encouraged to become involved with the department to broaden their experience of the full role of the teacher. This may mean attending course team meetings and staff development, or other forms of CPD as required. Trainees are required to complete a minimum of 100 hours teaching practice, 50 hours within each practical module. Where appropriate, up to 15 hours, of observation of other tutors may be recorded within the trainee's teaching log.

Expectations of Trainees

During the trainee's time on the course, we would expect them to demonstrate appropriate standards of professional behaviour and commitment. In particular they will need to;

- Meet the ETF Professional Standards [Professional Standards for Teachers and Trainers \(et-foundation.co.uk\)](http://et-foundation.co.uk)
- Develop their awareness and understanding of the setting and organisation in which they work and of the teachers with whom they work,
- Participate in an active teaching role,
- Fulfil the other duties and responsibilities associated with their teaching role,
- Show a professional attitude,
- Seek out and be receptive to feedback and support from their mentor and other staff,
- Prepare, maintain and evaluate schemes of work, lesson plans and assessment records for all of their teaching,
- Demonstrate a commitment to reflect, evaluate and develop their own performance.

Progress, problems or concerns

Mentoring should be a supportive and developmental process for all involved, however, we recognise that sometimes problems can occur in the process and concerns may need to be raised. In the first instance we would encourage concerns about the progress of trainees to be raised locally, with the trainee, as a learning development opportunity. This may involve the

drafting of an action plan to address areas of weakness with appropriate timescales for these to be addressed.

If you still have concerns that progress is not being made, then you should contact the designated person at your centre or the University. Each centre, including the University, will have a designated person that you can contact if you have any concerns about professional conduct or trainee progress. This may be the Course Leader, or the Centre Manager, please familiarise yourself with this contact at the start of the course.

Professional Conduct

If you have any concerns regarding professional conduct, including attendance and punctuality please contact the designated person, as above, as soon as possible. Trainees are expected to follow the institutional absence procedure, being punctual and maintaining a professional level of conduct at all times. If a Pre-Service trainee has unauthorised absences from their placement, the designated contact should be informed.

Role of the mentor

A mentor would normally be a suitably qualified and experienced teacher who understands the requirements of teaching/training in the subject area; a critical friend for the trainee who is able to provide advice, guidance and constructive feedback and someone available to meet the trainee regularly to discuss their progress and development needs.

Mentor training and support

Whether our mentors have previous experience, or are new to the role, we feel it is important to provide all mentors with appropriate and relevant training to support them and provide specific information relating to the Lifelong Learning teacher education course.

To enable this training to be widely accessible to our mentors, we provide different ways of accessing the training and supporting materials. Training is offered online, through Microsoft Teams. This training is required to be attended by all our mentors.

Course specific training can be accessed online via our mentor resource site:

<https://www.hud.ac.uk/the-university/teacher-training-partnerships/mentoringitelifelonglearning/>

We ask that mentors undertake the training as soon as possible in the academic year to ensure they are best placed to provide the level of support trainees require in the initial stages of their course. This also allows our academic staff to answer any queries or concerns you may have and provide you with all of the relevant information prior to completing any observations.

Working with trainees

All our trainees will require support and guidance during their teaching practice however, the nature of that support and guidance will be dependent on the individual trainee, the stage they have reached in their teaching and their overall progress and development.

Trainees should be encouraged to work with different student groups, courses and levels within the provision, which at times, may extend beyond a trainee's specialisms. Trainees are expected to be actively involved in the development of their teaching skills, the extent of which may vary depending on the needs, experience and role of each individual trainee and their mentor.

Mentors can assist the trainee in the following areas:

- Induction within the specialist department
- Support trainees to develop and accessible curriculum or learning experience for their students
- Help with planning at lesson and course level, including reviewing lesson plans and materials
- Providing help and advice on the design and production of learning resources
- Support embedding and developing learners, transferable skills within their teaching
- Access to module/unit specifications and resources
- Provide constructive feedback, especially relating to subject specialist pedagogy.
- Development of the trainee's teaching and their general progress as a teacher
- Support and identification of problems and where appropriate, liaison with tutors or Centre Managers

Trainees discuss their progress and development on a regular basis with their personal tutor. An important aspect of those meetings will relate to their teaching practice and the wider teaching experience. Trainees should also have the opportunity to meet regularly with their mentor to discuss their progress and development. The key action points agreed at these meetings should be recorded by the trainee in the mentor meetings section of their ePortfolio.

Alongside mentoring support, trainees may need general support, including;

- Opportunities for the trainee to learn more about the setting and organisation, with the mentor acting as a gateway to other people and sources of knowledge in the institution

- Helping the trainee to evaluate their own teaching in relation to increasing their insight into the wider role of the teacher
- Challenging the trainee to face up to opportunities and problems and to recognise personal strengths and weaknesses
- Discussing with the trainee strategies and issues appropriate to maintaining and managing an effective learning environment relevant to them
- Observing the trainee teach and using this as a basis for providing constructive feedback, so facilitating the development of their teaching effectiveness
- Enabling the trainee, when appropriate opportunities arise, to broaden their outlook and experience e.g. attend certain meetings, observe more experienced colleagues, become involved in projects and other developments
- Encouraging the trainee and helping them to develop the skills necessary to evaluate their own performance in the teaching role and to explore this further through Reflective Practice
- Providing the challenge for the trainee to take the next step in their professional development and growth
- Writing reports and/or references regarding the trainee's progression

Supporting Trainee Progression

For trainees with limited or no teaching experience, mentors might consider allowing trainees to gain experience of some or all of the following in order to support their progression whilst on teaching practice:

- Circulating among learners, working independently or in small groups to assist with a task already set up by the class teacher
- Taking responsibility for the work of a segment of the class, such as half of a learner group
- Running recap or plenary sessions
- Observing a teacher for the introductory half of a session and then, by prior arrangement, 'picking up' and teaching the rest of the session to its conclusion
- Team teaching, where the teacher and trainee alternate their contributes to exposition, handling Q & As or managing task-based work
- Teaching every second or third lesson, before working continuously with a group.

Observations

The trainee's teaching is assessed and they must have a minimum of four successful observations for each module (eight in total for the course). In general, it should be a trainee's responsibility to ensure that the required observations are completed. Observers will need to take account of the stage of development of the trainee they are observing. For example, trainees in the early stages of their development may be focussing their efforts on the 'basics' such as planning, communication etc, particularly if they have no previous experience of teaching. Feedback provided should reflect the trainee's stage of professional development.

Trainees should be observed by:

- Experienced observers (eg teacher educators, college observers) – 2 per module
- University approved tutors – 1 per module
- Mentors or other subject specialist teachers – 1 per module

An observation should last at least an hour, or the duration of the lesson if less than an hour.

Before an observation, the trainee should provide the observer with a copy of their lesson plan and resources.

They should have also completed their Preparation for a Teaching Observation (O1) including; development points from previous observations and how these have been addressed: rationale for the lesson and indications of anything the trainee would like the observer to particularly comment on in the feedback. The trainee will also complete a session and plan and associated resources (O2).

The observer should complete written feedback on the observation (O3). The feedback should identify key strengths and development points for the trainee based on the lesson observed. It is not a requirement for observers to complete every aspect of the O3 form; for example, a specialist tutor may want to focus on the subject specialist element of the session. However, if any elements are not completed it would be helpful to indicate why.

After an observation, the observer should endeavour to provide the trainee with verbal feedback as soon as possible. Further to this, observers may wish to leave the trainee with written feedback, whilst others may prefer to type up their written feedback and send it to the trainee later on. Following this feedback, trainees should complete reflections on their teaching observation (O4). This should enable trainees to consider the feedback they have received and understand how it could be used to develop their teaching practice before their next observation.

The trainee should upload all the completed documentation and feedback for each observation to their electronic portfolio. This documentation could be a useful focus for discussion during mentor meetings where trainee progress and development are reviewed.

Joint Observations

During the course of a trainee's teaching practice, it is recommended that the mentor and university tutor perform a joint observation for professional development and quality assurance purposes. If a mentor is new to the role, it is advised that this takes place in the early stages of the placement.

Grading

Individual observations are not graded.

What to do if an observed session is weak or inadequate

Teaching is often unpredictable, and lessons do not always go as planned. If an observed session is considered weak or inadequate, or the trainee has not met acceptable standards for the stage of development in their course, trainees should be given the opportunity to be re-observed as soon as possible. If there are still concerns following the re-observation, the personal tutor for the trainee should be informed as soon as possible. The personal tutor should discuss the issues with the trainee and arrange for them to be observed again as soon as possible.

The personal tutor should discuss the issue with the trainee and arrange for the trainee to be observed by a different observer. Where observers have any concerns about the practice of a trainee teacher, either in an observed lesson or more generally, they should contact the relevant teacher education team/ personal tutor as soon as possible.

Key things to remember during an observation

- Observations and feedback should be constructive and developmental, and take account of the stage the trainee has reached in their training
- Documentation is provided for observations and when completed should include clear action points for the trainee's development
- Individual observations are not graded

Documentation

Trainees are expected to maintain a teaching file in each of the two teaching practice modules which includes evidence of planning, resources and reflection relating to their teaching practice. The file should include:

- an ongoing log of teaching hours (50 hours per module)
- teaching observation reports (a minimum of four per module)
- records of discussions with their mentor, including subject specialist issues

- documentation relating to teaching the trainee has undertaken which is likely to include schemes of work, lesson plans, learner profiles, resources, monitoring and assessment processes, feedback and trainee's reflections on their teaching
- Personal Development Plan / ePortfolio records
- Placement report form

ePortfolio (PebblePad)

Records of assignments, teaching files and teaching related experiences will be kept in a PebblePad Workbook which forms the e-portfolio. The e-portfolio also incorporates trainees' Personal Development Plan (PDP) for the Initial Teacher Education course. Professional development and learning, achievements, progress and action plans can be tracked in the Review and Targets section. Tutors and mentors will use the e-portfolio as the basis of discussion about trainee progress as a teacher and it should therefore be kept up to date by the trainee so that it can be regularly reviewed. Trainees should aim to keep all work (e.g. assignments being worked on, lesson plans, lesson resources, notes, observation feedback, mentor meeting records etc.) in the Assets section of PebblePad. The stored work can be linked or uploaded to the relevant sections of the e-portfolio. Any work stored here can be kept after the course has finished.

It is recommended that, where possible, mentors view trainees' work and progress through the ePortfolio system, PebblePad. This should include observation documents, feedback, cumulative teaching hours and records of mentor meetings.

Teaching Report Form

The Teaching Report Form should be used to provide a summary of a trainee's progress, development and any areas of concern at two key points during professional teaching experience in the practice-based modules. The first report should be completed at the end of Module 2 (Becoming a Subject Specialist Teacher) followed by a final report at the end of Module 3 (Being a Subject Specialist Teacher).

The trainee should invite staff who have worked with them during their professional teaching experience (such as specialist mentors, tutors, observers, etc) to provide feedback on their performance in a range of competencies and how they are developing over the teaching module period. The form may be copied and completed individually by all staff who have worked with the trainee, or presented as a combined report. You may wish to discuss your comments with the trainee and/or his/her personal tutor.

Although professional teaching experience/placement staff are not required to grade individual trainees, the comments within the form will provide the trainee with evidence towards their assessment process.



Trainees are required to upload the completed forms to their ePortfolio for review by their personal tutor. (Please see appendices for a copy of the Teaching Report Form).

Hints for all staff working with trainees

When we have spoken to our previous trainees, they have highlighted different things that they feel they need to support them, and to allow them to succeed in their placement. A summary of previous trainees' feedback can be seen below.

What trainees say they need

- Genuine interest in their development
- Support and encouragement throughout their placement
- A mentor who is respected by students and who they can be inspired by and learn from
- Continuous feedback, both positive and constructive
- Somebody who will keep them involved from the outset and make clear what is expected
- Someone who takes a genuine interest in them as an individual, as well as a trainee
- A mentor who is approachable and willing to give constructive criticism
- Consistent support, structure and guidance
- A mentor who will set them realistic and achievable aims
- Someone who will be friendly and put them at their ease in a new environment
- Someone who is willing to gain an understanding of their abilities, strengths and weaknesses
- Subject-specific help about how to present particular topics

What causes anxiety for trainees?

- Being assessed, e.g. teaching the class and being observed on their performance
- Teaching groups of mixed ability and motivation

- Being confident in their subject knowledge to be able to teach it to the required standard
- Being confident in their subject knowledge to answer students' questions
- Standing up and teaching in front of a room full of people
- The amount of time it will take them to prepare their first lesson once they know what subject matter they will have to teach
- Maintaining a high level of self-confidence
- Being and/or looking a similar age to many of the students
- Getting a good job at the end of the course
- Standing up and presenting material. Does it get easier?
- Generating interest and a stimulating, animated classroom environment from dry, theoretical, subject matter.

Appendix 1: Teaching Report Form

School of Education and Professional Development Cert Ed/PGCE/PGDipE Lifelong Learning Teaching Report Form

This form should be used to provide a summary of a trainee's progress, development and any areas of concern at two key points during professional teaching experience in the practice based modules. The first report should be completed at the end of Module 2 (Becoming a Subject Specialist Teacher followed by a final report at the end of Module 3 (Being a Subject Specialist Teacher).

The trainee should invite staff who have worked with them during their professional teaching experience (such as specialist mentors, tutors, observers, etc) to provide feedback on their performance in a range of competencies and how they are developing over the teaching module period. The form may be copied and completed individually by all staff who have worked with the trainee, or presented as a combined report. **You may wish to discuss your comments with the trainee and/or his/her personal tutor.**

Although professional teaching experience/placement staff are not required to grade individual trainees, the comments within the form will provide the trainee with evidence towards their assessment process.

A copy of this form should be included in the relevant teaching file and submitted to the trainee's PERSONAL TUTOR.

| | |
|--|---|
| Name of trainee teacher | Form completed by: Name: Position: |
| Location of teaching professional experience | Dept./Section |
| Period of report (tick as appropriate): Module 2 (first report) <input type="checkbox"/> Module 3 (final report) <input type="checkbox"/> | Personal tutor |

| Comments: Each section includes some prompts for guidance but please provide any relevant comments which you think are appropriate. | | | |
|--|-----------|------|------|
| Attendance (tick as appropriate) | Excellent | Good | Poor |
| Punctuality (tick as appropriate) | Excellent | Good | Poor |
| General progress and contribution to the department | | | |
| Relationships with staff (<i>Ability to work in a team, collaboration, use of initiative</i>) | | | |
| Range of teaching experience undertaken to date (<i>courses, levels, modules, groups</i>) | | | |
| Subject / Curriculum knowledge (<i>Is it relevant, appropriate and current?</i>) | | | |
| Planning, organisation and time management | | | |
| Use of a range of appropriate teaching techniques and resources (<i>including willingness to try different approaches</i>) | | | |
| Interaction with students (<i>Ability to generate interest, manage and motivate students</i>) | | | |
| Student assessment and record keeping (<i>Ability to assess student progress and maintain relevant records</i>) | | | |
| Response to feedback (<i>including ability to seek and ask advice, action planning</i>) | | | |
| Extra curricula activities and experience of wider tutor role (<i>attendance at meetings, events, activities outside timetabled sessions.</i>) | | | |

Appendix 2: Education and Training Foundation (ETF) Professional Standards for Teachers and Trainers – England

As a professional teacher or trainer you should demonstrate commitment to the ETF standards in your professional practice.

Professional values and attributes

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7. Engage with and promote a culture of continuous learning and quality improvement.

Professional knowledge and understanding

8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

Professional skills

13. Promote and support positive learner behaviour, attitudes, and wellbeing.
14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16. Select and use digital technologies safely and effectively to promote learning.
17. Develop learners' mathematics, English, digital and wider employability skills.
18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

