

PROFESSIONAL STANDARDS

FOR TEACHERS AND TRAINERS IN THE FURTHER EDUCATION
AND TRAINING SECTOR

GUIDE TO UPDATES 2022

Preface

The Professional Standards for Teachers and Trainers provide guidance on the characteristics that define the attributes of excellent teaching in the Further Education and Training sector. In 2021, the Education and Training Foundation (ETF) initiated a review of the Professional Standards leading to the publication of updated Professional Standards in 2022.

The main aim of this document is to explain the changes made to the original 2014 Professional Standards. Underpinning these revisions is a renewed ambition to support the expertise, learning and career development of practitioners. We expect the revised Standards to:

- Empower teachers and trainers to raise standards of teaching and improve learner outcomes.
- Generate new conversations around practitioner learning.
- Promote the importance of education for sustainable development.
- Recognise the value of knowledge-sharing with peers and partners.
- Inspire innovation and creative practices.
- Encourage new thinking on how teachers and trainers can support learners' digital literacy, wellbeing, and work readiness.
- Promote a fair, equitable and respectful learning culture.

It is anticipated that once teachers and trainers, as well as managers and leaders, begin to use the revised Professional Standards, case studies will be available to support the contextualisation of the Professional Standards in a range of settings. We will also provide additional resources and guidance to ensure that those who use the Standards can do so with ease and impact.

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Why do the Professional Standards need revising?

The first version of the ETF Professional Standards for Teachers and Trainers was published by the ETF in 2014. The Standards cover the whole Further Education (FE) and Training sector in England and were warmly welcomed for their focus and simplicity. Being designed by the sector, for the sector, the Standards were considered responsive to practitioners' needs because they focused on delivering excellence in teaching and learning practices.

Since 2014, the political, cultural and economic landscape has altered. Consequently, in 2021, the ETF decided to carry out a review of the Standards to ensure they remained relevant to teachers and trainers working in the English FE and Training workforce. The review took note of several emergent priorities influencing workplaces, education and wider society. These included:

- The need to re-build and support industry following the impact of the Covid-19 pandemic on jobs and livelihoods.
- The revolution in online working and learning practices following the pandemic, and their implications for future hybrid work and learning patterns.
- The escalating importance of the sustainability agenda amidst growing concerns about climate change and biodiversity.
- Changes in cultural norms and expectations around gender, sexuality, racism, mental health and wellbeing, and the need to provide better support and guidance to learners.
- The need to attract, motivate and retain an effective and highly committed FE and Training sector workforce.

The revised Standards have not been developed in isolation. Specific attention has been given to their relationship to the Institute for Apprenticeship and Technical Education's recently revised Occupational Standard for the 'Learning & Skills' Teacher Apprenticeship, which set new benchmarks for qualified teachers and trainers in the sector. The updated Standards enable the qualified teacher to plan the next stage of their professional development beyond qualification. Their aim is to inspire excellence, ambition and professional learning, the qualities that drive success as a professional teacher and trainer in the FE and Training sector.



A revision cycle

Every five years, the ETF will review and revise the Standards in consultation with key stakeholders so they continue to reflect the needs of learners and the profession, as well as good practice and changing trends. This is in line with the policies of other professional bodies. Therefore, the 2022 revision will remain valid until 2027.

The review process

The review commenced with a literature review to benchmark effective practice in managing the review process itself. We then undertook an internal and external consultation process in 2021 over a period of more than six months, which sought a wide range of views from organisations and practitioners from across the sector, as well as university researchers and other professional associations with expertise in developing and evaluating professional standards, ensuring that the process followed existing good practice. Consultation included organisations such as the Association of Colleges (AoC), The University College Union (UCU), HOLEX, the Association of Employment and Learning Providers (AELP) and OFQUAL (see Appendix 1).

The ETF appointed a steering group to oversee the feedback and re-drafting of the Professional Standards, and to co-ordinate responses to the sector and associated bodies about the review process. After a number of iterations, in March 2022, the Standards were redrafted and tested with the Society for Education and Training (SET) Practitioner Advisory Group. Its recommendations were incorporated into the final published version. Throughout, the Department for Education (DfE) has been a critical friend and partner in assessing the suitability of the revised Standards for the sector.

Summary of changes

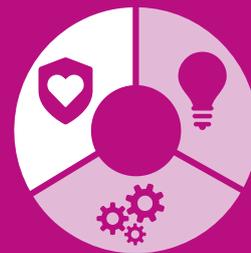
Several important changes have been made since the original 2014 version which reflect significant themes and issues driving public policy and education priorities. Across all 20 Standards, impact is a lens that has been applied since the overarching aim is to raise standards in teaching and learning, and so improve learner outcomes. Similarly, the revised Standards recognise that workforce professionalism not only thrives from making improvements in technical performance, but in the capacity of individuals to work collaboratively and share their experiences. Through sharing and knowledge-exchange, solidarity and innovation are nurtured, confidence is raised, and possibility widens. In essence, we believe that the revised Standards can drive a transformed professional culture that recognises the power of learning and dialogue, the need to respect and celebrate difference, the need for colleagues to work together in co-operation and the need for ethical decision-making and acting with integrity.

Some aspects of the Standards have remained the same. Feedback from the sector indicated that the Standards were well-known and useful to practitioners and while there was an appetite to update the content to reflect new challenges and trends, there was no need to change the format. We have listened to practitioners and followed their advice by keeping to the twenty-statement format they were familiar with.

The three domains of practice have also been retained: Part A - Professional Values and Attributes; Part B – Professional Knowledge and Understanding; and Part C – Professional Skills. It was the firm belief of those we consulted that this distinction accurately reflected how people think and feel about their practice. One of the tasks of the review panel was to relook at each statement and ask whether it reflected a value, an aspect of knowledge or a skill. While this is not always an easy distinction to make, a couple of changes were called for. The rationale for the revisions to the Standards is divided into these three domains of practice and is explained next.

Part A: Professional values and attributes

Develop your own judgment of what works and does not work in your teaching and training.



Underlying the practice of every professional teacher and trainer is a set of values which are expressed throughout the application of their knowledge and skills in their everyday working life. The values described here were considered by practitioners to be fundamental to producing excellent teaching and learning, and in enabling learners to achieve their full potential.

Changes:

- **PS#1:** Reflection appeared across three separate statements in the 2014 Standards. To make way for new themes, and to reduce duplication, the three items around reflection, self-evaluation and impact were combined, acknowledging that the purpose of reflection is to facilitate greater impact.
- **PS#2:** The response from the sector was overwhelming in terms of championing a sustainability agenda that could be embedded in teaching, learning and relevant employment practices.
- **PS#3:** The main core of motivating and inspiring learners was retained, but it was also felt that setting high expectations and communicating effectively had not been sufficiently visible in the original Standards, so was amended.
- **PS#4:** This Standard was substantially revised to emphasise the teacher's role in developing learners' confidence and skills, particularly helping them to think critically and become independent learners.
- **PS#5:** The phrase 'social equity' was included because of the importance respondents placed on fairness, impartiality and justice for all learners, and their expectation that teachers and trainers needed to account for and address systematic inequalities in opportunities and outcomes faced by some learners.
- **PS#6:** Whilst there was a strong desire to maintain the emphasis on collaborative relationships, it was also pointed out that all stakeholders should be expected to promote a respectful workplace, so this has been inserted.
- **PS#7:** Professional learning was deemed by many to be core to the 'being' of a professional teacher and trainer, and not simply a skill, and was therefore relocated from its former position at PS#20 to its current place as a 'Professional Value'. It underlines the sector's belief that continuous professional development is at the heart of workforce professionalism and improvement.

Part B: Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice.



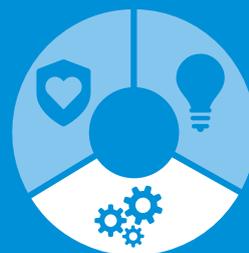
Teachers and trainers are often described as ‘dual professionals’ to recognise their twin expertise and skills in teaching and their subject discipline. The ability of the teacher to translate their subject matter into engaging and accessible learning experiences testifies to the strengths of being a dual professional.

Changes:

- **PS#8:** This Standard retained its focus on developing subject knowledge and pedagogy, but added in the need to respond to emerging good practice, research and industry requirements, drawing some of its content from the former PS#19, which removed the existing duplication.
- **PS#9:** This Standard has remained broadly similar to the original's emphasis on developing the teacher/trainer's knowledge of educational research, but now includes an explicit focus on pedagogy and assessment to recognise these have become more complex in recent years.
- **PS#10:** This is a new Standard that puts professional community at the heart of activities that encourage knowledge creation and exchange and draws on respondents' views that action research and classroom experiments inspire innovative practice.
- **PS#11:** There was a strong voice from the sector that teachers and trainers needed to be better equipped with the knowledge to work effectively with learners from diverse backgrounds and with complex learning needs, in some cases profound. The importance of neurodiversity and working with vulnerable learners is recognised in this new Standard.
- **PS#12:** This Standard has been modestly extended to recognise the range of drivers (for example, legal, institutional, ethical, etc) that impact on teaching practices, including teachers' responsibilities towards safeguarding.

Part C: Professional skills

Develop your expertise and skills to ensure the best outcomes for learners.



Professional Skills describe the practical strategies that teachers develop and apply to ensure learners make progress and achieve in their studies. We have been careful to remove instances of duplication where values, knowledge and skills could have been confused, and instead have concentrated here on those elements that teachers can master to make a lasting difference to the learner experience.

Changes:

- **PS#13:** The recent pandemic crisis, as well as increasing awareness of the impact of people's physical and mental health on performance, has raised expectations around the need to support learners' growth mindset and positive well-being, and is reflected in this revised Standard. It has been relocated from 'Professional Knowledge and Understanding' to 'Professional Skills' to recognise that teachers will be expected to master a range of strategies to support learners effectively.
- **PS#14:** This Standard addresses the duplication between former Standards PS#3 and PS#13 on motivation, this time focusing on practical strategies such as coaching which enable learners to progress and excel.
- **PS#15:** Limited changes from the original Standard on planning were requested, but respondents expected lessons to be 'stretching' and 'relevant', so these words have been added.
- **PS#16:** The innovations observed in digital technology practices across all forms of education during the pandemic has also raised questions around online safety and effective use, so the wording now reflects this.
- **PS#17:** In addition to mathematics and English, whose importance has remained unchanged, the value of including digital literacy and learners' readiness for employment was also signposted.
- **PS#18:** The lack of reference to personal tutoring skills, careers advice and learner guidance was highlighted in our consultation, and many pointed to the Gatsby Benchmarks on careers education as drivers of change in learner support practices. It was felt that teachers and trainers may not provide all the specialist advice a learner might need, but they had a key role in facilitating access to this. The revised Standard is a substantial move to address this shortcoming.
- **PS#19:** This Standard on assessment practice remains largely untouched, though the word 'learning' has been inserted to emphasise the role that assessment can play in reviewing and adapting teaching approaches.
- **PS#20:** The work that teachers undertook to support learner enrichment opportunities, for example, using guest speakers, planning trips and organising work experience, was felt to be largely missing from the 2014 Standards, so this has been addressed here. The previous emphasis on updating teachers'/ trainers' technical expertise and skills is now fully addressed in the revised PS#8.

Appendix 1 – Acknowledgements

We would like to thank every person who has contributed to this review. Whilst it is not possible to list all our contributors, we would like to extend a special thank you to the following organisations:

Association of Colleges (AoC)
Association of Employment and Learning Providers (AELP)
Association of School and College Leaders (ASCL)
Centre for Creative Quality Improvement (CCQI)
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Chartered Institute of Personnel & Development (CIPD)
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OFQUAL
SET Management Board
SET Practitioner Advisory Board
Sixth Form Colleges Association (SFCA)
The Policy Consortium
University College Union (UCU)
University Council for the Education of Teachers (UCET)

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Professional Standards

for Teachers and Trainers in the Further Education and Training Sector

Professional Values and Attributes

Develop your own judgment of what works and does not work in your teaching and training.



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

Develop deep and critically informed knowledge and understanding in theory and practice.



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

Develop your expertise and skills to ensure the best outcomes for learners.



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.

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