**FT10 Professional Teaching Standards aide-mémoire**

These professional practice standards are more likely to be observed in teaching or tutorial situations.

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| **A. Professional values and practice** |
| AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations. |
| AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship. |
| AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities. |
| AP 4.1 Use relevant theories of learning to support the development of practice in learning and teaching. |
| AP 6.1 Conform to statutory requirements and apply codes of practice. |
| AP 6.2 Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults. |
| AP 7.1 Keep accurate records which contribute to organisational procedures. |
| **B. Learning and Teaching** |
| BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued. |
| BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes. |
| BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning |
| BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners. |
| BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence. |
| BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy. |
| BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice. |
| BP 2.5 Encourage learners to use their own life experiences as a foundation for their development. |
| BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning. |
| BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts. |
| BP 3.3 Structure and present information clearly and effectively. |
| BP 3.4 Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication. |
| **C. Specialist learning and teaching** |
| CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context. |
| CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area. |
| CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area. |
| CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning. |
| CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies |
| CP 4.2 Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities. |
| **D. Planning for learning** |
| DP 1.1 Plan coherent and inclusive learning programmes that meet learners’ needs and curriculum requirements, promote equality and engage with diversity effectively. |
| DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies. |
| DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners. |
| DP 2.1 Plan for opportunities for learner feedback to inform planning and practice. |
| DP 2.2 Negotiate and record appropriate learning goals and strategies with learners. |
| **E. Assessing for learning** |
| EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new and emerging technologies. |
| EP 1.3 Develop, establish and promote peer- and self-assessment as a tool for learning and progression. |
| EP 2.1 Apply appropriate methods of assessment fairly and effectively. |
| EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence. |
| EP 2.3 Design appropriate assessment activities for own specialist area. |
| EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes. |
| EP 3.1 Ensure that learners understand, are involved and share in responsibility for assessment of their learning. |
| EP 3.2 Ensure that access to assessment is appropriate to learner need. |
| EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities. |
| **F. Access and progression** |
| FP 1.2 Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation’s services, as appropriate. |
| FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services. |
| FP 2.1 Provide effective learning support, within the boundaries of the teaching role. |
| FP 3.1 Provide general and current information about potential education, training and/or career opportunities in relation to own specialist area. |
| FP 4.1 Provide general and current information about a range of relevant external services. |

**(FT10 Cont)**

**These professional practice standards are less likely to be observed in teaching and tutorial situations.**

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| **A. Professional values and practice** |
| AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity. |
| AP 4.2 Reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback. |
| AP 4.3 Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of research. |
| AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners’ experience. |
| AP 5.2 Communicate information and feedback about learners to others with a legitimate interest, appropriately and in a manner which encourages trust between those communicating and respects confidentiality where necessary. |
| AP 7.2 Evaluate own contribution to the organisation’s quality cycle. |
| AP 7.3 Use feedback to develop own practice within the organisation’s systems. |
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| **B. Learning and Teaching** |
| BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories. |
| BP 2.7 Use mentoring and/or coaching to support own and others’ professional development, as appropriate. |
| BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues. |
| BP 4.1 Collaborate with colleagues to encourage learner progress. |
| BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies. |
| BP 5.2 Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity. |

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| **C. Specialist learning and teaching** |
| CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context. |
| CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area. |
| CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners. |
| CP 4.1 Access sources for professional development in own specialist area. |
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| **D. Planning for learning** |
| DP 3.1 Evaluate the success of planned learning activities. |
| DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team. |
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| **E. Assessing for learning** |
| EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the teacher and the learner. |
| EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes. |
| EP 4.2 Use feedback to evaluate and improve own skills in assessment. |
| EP 5.1 Contribute to the organisation’s quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners’ progress. |
| EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies. |
| EP 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as necessary/appropriate. |

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| **F. Access and progression** |
| FP 4.2 Work with colleagues to provide guidance and support for learners. |