logo

**School of Education**

**PGCE Further Education**

**Review of Progress against Practice Themes**

**2022-23**

**These descriptors should be used as a guide in the assessment of teaching practice.**

**The curriculum and practice themes are used by as a reference framework across the course.**

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# An Introduction to the Review of Progress against Curriculum and Practice Themes Booklet

This introduction aims to explain how mentors can use the Review of Progress against Curriculum and Practice Themes (Review of Progress for short) as a guide for monitoring your mentee progress, providing feedback and compiling Professional Reports 2 and 3 for your trainee.

The Review has been developed to describe expected knowledge, skills and behaviours for PGCE FE professional practice. The Professional Standards (2022) are the aspirational standards for trainees. This framework is also used to map the course curriculum. The Review of Progress should be used as a reference by everyone in the tripartite group – trainee, mentor and tutor. FAQs are shown below.

**How do I use the review of progress with my mentee?**

The Review of Progress can be used to:

* to support the dialogue between you and your mentor around practise and progress and target setting in your meetings
* provide a shared language and measure for observer (mentor and tutor) feedback for your mentee
* create an annotated, live record of trainee progress as they move through the course. This might include the following: making a note of examples of practice/professional discussion which show evidence linked to descriptors; selecting descriptors against Practice Themes to prepare your Professional Reports.

**Tips for making the most of the Review of Progress**

Tip: keep a live copy of the review of progress document and annotate as you go

Tip: annotate the Review of Progress with notes, shading, targets to reflect on progress – this gives you a visual record of progress to reflect on before you write your Professional Reports

Tip: remember that your mentee and their professional and academic tutor will also be referring to this document this review. This means that it is a shared reference for measuring progress.

Tip: Where possible, check in regularly with your mentee’s tutor to review progress. It is essential to do this if you have concerns. This could be when there are visits or a quick email.

**Examples and appendices**

An example of an annotated page of the review is provided as an appendix A.

An example of using the Practice Themes for the Professional Report is provided as Appendix B.

# Review of Progress - Mentor Copy

**Across Programme: Practice Themes**

**Evaluating Practice (EP)**

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| --- | --- | --- |
| **Practice Theme** | **Evaluating Practice** | |
| **Evaluating Practice (EP)** | EP1 | Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes. |
| EP2 | Engage with and promote a culture of continuous learning and quality improvement. |

**Further Practice Themes**

**Subject and Pedagogical Knowledge (SPK)**

**Classroom and Learner Engagement (CLE)**

**Planning for Learning and Assessment (PLA)**

**Professional Development (PD)**

|  |  |  |
| --- | --- | --- |
| **Practice Theme** | **Practice Theme Reference** | |
| **Subject and Pedagogical Knowledge (SPK)** | SPK1 | Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. |
| SPK2 | Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. |
| SPK3 | Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |
| SPK4 | Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. |
| **Classroom and Learner Engagement (CLE)** | CLE1 | Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning |
| CLE2 | Develop collaborative and respectful relationships with learners, colleagues and external stakeholders. |
| CLE3 | Promote and support positive learner behaviour, attitudes and wellbeing. |
| CLE4 | Apply motivational, coaching and skill development strategies to help learners progress and achieve. |
| CLE5 | Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. |
| **Planning for Learning and Assessment (PLA)** | PLA1 | Support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. |
| PLA2 | Value and champion diversity, equality of opportunity, inclusion and social equity. |
| PLA3 | Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs. |
| PLA4 | Select and use digital technologies safely and effectively to promote learning. |
| PLA5 | Develop learners’ mathematics, English, digital and wider employability skills. |
| PLA6 | Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices. |
| **Professional Development (PD)** | PD1 | Promote and embed education for sustainable development (ESD) across learning and working practices. |
| PD2 | Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement. |
| PD3 | Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |

**Practice Theme - Subject and Pedagogical Knowledge**

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| --- | --- | --- | --- | --- | --- |
|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration** |
| SPK1 | Working towards this. | Demonstrate secure subject specialist knowledge in teaching and learning. | Demonstrate secure and current knowledge of subject specialism to underpin teaching and learning. | Apply depth of subject specialism knowledge to support learners. | Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. |
| SPK2 | Working towards this. | Use a range of educational research, pedagogy and assessment to develop evidence-informed practice | Systematically engage with educational research, pedagogy and assessment to develop evidence-informed practice | Systematically engage with a broad range of educational research, pedagogy and assessment to develop evidence-informed practice | Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. |
| SPK3 | Working towards this. | Demonstrate secure knowledge of special educational needs and disabilities to create inclusive learning experiences. | Demonstrate secure and current knowledge of special educational needs and disabilities to create inclusive learning experiences. | Apply depth of knowledge of special educational needs and disabilities to create inclusive learning experiences. | Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |
| SPK4 | Working towards this. | Explain appropriate and fair methods of assessment which enable learners to make progress. | Give examples of appropriate and fair methods of assessment which enable learners to make progress. | Discuss, with evidence, appropriate and fair methods of assessment which enable learners to make progress. | Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. |

**Practice Theme - Classroom and Learner Engagement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration** |
| CLE1 | Working towards this. | Enable learners to meet intended learning outcomes.  Demonstrate enthusiasm in teaching of subject. | Ensure all learners are sufficiently engaged and challenged to make good progress.  Inspire and communicate with learners in teaching of subject. | Use a range of approaches to ensure all learners are appropriately challenged to make very good progress. Engage, motivate and inspire all learners in teaching of subject. | Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning. |
| CLE2 | Working towards this. | Contribute to teaching, pastoral, subject and employability initiative. | Make a range of contributions to contribute to teaching, pastoral, subject and employability initiative. | Show capacity to make an impact to teaching, pastoral, subject and employability initiative. | Develop collaborative and respectful relationships with learners, colleagues and external stakeholders. |
| CLE3 | Working towards this. | Set clear expectations for learning and behaviour. | Manage learning and behaviour and understand a range of different approaches and explain why particular approaches are appropriate. | Deal confidently and flexibly with learning behaviours, maintaining a rapport with individuals and groups conducive to high quality engagement in learning. | Promote and support positive learner behaviour, attitudes and wellbeing. |
| CLE4 | Working towards this. | Enable learners to progress and achieve by applying motivational, coaching and skill development strategies. | Ensure all learners progress and achieve by motivational, coaching and skill development strategies. | Use a range of approaches to ensure that all learners progress and achieve through motivational, coaching and skill development strategies. | Apply motivational, coaching and skill development strategies to help learners progress and achieve. |
| CLE5 | Working towards this. | Contribute to enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. | Make a range of contributions to enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. | Show capacity to make an impact on enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. | Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. |

**Practice Theme – Planning for Learning and Assessment**

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| --- | --- | --- | --- | --- | --- |
|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration** |
| PLA1 | Working towards this. | Use established and some new approaches to support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. | Evaluate and extend a range of strategies to support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. | Develop innovative and creative approaches to support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. | Support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. |
| PLA2 | Working towards this. | Demonstrate an understanding of social and cultural diversity, equality of opportunity and inclusion. | Demonstrate a secure understanding and application to your teaching of social and cultural diversity, equality of opportunity and inclusion. | Promote learners’ understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion. | Value and champion diversity, equality of opportunity, inclusion and social equity. |
| PLA3 | Working towards this. | Produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account barriers to learning. | Consistently produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account barriers to learning. | Develop and adapt sequenced planning to accommodate a range of individual needs and deal skilfully with barriers to learning. | Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs. |
| PLA4 | Working towards this. | Use technologies safely and effectively to promote learning. | Use a range of technologies safely and effectively to promote learning and overcome barriers to learning. | Make creative and innovative use of technology to develop in-depth understanding and/or acquisition of skills relevant to subject / vocational area. | Select and use digital technologies safely and effectively to promote learning. |
| PLA5 | Working towards this. | Develop personal knowledge and skills in English and Maths which can be embedded in learning sessions. | Demonstrate secure personal knowledge and skills in English, Maths, digital and wider skills which can be embedded in learning sessions. | Demonstrate secure and confident personal knowledge of English, Maths, digital and wider skills which can be embedded in learning sessions. | Develop learners’ mathematics, English, digital and wider employability skills. |
| PLA6 | Working towards this. | Encourage and respond to learners’ contributions and questions to support progress. Demonstrate knowledge of information, advice and guidance to support autonomy. | Show flexibility and adaptability in response to learners’ contributions and questions to support progress.  Demonstrate a range of knowledge of information, advice and guidance to support autonomy. | Demonstrate a wide range of knowledge of information, advice and guidance to support autonomy. | Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices. |

**Practice Theme – Professional Development**

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| --- | --- | --- | --- | --- | --- |
|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration** |
| PD1 | Working towards this. | Demonstrate an understanding of education for sustainable development (ESD) across learning and working practices. | Demonstrate a secure understanding and application of education for sustainable development (ESD) across learning and working practices. | Promote learners’ understanding of the potential of education for sustainable development (ESD) across learning and working practices. | Promote and embed education for sustainable development (ESD) across learning and working practices. |
| PD2 | Working towards this. | Contribute to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement. | Make a range of contributions to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement. | Show capacity to lead to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement. | Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement. |
| PD3 | Working towards this. | Explain your own view of teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional and ethical contexts. | Discuss different ways of thinking about teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional and ethical contexts. | Critically evaluate different perspectives of teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional and ethical contexts. | Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |

# Appendix A – An annotated Review of Progress

**Practice Theme - Subject and Pedagogical Knowledge**

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|  | **Emerging** | **Competent** | **Good** | **Very Good** | **Practice Aspiration towards QTLS** |
| SPK1 | Working towards this. | Demonstrate secure subject specialist knowledge in teaching and learning.  Has excellent subject knowl. -colour theory  Uses knowl well – eg, questioning, links to work experience. | Demonstrate secure and current knowledge of subject specialism to underpin teaching and learning.  Able to sequence and deliver F Dip – context -current  Colour workshop – inspiring-  Obs 4, 5,6 -breaks topic down/challenges – great learner progress | Apply depth of subject specialism knowledge to support learners. | Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. |
| SPK2 | Working towards this. | Use a range of educational research, pedagogy and assessment to develop evidence-informed practice  Uses relevant research in planning rationale – esp. direct instruction techniques, organisation learning, personalised . Good application of social learning theories in a workshop setting. To devel. critique | Systematically engage with educational research, pedagogy and assessment to develop evidence-informed practice | Systematically engage with a broad range of educational research, pedagogy and assessment to develop evidence-informed practice  Has identified research topic and provided excellent review of ESD in A&D presented at Dept meeting  Contribution to Dept curric. Project  Using research to plan museum project | Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. |
| SPK3 | Working towards this. | Demonstrate secure knowledge of special educational needs and disabilities to create inclusive learning experiences. | Demonstrate secure and current knowledge of special educational needs and disabilities to create inclusive learning experiences.  Keeps useful tracking for all learners.  Always works well with LSA  Used good adaptive techniques for SpLD  Attended CPD on ADHD | Apply depth of knowledge of special educational needs and disabilities to create inclusive learning experiences. | Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |
| SPK4 | Working towards this. | Explain appropriate and fair methods of assessment which enable learners to make progress.  Has ref’d assessment documentation to ensure approp methods | Give examples of appropriate and fair methods of assessment which enable learners to make progress.  Good pitch on marking rationale on F Dip  Formative – lots of examples  Creative, fair strategies  Attended moderation  Good understanding of criteria | Discuss, with evidence, appropriate and fair methods of assessment which enable learners to make progress. | Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. |



# Appendix B – PGCE FE Professional Report 2

**PGCE FE – Professional Report 2**

1. **An Introduction**

*The Professional Reports are cumulative reports of progress and teaching grades for the PGCE FE teaching practice module, PGFE3000. Grading judgements are negotiated between the trainee, tutor and mentor (the tripartite team). The first PR is written by the trainee and tutor and the second and third PRs are written by trainee, mentor and tutor. Reports can be discussed before being written among the team but should be uploaded in sequence.*

*The sequence for compiling the report is as follows – trainee submits their PR, mentor then submits their report (for PR 2 and PR 3 only) and the tutor then submits their final report and confirms the teaching grade.*

*Grading must reflect the judgements from formative and formal observations and feedback from tutors, trainee's annotated Review of Progress against the Professional Standards, the completed Review of Progress Evidence Table in PebblePad and other relevant evidence.*

*Professional Reports can be structured using the Review of Practice headings:*

***Evaluating Practice (EP); Subject and Pedagogical Knowledge (SPK); Learner Engagement (CLE); Planning for Learning (PfLA); and Professional Development (PD). What are the trainee’s strengths and development targets for these areas?***

**2. Professional Report 2 - Example Report**

*Note: the Professional Report can be full sentences or bullet points. The most important thing is to link to the trainee’s subject/teaching so that their subject knowledge and pedagogical progress is evident. You should refer to the Review of Progress for descriptors and grades.*

**Evaluating practice (EP)**

You have reflected on your practice through our regular conversations and demonstrated a good awareness of your own strengths and areas for development. You have systematically evaluated the effectiveness of your teaching delivery and showed your willingness to plan effective action to meet the needs of the learners in your groups, adapting sessions week on week. We have talked about your own values and beliefs, and you have been willing to adapt and explore alternative positions.

This is an area that you could continue to build upon as you develop your identity as an educator and one that will give you confidence to take the lead in planning sequences of lessons. Having this set of values and using your own experiences of being in education will help you to take more of a lead when finding ways to enable learners to acquire the necessary skills in relation to the curriculum. You have discussed how working in alternative educational settings has given you fresh perspectives. Don’t be afraid to discuss your values with learners and your belief in the value of art and design in a wider context than the classroom.

**Subject and pedagogical knowledge (SPK)**

You have provided some good online contextual studies lessons for the Foundation Diploma which have given you opportunities to show a secure and current knowledge of contemporary practice along with historical movements. You have adapted the delivery to take into account the range of pathways that students are currently pursuing. Your lesson sequencing has effectively fitted in to the scheme, providing learners with a strong foundation of knowledge that has genuinely enabled them to contextualize their own work more confidently. You have considered carefully how the lessons will help with individual learner progress and achievement. Colour workshops with year 1 students have built their knowledge and confidence in painting and colour theory and have been well researched and used different strategies for teaching and learning including practical workshops and presentations. Through your theoretical research you have carefully considered how different approaches to teaching and learning can help to provide the most inclusive experience. You have come up with some thoughtful ideas to make lessons personal and inclusive, including making card constructions of personal items as a vehicle for exploring different approaches to colour mixing. They have clearly enjoyed your lessons and made genuine progress.

**Classroom and learner engagement**

You have an enthusiasm for your subject which is evident in your planning and the quality of the material that you produce to inspire and enthuse the students. Your natural reserve means that you don’t always communicate this enthusiasm when talking to the students. You have good one to one relationships with the students that you have been teaching and you have worked hard with them individually to ensure that they are meeting the intended outcomes. Activities have been appropriate to the different levels of learners that you have been teaching and have also been varied. You have encouraged learners to actively discuss with each other the outcomes of the sessions and have encouraged 2nd years to take ownership of their learning through the reflective journals.

Next Steps - When talking to the group as a whole, you could communicate your enthusiasm by showing examples of your own work or talking about your own creative ethos. This would help them to see you as a creative practitioner as well as an educator and exemplify the value of art and design to your learners. You have found it more challenging to be flexible and adapt the pace of the lessons as you still find it daunting to respond to the group when not using the materials that you have prepared. This will come with time, and you could try to actively engage with the whole group more frequently to develop your confidence in this aspect of your teaching.

**Planning for learning and assessment (PfLA)**

Your lessons have incorporated a diversity of artistic practice from different social and cultural sources and you have demonstrated this understanding in the material that you have covered in all of the lessons delivered, including your lessons on appropriation, performance and material culture. You have planned activities that are engaging and stimulating and have enabled learners to produce really good work that has given them confidence in their abilities. You have built on this over several sessions to create a safe and productive working environment particularly in the year one lessons. Your online lessons have been well planned and you have considered barriers to learning when devising ways to make the delivery interactive and maintain learner engagement. You have adapted the lessons when taking into consideration learners with SENDS and have closely supported one student in particular to manage their time and be more productive.

You have used technology effectively when delivering both your online lessons with use of virtual galleries and video clips as well as in the workshop. You have used QR codes, apps and quizzes to engage learners quickly into the session and you have also considered how to incorporate English into the sessions, expanding their vocabulary and their understanding concepts such as abstract and concrete nouns. These have been genuinely useful to learners and could be re visited regularly to consolidate their understanding.

Next Step s- It might help to keep more detailed records of individual progress to allow you to monitor learners progress more closely. You are beginning to develop strategies for questioning learners to assess the learning and again you might find it helpful to develop a profile for individual learners so that you can target your questioning more effectively.

**Professional Development (PD)**

You have set clear expectations in the workshops and led by example with your calm and focused delivery. This has had a positive impact on the year 1 and the environment that you have created is positive and calm. You have actively engaged in updating your subject knowledge through the life class (some great drawing!) and visiting exhibitions as part of your research for lessons. You have worked really well as part of the team and have been a willing and hard-working member of the department, helping to set up and pack away and staying behind to contribute to other activities such as setting up displays for open day. These extra duties are a big part of being in a dynamic department and you have shown that you are more than happy to contribute and to build mutually beneficial relationships with the team.