

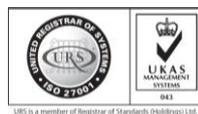


Summary of Practice Relating to the Development, Specification and Use of Professional Standards for Teachers across the UK and in Selected Other Countries



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Section 1: Introduction and Methods

Introduction

This report seeks to provide a high level summary of practice relating to the development, specification and use of professional standards for teachers across the UK and in selected other countries. Where possible it draws on evidence from Higher Education (HE) and schools as well as Further Education (FE) in the UK and its equivalent overseas. The purpose of the report is to inform a review of the professional standards for FE teachers in England being undertaken for the Education and Training Foundation (ETF) by highlighting how such standards have been developed, specified and used in other contexts and seeking evidence on what might constitute effective practice.

Methods

Information on professional standards in a range of contexts was assembled from the researchers own knowledge of the field and by searching the internet using various combinations of the words 'professional', 'standards' and 'teaching', 'schools', 'HE', ' Further Education' etc. Links to documents that appeared to offer relevant evidence were followed up and further references within those publications were also explored. The search revealed a large number of publications which taken together covered FE, Schools and HE in each of the four countries of the UK.

To obtain comparative data a similar search strategy explored the evidence available from selected English speaking countries at a comparable level of development (USA, Australia & New Zealand). Documentation similar to that found in the UK was located for each of these countries. The researchers also looked specifically for evidence from European countries with different approaches to vocational education and training (Germany, Austria and Scandinavia) and identified related material though not in a familiar format. Finally the research involved an examination of the websites of selected international bodies (OECD, CEDEFOP) looking for comparative material.

Documents were selected for further analysis on the following basis. For each country and sector the researchers sought to identify:

- The most recent document describing professional standards (or equivalent);
- At least one document describing its origins (the process of development, reasons for development, criticisms of previous standards); and
- At least one document offering evaluative commentary (or as a minimum describing use).



A full list of all the sources examined is set out in Appendix 1.

To meet the objectives of the study the researchers developed an initial analysis framework to guide investigations.

In relation to the **development** phase consideration was given as to which organisation had initiated the development of standards, which stakeholders were involved, whether there was a formal consultation process and if so who it involved and what research evidence (if any) underpinned it.

In relation to the **specification** of standards information was sought as to whether they were differentiated by level and context; whether they referred to values, skills and/or knowledge and whether they identified threshold performance. The research also sought to establish whether the standards were associated with a code of practice and the degree of detail in which they were expressed.

In relation to the **use** of standards the inquiry focussed on whether they were used to underpin qualifications, to help plan Continuing Professional Development (CPD), to inform performance management or assist recruitment and selection.

At all times the researchers remained open to the possibility that there were other dimensions along which the standards might be differentiated. They also focussed throughout on whether there was any robust evidence of good or promising practice.

Section 2: Findings

Development

Initiation

Where professional standards for teachers exist, the catalyst for their development almost always seems to have been the identification of a need to achieve consistent quality in teaching; and the primary focus for their development has been to provide a basis for consistent and relevant initial training. Often their role extends to supporting ongoing professional development at further career stages. The development process has usually been initiated by government bodies in one form or another.

This seems to have been the case in respect of standards for teachers in schools and FE in the UK. In the English speaking world outside the UK, the processes for school and FE teachers are similar, and also seem to be driven primarily by public authorities concerned with licences to practice. For example, in New Zealand there is a set of graduating teachers' standards which is published by the New Zealand Teachers Council (NZTC, doc 55). However in the USA the development of professional standards by the National Board for Professional Teaching Standards (NBPTS), (doc 64) which are used by many State authorities alongside standards that more closely reflect UK occupational standards, was initiated by a private foundation and primarily driven by sector practitioners and trades unions.

In the UK, the process seems to have been set in the context of government policy or other government endorsement, and implemented, not directly through government departments, but through government agencies, who then engaged practitioner groups to varying degrees. For schools in England, for example, the current standards were developed by the Teaching Agency (Department for Education (DfE), 2013, doc26), now merged with the National College to form the National College for Teaching and Leadership. For FE and Skills, the most recent standards were developed by Lifelong Learning UK, the Sector Skills Council for the Lifelong Learning sector. Sets of standards for teachers in the schools sector in Scotland and Northern Ireland were developed by the General Teaching Council for Scotland (GTCS, 2012, doc 53) and Northern Ireland (GTCNI, doc 63) respectively. Only in Wales have standards been developed by a government department – the Department of Education & Skills (Welsh Government, 2012, doc 62). For HE across the UK however the standards were developed by the Higher Education Academy (HEA), (2011 & 2010, docs 24,25), on behalf of the four UK funding councils, Universities UK and Guild HE. The development of the HE standards was set in the context of the Dearing Report (1997), which recommended that 'Institutions of Higher Education begin immediately to develop or seek access to programmes of teacher training for their staff'. The need for HE standards was further emphasised in the Higher Education Act 2004.

Consultation and Stakeholders

The development of standards typically involves consultation with key stakeholders. These include sector bodies which represent the employers i.e. the providers of education and training, including schools, colleges, training providers and universities; institutions which provide initial and sometimes advanced teacher training, such as HEIs; professional associations and trade unions; and sometimes employer bodies from other sectors, particularly in the Vocational Education and Training (VET) context.

Where standards similar to those in England have been developed, practitioner involvement in most sectors has been secured through the representative bodies. Individual practitioners and individual provider organisations may have provided feedback on sets of standards as part of broad consultation exercises, for example through responding to surveys or participation in focus groups.

An example of broad consultation comes from HE in the UK, where consultation as part of the review involved all vice-chancellors; senior institutional managers; subject specialists (through a survey of academic staff across the HEA's subject network); colleagues representing a variety of HE interest groups concerned with professional development, including those working in staff and educational development roles; and the chair and members of the HEA's Board, Academic Council and Senior Fellowship Committee (HEA, 2010, doc 25).

In countries across the EU, in the VET context, CEDEFOP (2013, doc 61), has identified sectoral and professional organisations, key training providers, and associations of trainers in industries as being involved in the development of competences.

Consultation for the development of standards for the schools sector in England involved providers of initial teacher training, induction co-ordinators, teachers' professional associations and serving teachers and head teachers, and 'a number of other educational experts' (DfE 2011, docs 30 and 45).

In the FE and Skills sector in England, consultation has involved a wide range of bodies including individual provider organisations, awarding institutions including HEIs, trade unions, and individual provider organisations, among others (LLUK, 2007, doc 13).

In the USA, there seems to have been extensive practitioner involvement in the development of national and state level standards, through committees of teachers and other practitioners, with the standards iteratively redrafted as a result of sector feedback, including substantial teacher feedback (e.g. NBPTS, 2013, doc 64).

Research

The process of developing standards does not appear typically to involve formal research beyond exercises in consultation. However there are a number of examples of standards being trialled in funded projects, sometimes at the level of individual providers. For example draft standards have been tested in the schools sector in England through a process of drafting, testing and redrafting in the light of feedback. The 'testing' consisted effectively of more detailed consultation, rather than piloting the standards in use. Those involved included HEIs, trade unions, local authorities, sector bodies representing particular constituencies; and teachers and head teachers in nine training and/or national teaching schools (DfE, 2011, docs 30 and 45).

In Australia, eight projects worked within a professional development grouping to trial the Australian Professional Standards for Teachers, within existing structures and practices. Bodies involved in the trials included groups of teachers working collaboratively, professional teachers' associations, HEIs, and government departments (AITSL, 2012, doc 58).

In some cases, for example in both schools and FE and Skills in England, current standards have been developed or rewritten as the result of a decision to review standards which had been previously developed. Reviews can trigger consultation exercises and sometimes gathering of research evidence. Evidence of the performance of a previous set of standards as part of a review can therefore inform the development of new standards.

Examples include extensive feedback to the HEA in 2010 when revising HE UK standards (HEA, 2010, doc 25); feedback to the independent review of teachers' standards for school teachers (DfE, 2011, docs 30 and 45); and of course evidence gathered in the course of the Lingfield review and the Department for Business Innovation and Skills (BIS) consultation in respect of FE workforce regulations in England, involving consideration of the qualifications which are underpinned by FE standards. The Lingfield review interim report found that the development of national occupational standards had not resulted in consistency in the quality of teaching provision; and that initial training of lecturers informed by the standards was often reported to be 'haphazard and onerous' (BIS, 2012, doc 3).

Good Practice

Evidence of good practice per se is limited in the context of standards development. The National Foundation for Education Research study (NFER, 2011, doc 37) identifies awareness of teacher standards in schools as being high. The HEA review of HE UK standards (HEA, 2013, doc 48) found the fundamental underpinnings to be appropriate. However, evaluative evidence, such as it is, tends to focus on use rather than development of standards.

In some cases (for example USA schools (NBPTS, 2013, doc 65); English schools (DfE, 2011, docs 30 and 45)) commentary seemed to imply that the approach to developing standards (seeking wide involvement or practitioner involvement for example) represented good practice.

This seems plausible though there was no evidence provided as to why it should be so considered.

Specification

A detailed analysis of how professional standards are specified in FE, HE and schools across the UK is presented in Appendix 2. This section draws on that analysis and adds information from the international comparators identified. It is relatively straightforward to identify documents from the USA, Australia and New Zealand that use the term 'professional standards' and have content that is recognisably similar to that used in UK material. In the case of Europe the comparison is more difficult since descriptions of the expectations of teachers are not set out in the same way.

Content of Standards

There is considerable variation in the way that professional standards are described in different countries, though it is not clear how far this represents genuine differences in content and how far it simply represents different ways of describing the same thing. Standards describe, in varying proportions and in varying levels of detail the knowledge or understanding that teachers are expected to have, the actions they should be able to perform and the values, attitudes or dispositions they are expected to possess. Sometimes these elements of the standards are presented separately as in much of the UK; in other cases they are combined or one category subsumed within another.

One of the most succinct statements of what standards cover is the 'Five Core Propositions' set out by the NBPTS in the USA. They state that teachers

- Are committed to students and their learning;
- Know their subjects and how to teach them;
- Are responsible for managing and monitoring student learning;
- Think systematically about practice and learn from experience; and
- Are members of learning communities.

Even within the USA different states add to the list by highlighting particular features of their context (e.g. responding to social diversity in New Jersey). Other countries similarly emphasise their history (e.g. respect for Maori culture in New Zealand) or context (understanding the Jordanian education system).

A survey conducted for the Australian government in 2003 illustrated the range of approaches in the (broadly defined) Asia Pacific region. Areas covered by standards included pedagogy, professional, personal and social development (Indonesia), morals, ethics and political attitude (Vietnam), key result areas, knowledge and skills inc. attitudes and values (Singapore), professional knowledge, professional practice, professional relationships (New Zealand), personal and professional values, knowing the student, teaching and learning process, monitoring and evaluating student learning, school – family social relationships and curriculum content (Turkey).

In Europe the European Commission has set down some common principles for teaching competences and qualifications which appear to be an aspiration rather than a description of the current state of affairs (EU Doc 52). They identify the knowledge that teachers should possess (subject, pedagogy and the social/cultural dimension of learning) and identify desirable behaviours as involving a commitment to reviewing practice and participating in professional updating.

Differentiation

In most cases examined standards differ by type of teaching role and by level. Separate standards from those applicable to school teachers are in place for the equivalent of FE teachers in the USA, Australia and New Zealand (where they underpin a licence to practice) as well as across the UK (where they do not). Separate or additional standards are often in place for school leaders (at least some states in the USA, Australia and in Scotland and the English FE sector.) HE lecturers do not appear to be covered by standards in the same way as school teachers in any of the countries examined.

Within the overarching professional standards for teachers, trainers etc. in the UK there are distinct *occupational* standards relevant to learning in different contexts. In the HE standards in use in the UK four levels of expertise or seniority are described; in Scotland there are five nested sets of standards relevant for progression from initial entry to teaching to senior management. Similar hierarchies of standards can be found in other English speaking countries.

Threshold Performance

In the English speaking world outside the UK professional standards for those who teach in schools or the equivalent of FE often underpin qualifications which regulate access to the profession. They therefore seek to specify one or more performance thresholds. The Australian standards differentiate the knowledge and performance required at four levels. – Graduate; Proficient; Highly Accomplished and Lead. In West Virginia the categories and associated descriptors are identified as Distinguished; Accomplished; Emerging and Unsatisfactory. In New Zealand the standards identify the performance required for an initial probationary period as a teacher and confirmation as a full member of the profession.

The standards for English school teachers and those in the lifelong learning sector appear to be unusual in describing generic standards which can then be applied in different ways according to the context. The difference may be more apparent than real however – it is simply a matter of whether the contextualisation is written down in the same document as the generic standards themselves or is available somewhere else. The USA provides a convenient illustration of this; the NBPTS describes standards which are generic and at a high level, while the States, which are more concerned with licensing teachers than promoting the profession, seem to add to them descriptions of the levels of performance candidates are expected to demonstrate.

Degree of Detail

The seven professional standards for teachers in New Zealand are organised under three headings – professional knowledge, professional practice and professional values and fit on one sheet of paper. Similarly the five core propositions of the NBPTS can be set out on one side of A4 and the Australian authorities publish a poster with the eight ‘standards of professional practice’ on it. In each case the standards or propositions are supported by more detailed statements – 30 in the case of Australia and 29 in New Zealand though they still fit on the A4 sheet. The 25 more detailed statements elaborating the NBPTS propositions are paragraphs rather than bulleted points and the narrative style, unusual in these documents, takes the whole to over 20 pages in length.

Some of the UK documents could be presented in a similarly concise fashion. Standards for English school teachers occupy four pages and those for HE teachers take up five. The latter could be significantly reduced if the application to different stages of the teacher’s career were placed elsewhere.

On the other hand standards for Scottish school teachers and FE teachers both take up 14 pages and occupational standards for those in work based learning (presumably in addition to the overarching professional standards) take up 30. State level documentation in the USA, which appears to add something rather like UK occupational standards to national professional standards, similarly increases in scale. New Jersey for example takes 10 pages to describe school teacher standards and a further 10 for school leaders’ while West Virginia takes 70.

Values and Codes of Practice

Almost all the examples of standards studied have an ethical dimension though in some cases it is highlighted and in other cases subsumed under another heading. In New Zealand for example ‘professional values’ is one of the three top level categories; in New Jersey values appear as ‘dispositions’ which are listed alongside statements about ‘knowledge’ and ‘performance’ requirements against each of the ten headings under which standards are organised. The high level description of the standards is a poor guide to what they actually contain.

The summary description of the Australian standards for teachers makes no explicit reference to values and the 30 statements which amplify the expected knowledge and understandings are more pragmatic than ethical. Otherwise the only set of standards examined that made no reference to this dimension was the UK standards for work based trainers (and that might be explained by an assumption that readers would see the overarching professional standards for teachers, trainers etc as applying) Summary descriptions of the content of standards in the Asia Pacific region (see above) do not always mention values (and sometimes mention nothing else) but without a detailed examination of each case it is not possible to be clear how these matters are treated. In Singapore however values are presented in three clusters concerned respectively with being learner centred, with teacher identity and service to the profession and community.

Good Practice

The search revealed no studies that linked desired outcomes to the approach to specifying standards and gave little evidence on what might constitute good practice in this respect. One report notes that New Zealand has in effect two sets of standards in use at the same time – one for teacher registration and one for pay progression and notes that *'Agreement to a coherent set of professional standards would assist in the definition and exemplification of quality'* (NZ Teaching Council Teaching Doc 66).

Use

The dimensions of development and use can be inter-related. In some contexts, standards are developed to serve a particular purpose, usually in the context of initial training and qualifications. Standards are then often recommended for a variety of further applications for example, by LLUK (March 2011, doc 16), by DfE (April 2013, doc 29), in a range of countries in the Asia-Pacific region (Erebus International, May 2008, doc 54) and in various OECD reports. The use of standards for these further purposes, where it is documented at all, seems variable.

Training, Qualifications, and Licence to Practise

The most common active use of standards is in relation to the requirement for a licence to practise. This is particularly the case in the schools sector, where most standards have been developed and used in this context. The schools sector is the most highly regulated, with initial qualification requirements and sometimes career progression linked formally to underpinning standards.

Examples of countries where standards underpin formal registration as teachers in schools include Australia, New Zealand and all countries of the UK. In the USA the NBPTS standards are national but individual states are the licensing authorities for teachers in schools and add their own more detailed specifications. In some, but not all, European countries (other than UK) there are sometimes national standards (e.g. Belgium, France, Netherlands) but not always formal registration.

In HE, where there is arguably more autonomy; standards have often been developed later, and are less likely to be used as a basis for a mandatory licence to practise – as for example in the HE sector in the UK (HEA, 2010, doc 25). This may reflect the different norms of different professional cultures and parallels differences in, for example, inspection and other quality assurance arrangements, and accreditation arrangements for learner qualifications.

The situation in FE and Skills is more varied. For example in USA, Australia and New Zealand vocational education appears to be regulated in the same way as school teaching, with a licence to practise being required, and a similar development process for standards applied; whereas in parts of Europe, for example Finland, Germany and Italy there appear to be no separate sets of professional standards underpinning the national qualifications.

In FE and Skills in England there has been regulation (Further Education Teachers' Qualifications (England) Regulations 2007) followed by deregulation (BIS, 2012, doc 6) – and some move towards deregulation for schools, for example in the context of the development of free schools.

Supporting CPD

There are differences in emphasis in different countries in terms of the extent to which standards are used, or said to be useful for, professional development beyond initial teacher training. In some cases standards formally underpin development and assessment as a prerequisite for a move to a more advanced career stage and status. For example, in schools in England, there was a baseline expectation of a minimum standard necessary to achieve the status of a registered teacher, specified in the First Report of the Independent Review of Teachers' Standards (DfE, July 2011) DOC 45; and a more advanced set of standards specified in the Second Report of the Independent Review of Teachers' Standards and described as Master Teacher standards (DfE, Dec 2011) DOC 30. These were superseded in June 2013 however by a common set of standards applicable to all teaching roles.

In HE in the UK there are different standards linked with different role descriptors. This is partly a question of differentiation according to context, but there is also an element of progression implied. For example for HE in the UK there are standards identified for the progressive career stages of associate fellow, fellow, senior fellow and principal fellow (HEA, 2010, docs 24 and 25).

For FE and Skills, as well as the overarching standards (LLUK, 2007, doc 4) there are other suites of standards for different contexts, but no specific standards for progression to a differently described career stage, although the standards underpin qualifications at different levels.

Examples from other countries include Australia, where school standards are organised into four career stages (OECD, 2013, doc 46); and in New Zealand there are graduating teacher standards, satisfactory teacher dimensions and professional standards.

One striking example of the formal use of standards in CPD comes from New Jersey, where the Professional Teaching Standards Board, comprising teachers (in the majority) and other stakeholders, has created structures and standards for reflective and collaborative professional development work, through consultation with national experts. Beyond requiring mentoring for new teachers, as well as data-driven professional development plans, New Jersey requires that school-level committees follow state professional development standards and state content standards to create school professional development plans that feature collaborative practices, including professional learning communities (Stanford, 2010, doc 57).

In many situations, whether or not there are different standards formally linked to career progression, the use of the standards as a basis to inform and benchmark professional development is frequently advocated by those publishing the standards. In schools in England, it is suggested that standards can (but not 'must') be used in planning CPD; and similar recommendations are made for standards in FE and Skills and in HE in the UK, and indeed wherever standards have been developed.

There are few specific examples of evidence of the extent to which this recommended use becomes established practice, but there is some evidence of application in this context. For example in the USA many school systems use the national standards as the basis for ongoing teacher and school counsellor professional development (NBPTS, doc 64). In Australia the standards are said to "provide a platform for teachers to identify their professional development needs and drive their continuing learning and development". (Erebus International, 2008, doc 54)

There are guides which aim to support the application of the standards for CPD. Examples include LLUK's Guide to Using the New Overarching Professional Standards for the FE & Skills Sector (LLUK, 2011, doc 16); and DfE publications for the English schools sector, e.g. 'Teachers' Standards – How should they be used?' (DfE, 2013, doc 29). The LLUK guide includes a case study which demonstrates the use of professional standards in a range of applications including quality improvement of teaching and learning and the appraisal process.

Performance Management

In the more highly regulated schools sector, there are examples of professional standards being formally used to assess individual performance both for consideration for progression to the next career stage (see above) and as part of regular performance assessment. For example in England, the standards 'must be used by maintained schools to assess teachers' performance' (DfE, 2013, doc 29).

In New Zealand there are level-specific performance management standards related to progression on a salary scale (UCC, 2009, doc 47). And in Singapore, there is an 'Enhanced Performance Management System' which specifies the knowledge, skills and professional characteristics for Teachers, Leaders and Senior Specialists (UCC, 2009, doc 47).

As well as the formal use of standards in performance management, there is also the more general impact of professional standards in contributing to a shared set of expectations about minimum acceptable performance levels, and sometimes benchmarks for more experienced performance. Standards provide a language for dialogue and a basis for benchmarking. They can also serve as a diagnostic tool to help curriculum leaders, mentors and others to identify what might be lacking where there is evidence that suggests poor quality teaching – and to identify the characteristics of good teaching and of excellence.

These uses may not be formal or even explicit, but they suggest that standards can provide a reference point for practitioners, for education and training providers, and for other stakeholders. A similar point is well made in a useful OECD report (OECD, 2013, doc 46) which discusses the notion of "Developing a shared understanding of high-quality teaching". The same report includes a helpful table (reproduced as Appendix 3) in the context of reference standards used for different types of teacher appraisal, which summarises the role of standards in a variety of performance management applications in 29 countries.

Recruitment and Selection

There is little or no evidence of standards being actively used in recruitment and selection, although the ability to demonstrate the competences identified in standards might well feature (for example in the use of observed microteaching tasks when recruiting teachers).

Raising the Status of the Profession

One driver behind the development of standards in some contexts is clearly a desire to raise the status of teaching and teachers and encourage its recognition as a true profession. This is perhaps most clearly expressed by NBPTS in the USA who describe their mission as being '*to elevate the status, voice and role of accomplished teachers in shaping a true profession*'. The Board consciously compared practice in teaching with other professions such as medicine and law noting '*States set the procedures that lead to a license to practice, but it is the profession that establishes what an accomplished practitioner knows and should be able to do*'. The Board seeks a comparable role for teachers. One of the aims of the New Zealand

Teachers Council is similar ‘to enhance the professional status of teachers’ though, like its counterpart in Australia, it is a body set up by, and ultimately accountable to, government. In the UK the nearest comparator is the development of standards for HE teachers by the HEA though the specific concern there seems to be to raise the status of teaching in HE, not HE teachers per se.

Good Practice and Limitations

There are multiple examples of good practice in teaching, only some of which refer specifically to the role of standards. The evidence suggests that they can be helpful, but are not always seen as relevant and could sometimes be more user-friendly.

An NfER report for schools in England (NfER, 2011, doc 37) found that about half of the teachers in their sample felt that “using the standards had helped to contribute to whole school improvement or had led to improvements in their pupils’ outcomes/progress”, while 12–15% disagreed with this view. The same research found standards to be helpful overall in performance management and CPD contexts.

In the UK HE context (HEA, 2013, doc 48), multi-stranded research found that “for some, the UKPSF has had a profound impact on how they undertake and think about learning, teaching and assessment”; and although findings were mixed, there were a number of areas where the introduction of the standards was reported to have changed practice, including “shaping accredited courses; influencing institutional CPD frameworks; supporting reward and recognition; and influencing institutional strategy and policy”.

In a very different setting, The USA National Board for Professional Teaching Standards (NBPTC, 2013, doc 65) asserts that “numerous studies have shown that students of National Board Certified Teachers outperform students of non-NBCTs on achievement tests”. National Board Certified Teachers have taken qualifications that are underpinned by NBPTC standards; it is implied that it is their use in qualifications that is key.

Section 3: Conclusions

The development of professional standards for teachers seems usually to have been triggered by national authorities concerned about teaching quality. The USA provides a rare example of the profession themselves taking a leading role.

Where evidence on the development process exists it usually emphasises widespread consultation with representatives of employers, employees, institutions concerned with teacher training and individual experts. There is less frequent evidence of research (other than opinion surveys) underpinning their development.

The development of professional standards in a form similar to the UK seems widespread in the English speaking world. In Europe such development is less common and more likely to be expressed in terms of teacher competences.

The principal use of standards and their equivalents appears to be to underpin qualifications which in most cases represent a licence to practice. In some countries they are also explicitly linked with career progression.

In several countries there is material considering or advocating the wider use of standards, for example to inform CPD, to assist in job design or recruitment and selection. There is little material available that evidences how frequently the standards were used for these purposes but some anecdotal evidence of benefits.

In the English speaking countries (rest of the UK, USA, Australia, N Zealand) professional standards for teachers are described and used in ways that are familiar, though not identical to practice in England. Elsewhere in the world similar ideas are expressed about the role of teachers but comparisons are not straightforward.

Almost all sets of standards (or their equivalent) refer in varying degrees to values, skills and knowledge. This is not always clear from high level summaries of the standards (e.g. holding particular values might be expressed in terms of skills or behaviours).

Published standards differ considerably in their degree of detail; from a single page to over 70. In general however the longer sets contain more subdivisions of the same material rather than adding new and different elements. For example assessment might be assumed within teaching and learning, or presented separately, or subdivided into formative and summative.

Robust evidence of good practice is difficult to find. There is often an implication that, for example, to have consulted widely, is a good thing but no attempt to demonstrate why this might be the case.

Section 4: Issues

- 1. Language.** Professional standards for FE teachers in England look very much the same as Occupational Standards for other groups of education and training staff in the UK i.e. a description of the skills and knowledge needed to perform effectively in a specific role. Using different language for two things that are effectively the same may be a potential confusion, compounded by the fact that outside education professional standards tends to mean something quite different. In the traditional professions (law, medicine etc.) the concept of professional standards tends to cover values and a code of conduct, rather than skills and knowledge.

Furthermore the regulation of the moral aspects of a profession tends to be the responsibility of its members, whereas the specification of the skills and knowledge needed for a job are seen to be the responsibility of the employer (though see 4 below). In parts of the USA there is an elegant separation between the two for teachers in that a practitioner led body – the NBPTS – focuses on professional conduct while a regulatory body (the States and Districts) specifies the skills and knowledge that need to be reflected in qualification design. The conflation of the two in English professional standards for FE teachers (for example, with professional values for each of six domains) may be unhelpful.

- 2. Use in Practice.** Although it is often asserted (and plausible) that standards can be used to underpin CPD, recruitment, job design, performance management and other aspects of practice, it is hard to find evidence of their systematic use in practice in this way. In England this may in part be explained by the greater salience of the Common Inspection Framework (CIF) for many of these purposes. The characteristics of effective teaching and learning identified in the CIF for FE and Skills, and in teaching and learning observations in the FE and Skills sector, have a high profile for sector providers and individual staff, but are not necessarily informed by the professional standards - for example it is the CIF elements which typically form a basis for organisational self-assessment, and which provide a focus for relevant CPD.

In other English speaking contexts use may reflect the specific focus of the regulatory authorities. For example, in most cases standards have been developed with a very specific purpose e.g. providing a basis for agreeing expectations with respect to particular roles (HE in UK has a flavour of this) or a basis for qualifications which constitute a licence to practice (most prevalent for the schools sector). There is not always the expectation that standards will have a wide variety of applications beyond this. Where standards appear to be developed first, and then consideration given separately to their possible uses (as appears to some to be the case for the FE & Skills sector in England) they can be seen as less relevant for potential end users.

- 3. Degree of Prescription.** There is considerable variation between countries in relation to the degree of detail in their version of standards but no link between the level of detail and system performance. In Finland for example the level of prescription is very low (to the point where it is hard to find anything resembling UK standards). Singapore is towards the other end of the continuum. It seems probable that because of differences in culture what is good practice in Singapore would not be good practice in Finland and vice versa: equally what works in Germany might not work in the UK. It is worth considering the opportunity cost of developing very detailed standards and associated detail on their application compared with other investments in quality improvement.
- 4. Role of Employers.** The theory of standard setting suggests that the specification of the skills and attributes needed to do a job are determined by employers; so employer bodies should lead on setting the standards on which qualifications are based. In practice however it seems to be public authorities which take the lead in determining the content of qualifications and in determining what constitutes a licence to practise, restricting employer powers to select who they wish. English FE is unusual in that there is no licence to practise, but the impetus for developing professional standards still appears to have come from public authorities. FE employers in England seem reluctant to agree the detailed content for a licence to practise arguing that contexts differ too much for this to be useful though this argument does not appear to hold in other parts of the world. It may suggest however that standards should only be specified at a top level, with qualification design flexible enough to take account of context.
- 5. Peer Communities of Practice.** There seems to be little evidence of professional standards being a key feature of professional dialogue within peer groups – it is more the case that professional communities of practice develop their thinking in their own context (both organisational and disciplinary). Professional standards are more likely to be described as being used in a hierarchical context (e.g. assessing the performance of a trainee, teacher and supervisor, performance appraisal linked to pay or achieving a more senior status). It is possible however that an inclusive and extensive process for developing standards might contribute to the development of a shared professional understanding of what it means to be a teacher and to setting high expectations and aspirations.
- 6. The Status of Teaching as a Profession.** The development of standards is associated with moves to 'professionalise' the workforce, though the term is sometimes contested by those who argue that it is already a profession and the focus should be on supporting professionalism. The clearest example of the development and use of standards in order to raise the status of school and FE teachers is in the USA which is also the clearest example of a practitioner led development. Consideration should be given as to whether the use of standards to develop high aspirations rather than compliance with minimum requirements is best driven by a practitioner led body.

Appendix 1: Sources

Country	Sector	Reference number	Title	Date	Published by	Weblink
		1	Consultation on Revocation of the Further Education Workforce Regulations	April 2012	BIS	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32293/12-706-consultation-revocation-further-education-workforce-regulations.pdf
		2	Professionalism in Further Education – Final Report	October 2012	Minister of State for Further Education, Skills and Lifelong Learning	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/34641/12-1198-professionalism-in-further-education-final.pdf
		3	Professionalism in Further Education – Interim Report	March 2012	Minister of State for Further Education, Skills and Lifelong Learning	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32351/12-670-professionalism-in-further-education-interim.pdf
		4	New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector – Application of the Professional Standards	June 2007	LLUK	http://dera.ioe.ac.uk/2335/1/app_prof_standards_literacy_esol.pdf
		5	C&G 7302 scheme	2007	C&G	http://www.train-the-trainers.co.uk/city-guilds-7302-course-faqs.html

		6	Consultation on Revocation of the Further Education Workforce Regulations	August 2012	BIS	http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/c/12-970-revocation-further-education-workforce-consultation-response
		7	FE Guild could become a new body responsible for professional standards	July 2012	FE Week	http://feweeek.co.uk/2012/07/18/government-plans-an-fe-guild-a-new-body-responsible-for-professional-standards/
		8	The changing context of literacy, numeracy and ESOL teacher education	October 2012	National Research and Development Centre	http://www.niace.org.uk/sites/default/files/documents/events/C3095A-1012/Helen-Casey.pdf
		9	Code of Professional Practice	April 2008	IfL	http://www.ifl.ac.uk/membership/professional-standards/code-of-professional-practice
		10	ITT Qualifications	Undated	IfL	http://www.ifl.ac.uk/membership/initial-teacher-training-itt
		11	Where we came from: History of IfL	2013	IfL	http://www.ifl.ac.uk/about-ifl/who-we-are/history-of-ifl

		12	A Profession in Crisis: status, culture and identity in the further education college	1998	Journal of Vocational Education and Training	http://www.itslifejimbutnotasweknowit.org.uk/files/Jocelyn%20Robson%20Dual%20Identity.pdf
		13	New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector	Late 2006/early 2007???	LLUK	http://www.collegenet.co.uk/tools/download/lifelong%20learning%20teaching%20standards_17_doc.pdf
		14	National Occupational Standards for Learning and Development	March 2010	LLUK	http://www.excellencegateway.org.uk/node/26969
		15	National Occupational Standards for Learning Delivery	April 2010	LLUK	http://www.excellencegateway.org.uk/node/26966
		16	A Guide to Using the New Overarching Professional Standards for Teachers Tutors and Trainers in the Further Education Sector in England	March 2011	LLUK	http://cdn.cityandguilds.com/ProductDocuments/Learning/Teaching/6255/Additional_documents/TLLS_professional_standards_v1.pdf Also at:- http://www.excellencegateway.org.uk/node/12015
		17	Qualifications needed to work in further education	September 2012	Career/TES	http://www.tes.co.uk/article.aspx?storyCode=6175365

		18	Removal of FE Teacher qualifications requirement causes sector concern	August 2013	FE Week	http://feweeek.co.uk/2013/08/15/removal-of-fe-teacher-qualifications-requirement-causes-sector-concern/
		19	The Professional Standards for Lecturers in Scotland's Colleges	2012	Professional Learning and Development Forum (PLDF)	http://www.scotland.gov.uk/Resource/0039/00390659.pdf
		20	Teacher Qualification (list)	2007	Dudley College	http://www.dudleycol.ac.uk/Jobs/TeacherQualification.aspx
		21	Standards (list)	2013	Excellence Gateway	http://www.excellencegateway.org.uk/node/61
		22	Teacher Training in Vocational Education	Feb 2010	Skills Commission / Policy Connect	http://www.policyconnect.org.uk/sc/research/report-teacher-training-vocational-education
		23	Working with the Teachers' Standards in Initial Teacher Education	2012	HE Academy	http://www.heacademy.ac.uk/assets/documents/events/SS_as sets/Working_with_the_Teachers%E2%80%99_Standards_in ITE.pdf

		24	UK Professional Standards Framework for teaching and supporting learning in higher education 2011	2011	HE Academy	http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_2012_v2_050912_1044.pdf
		25	Review of The UK Professional Standards Framework (UKPSF) for Higher Education	2010	HE Academy	http://www.heacademy.ac.uk/assets/documents/ukpsf/review-of-ukpsf.pdf
		26	Teachers' Standards	June 2013	DfE	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers_Standards_2013.pdf
		27	Teachers' Standards (summary)	Undated	DfE	http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20information.pdf
		28	Teachers' Standards – Myths and Facts	April 2013	DfE	http://media.education.gov.uk/assets/files/pdf/t/info%20sheet%20myths%20and%20facts%20170413.pdf
		29	Teachers' Standards – How should they be used	April 2013	DfE	http://media.education.gov.uk/assets/files/pdf/t/info%20sheet%20how%20should%20they%20be%20used%20170413.pdf

		30	Second report of the independent review of teachers' standards	December 2011	DfE	http://media.education.gov.uk/assets/files/pdf/s/independent%20review%20of%20teachers%20standards%20%20%20second%20report.pdf
USA		31	Advancing the Profession	2013	National Board for Professional Teaching Standards	http://www.nbpts.org/promoting-student-learning-growth-achievement
USA		32	National Board Standards	2013	National Board for Professional Teaching Standards	http://www.nbpts.org/national-board-standards
Scotland	FE	33	Professional Standards for Lecturers in Scotland's Colleges	March 2012	The Scottish Government	http://www.scotland.gov.uk/Resource/0039/00390659.pdf
Scotland	FE	34	The Professional Standards for Lecturers in Scotland's Colleges	2007? (superceded by document 19)	Professional Learning and Development Forum (PLDF)	http://www.sqa.org.uk/files_ccc/Standards_PDA_Diagram.pdf
NI	Schools	35	Teaching: The Reflective Profession	July 2011	General Teaching Council for Northern Ireland	http://epublishbyus.com/ebook/ebook?id=10020354#/16

NI	FE	36	Northern Ireland professional standards for teachers, tutors and trainers in the lifelong learning sector	April 2009	LLUK	http://dera.ioe.ac.uk/190/1/Professional_Standards_for_TTTS_in_NI_-_FINAL_April2009.pdf
		37	Making the links between teachers' professional standards, induction, performance management and continuing professional development	January 2011	DfE/NFER	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182227/DFE-RR075.pdf
		38	Tool: Professional Standards for Teachers	2011	TDA	http://webarchive.nationalarchives.gov.uk/20111218081624/http://tda.gov.uk/teacher/developing-career/professional-standards-guidance/professional-standards.aspx
		39	GTCS launches revised Professional Standards	2013	GTC Scotland	http://www.teachingscotland.org.uk/education-in-scotland/the-standards/news-gtcs-launches-revised-professional-standards.aspx
Australia		40	Australian professional standards for teachers	2012	Australian Institute for Teaching and School Leadership	http://www.teacherstandards.aitsl.edu.au/

US		41	Multistate Review of Professional Teaching Standards (Update)		WestEd	http://www.wested.org/research_study/multistate-review-of-professional-teaching-standards-update/
		42	Making the links between teachers' professional standards, induction, performance management and continuing professional development		Links with item 37	http://www.voced.edu.au/content/ngv45991
Multi-national	Schools	43	Teachers Matter Education and Training Policy Attracting, developing and Retaining effective teachers	2005	OECD	http://www.oecd.org/edu/school/34990905.pdf
		44	UK standard for professional engineering competence	2003 – updated 2013	Engineering Council	http://www.engc.org.uk/ecukdocuments/internet/document%20library/UK-SPEC.pdf
		45	First report of the Independent Review of Teachers Standards	July 2011	DfE	http://media.education.gov.uk/assets/files/pdf/r/first%20report%20-%202012%20july%202011.pdf
		46	Teachers for the 21st Century Using evaluation to improve teaching	2013	OECD	http://www.oecd.org/site/eduistp13/TS2013%20Background%20Report.pdf

		47	Learning to Teach and its implications for the continuum of teacher education: a nine-country cross-national study	2009	Teaching Council, Ireland	http://tinyurl.com/n8ja5v4
		48	Measuring the impact of the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF)	June 2013	The Higher Education Academy	http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_Impact_Study_Report.pdf
USA / Multinational		49	How High-Achieving Countries Develop Great Teachers	August 2010	Stanford Center for Opportunity Policy in Education	http://edpolicy.stanford.edu/sites/default/files/publications/how-high-achieving-countries-develop-great-teachers.pdf
Germany		50	Teachers and Trainers in VET Germany	October 2010	BIBB	http://eng.krivet.re.kr/eu/zc/prg_euZ_prA.jsp?dv=G&gn=M01%7CM010000021%7C2
Finland		51	Teacher Education in Finland	October 2008	OAJ – The Trade Union of Education in Finland	http://www.oaj.fi/pls/portal/docs/PAGE/OAJ_INTERNET/01FI/05TIEDOTTEET/03JULKAISUT/OPEKOULUTUSENG.PDF
		52	Common European Principles for Teacher Competences and Qualifications		European Commission Directorate-General for Education and Culture	http://www.see-educoop.net/education_in/pdf/01-en_principles_en.pdf

Scotland	Schools	53	The Standards for Registration: mandatory requirements for Registration with GTCS	December 2012	The General Teaching Council for Scotland	http://www.gtcs.org.uk/web/Files/the-standards/standards-for-registration-1212.pdf
Australia / Multi-national		54	Scoping study on the development of teaching standards in the broader Asia-Pacific Region	May 2008	Erebus International for the Department of Education, Employment and Workplace Relations (DEEWR)	http://shelbycearley.files.wordpress.com/2010/06/teachercompetencystandardsreportfinaldraftmay08.pdf
New Zealand		55	Graduating Teacher Standards: Aotearoa New Zealand	??	New Zealand Teachers Council	http://www.teacherscouncil.govt.nz/sites/default/files/gts-poster.pdf
Europe		56	Knowledge System for Lifelong Learning	??	GHK Consulting on behalf of the European Commission's Directorate General for Education and Culture	http://www.ksll.net/MutualLearning2020/clusterDetails.cfm?id=19

USA		57	Teacher Professional Learning in the United States: case studies of state Policies and strategies Summary report	November 2010	Stanford Center for Opportunity Policy in education	http://www.learningforward.org/docs/pdf/2010phase3report.pdf
Australia		58	Australian Professional Standards for Teachers	2012	Australian Institute for Teaching and School Leadership	http://www.teacherstandards.aitsl.edu.au/Pilots
		59	Preparing teachers and Developing school leaders For the 21st century Lessons from around the world	2012	OECD Publishing	http://www.oecd-ilibrary.org/education/preparing-teachers-and-developing-school-leaders-for-the-21st-century_9789264174559-en
		60	Building a High-Quality Teaching Profession Lessons from around the world	2011	OECD Publishing	http://www.oecd.org/fr/edu/scolaire/programmeinternationalpou rlesuividesacquisdeselevespisa/buildingahigh-qualityteachingprofessionlessonsfromaroundtheworld.htm
		61	Trainers in continuing VET: emerging competence profile	2013	European Centre for the Development of Vocational Training	http://www.cedefop.europa.eu/EN/Files/4126_en.pdf
Wales	Schools	62	Learning Wales – Professional Standards	2012	Welsh Government	http://learning.wales.gov.uk/yourcareer/professionalstandards/?lang=en

Northern Ireland	Schools	63	Teaching: The Reflective Profession (27 teacher competences)	??	General Teaching Council for Northern Ireland	http://www.gtcni.org.uk/index.cfm/area/information/page/ProfStandard
USA	Schools	64	Who We Are	2013	National Board for Professional Teaching Standards	http://www.nbpts.org/national-board-standards
USA	Schools	65	Advancing the Profession	2013	National Board for Professional Teaching Standards	http://www.nbpts.org/promoting-student-learning-growth-achievement
NZ	Schools	66	Evaluation and Assessment Frameworks for Improving School Outcomes	2011	New Zealand Teachers Council	http://www.educationcounts.govt.nz/publications/schooling/oecd-review-on-evaluation-and-assessment-frameworks-for-improving-school-outcomes/chapter-5-teacher-appraisal

Appendix 2 Teaching Standards across the UK

Introduction

This section seeks to compare the content of five sets of standards for groups of teachers and related staff developed in the UK in recent years. The shortened names used in the text relate to specific documents as indicated below. As well as setting out the standards the documents vary in the amount of other material included; in most cases guidance as to the use of the standards or details of how and why they were developed.

1. **'English teachers'** - 'Teachers Standards' published by DfE in June 2013 applying to school teachers in England (10 pages of which the standards take up 4)
2. **'Scottish teachers'** - 'The Standards for Registration' published by GTC Scotland in Dec 2012 applying to school teachers in Scotland (19 pages of which the standards take up 14)
3. **'HE teachers'** - 'The UK Professional Standards Framework, published by HEA and others in 2011 'for teaching and supporting learning' in HE across the UK (7 pages of which the standards take up 5)
4. **'FE teachers'** - 'New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector' in England published by LLUK 2007 (17 pages of which the standards take up 14)
5. **'WBL trainers'** - 'National Occupational Standards for Learning and Development' published by LLUK 2010 for 'practitioners' across the UK (42 pages of which the standards take up 33) This set refers specifically to the work based learning context; it would appear that the overarching standards for FE teachers apply to this subset of the sector though there is no mention of the fact in the document.

Professional Values

Four out of the five sets of standards contain sections that deal explicitly with the values that teachers are expected to hold and reflect in their practice. They vary in degree of detail but all cover relationships with others, the role of education and a commitment to personal development. In general the longer documents contain more examples rather than different material.

'English teachers' deals with values and behaviour in a very short preamble and half a page on *'personal and professional conduct'*. The preamble sets some high level expectations such as teachers should keep up to date and have good relationships. To a greater extent than in any other set of standards professional conduct focuses around having regard to the law, statutory frameworks and school policies.

'Scottish teachers' sets out two pages on *'professional values and personal commitment'* under four headings: social justice, Integrity, trust and respect and professional commitment. More than other sets of standards it emphasises a commitment to critical inquiry and the relationship between learning and the wider social context.

'HE teachers' describes *'Professional values'* in four sentences dealing with respect for differences; promoting equal opportunities, using evidence and acknowledging the wider context.

'FE teachers' deals with professional values in one paragraph which is repeated six times and two or three sentences describing specific commitments for each of six domains. Teachers *'value'* learners, learning, diversity, reflective practice and collaboration; the specific commitments add nothing new but seek to apply the values to particular domains.

There is no specific section on professional values in **'WBL trainers'** though it might be assumed (it is not stated) that the overarching standards described under FE teachers should apply.

Knowledge and Skills

Four out of five of the sets of standards present the knowledge and understanding required of a teacher and the skills that they need to demonstrate in practice in separate blocks of text. In some cases they are presented side by side and organised under a number of domains or key areas. **'FE teachers'** tries to integrate values into the domains though it seems a little forced.

The standards for **'English teachers'** are the exception as they are presented as a single list with a dominant focus (at least in terms of the language used) on skills or performance - *'a teacher "must" demonstrate/set/use/promote etc'*. Occasionally, however a teacher must also understand. This set also comes across as more pragmatic and as more reflective of current political preoccupations than others (e.g. *'use synthetic phonics'*).

'HE teachers' does not seek to align knowledge and skills. Rather it identifies five areas of activity – design/planning; teaching; assessment; developing the learning environment and CPD and six areas of knowledge – subject; pedagogy; learning; evaluation; learning technology and QA. **'Scottish teachers'** adopts a similar approach with four areas of activity and three areas of knowledge.

Most of the differences between sets relate to levels of generality rather than genuine differences in content e.g. what in '*HE teachers*' is described as '*design & plan learning*' appears under '*WBL trainers*' as four separate standards – '*identify individual learning needs*', '*identify collective learning needs*', '*plan and prepare programmes*', '*plan and prepare specific learning opportunities*'. A rough comparison is presented in the grid below – though note that some of the specific wording used in the standards has been simplified to make the exercise manageable.

	<i>English Teachers*</i>	<i>Scottish Teachers*</i>	<i>HE Teachers*</i>	<i>FE Teachers*</i>	<i>WBL Trainers*</i>
Values	Act within statutory frameworks Ethos, policies & practice of school Respect & tolerance of difference	Social Justice Integrity Trust & respect Professional commitment	Respect differences Equal opportunity Use evidence Wider context	Learners Learning Diversity Reflective practice Collaboration	See footnote ¹
Knowledge & Understanding	Subject & curriculum	Curriculum Education systems Pedagogy	Subject Learning Theory Pedagogy Learning Technology Evaluation Impact of QA	Learning/teaching Special Learn/teach Planning Assessment Access & progression	Research Needs Plan & Develop learning Facilitate Learner Achvmt. Maintain/ Improve standards
Skills & Performance	Promote progress Set high Expectations Teach good lessons Adapt to pupil need Use Assessment Manage Behaviour Meet wider responsibility	Teaching & Learning Classroom Management Assessment Prof. reflection	Teaching Learning Environment Assessment Design/plan CPD	Learning/teaching Special Learn/teach Planning Assessment Access & progression	Research Needs Plan & Develop learning Facilitate Learner Achvmt. Maintain/ Improve standards

¹ The implication is that the values set out in **FE Teachers** apply though there is no mention of the fact. In the parallel set of occupational standards for learning and development however these values are quoted as '*professional attributes*'.

*The definitions of these shortened names are given on page 32.

Differentiation

The five sets of standards acknowledge that teaching covers a variety of roles and that most teachers acquire increased responsibilities as they progress through their career. They differ however in how the specification of the standards deals with the issue.

'English teachers' states that the standards *'apply to the vast majority of teachers regardless of career stage'*. It leaves it to different users (e.g. providers of ITT, head teachers undertaking appraisal) to determine the performance that might reasonably be expected of teachers at different stages.

'Scottish teachers' describes the first two of a set of five nested standards that reflect increasingly complex roles; the most complex, covering career long professional development, middle leadership and headship are set out elsewhere. The professional actions expected for full registration are substantially the same as those for provisional registration but reflect a wider range of contexts e.g. *'demonstrate effective questioning strategies'* becomes *'demonstrate effective questioning strategies varied to meet the needs of all learners'*.

'HE teachers' sets out descriptors and associated evidence requirements indicating expected performance at four stages of career development which are related to HEA recognition. For example an Associate Fellow should demonstrate *'an understanding'*, a Fellow a *'broad understanding'*, a Senior Fellow a *'thorough understanding'* and a Principal Fellow *'a sustained record of effective strategic leadership'* - of effective teaching and learning.

'FE teachers' sets out a set of overarching professional standards designed to describe *'in generic terms, the skills, knowledge and attributes required of those who perform [a] wide variety of teaching and training roles'*. These are to be drawn upon when developing contextualised role specifications and different levels of award – an initial passport, QTLS status and other advanced and intermediate awards. Separate standards relate to leadership & management.

The standards set out in **'WBL trainers'** are not differentiated by career stage or role. The document notes however that where a specific role has, for example, a management component as well as responsibilities for learning and assessment the management standards should also be drawn upon.

Appendix 3: Teacher Appraisal Reference Standards

Reference standards used for different types of teacher appraisal (2011-12)

(Reproduced from Teachers for the 21st Century: Using Evaluation to Improve Teaching, OECD, 2013)

	Probation	Performance management			Rewards scheme
		Regular appraisal	Registration	Promotion	
Australia	State teaching standards; a description of the general and professional duties of teachers; code of conduct From 2013: National teaching standards	State teaching standards; a description of the general and professional duties of teachers; code of conduct From 2013: National teaching standards; national performance and development framework	National teaching standards; State teaching standards; code of conduct	a	a
Austria	a	None	a	a	a
Belgium (Fl.)	a	National teaching standards	a	a	a
Belgium (Fr.)	a	a	a	a	a
Canada (some provinces / territories)	A description of the general and professional duties of teachers	A description of the general and professional duties of teachers	a	a	a
Chile	a	National teaching standards	a	a	National teaching standards
Czech Republic	a	School internal regulations	a	School internal regulations	a
Denmark	a	a	a	a	a
Estonia	a	a	a	A description of special tasks and roles	a
Finland	a	a	a	a	a
France	National norms and standards (competency framework in the form of a ministerial	National norms and standards (through decrees and circulars); school	a	a	a

	order)	development plan or school project			
Hungary	a	School internal regulations	a	a	a
Iceland	a	a	a	a	a
Ireland	ISCED 1: Inspectorate's appraisal criteria for probation; appraisal template ISCED 2: none	a	a	a	a
Israel	National teaching standards	National teaching standards	a	National teaching standards	a
Italy	None	a	a	a	a
Korea	a	A description of the general and professional duties of teachers	a	A description of the general and professional duties of teachers	A description of the general and professional duties of teachers
Luxembourg	A description of the general and professional duties of teachers	a	a	a	a
Mexico	a	A description of the general and professional duties of teachers; code of conduct	a	a	A description of the general and professional duties of teachers; school development plan or school project
Netherlands	National teaching standards	National teaching standards	a	a	a
New Zealand	National registration standards	National registration standards	National registration standards	a	a
Norway	a	a	a	a	a
Poland	a	A description of the general and professional duties of teachers (as stated in laws and regulations)	a	Developmental plan agreed with the school principal	a

Portugal	School development plan; school based evaluation parameters; national evaluation parameters for classroom observation	School development plan; school based evaluation parameters; national evaluation parameters for classroom observation	a	a	a
Slovak Republic	Plan for adaptation education; teacher professional standards	Personal development plan; teacher professional standards	a	a	a
Slovenia	None	School development plan; national regulations on promotion	a	a	a
Spain	a	a	a	a	a
Sweden	National teaching standards	a	National teaching standards	a	a
United Kingdom (Northern Ireland)	Performance Review and Staff Development Scheme (PRDS)	Performance Review and Staff Development Scheme (PRDS)	a	a	a

a – not applicable

Source: Synthesis tables completed by countries surveyed by the OECD.