Course Companion

for T Level Technical Qualification in Education and Early Years

Element 9: Reflective Practice

Update v1.1, August 2023

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POD 11315

Contents

Teacher's Introduction

This course companion is for **Element 9: Reflective Practice**, part of the NCFE Cache T Level Technical Qualification in Education and Early Years (603/5829/4). The aim of this resource is to guide students through the core content of this element, providing them with in-depth information that covers each of the specification points. This resource aims to provide students with the knowledge and skills that will help them succeed in the assessment for this qualification.

> **Remember!**
> Always check the exam board website for new information, including changes to the specification and sample assessment material.

For clarity and ease of use, the content of this course companion matches the order of the specification points. The content is structured as follows against the element's learning aims:
- **9.1** – key concepts of specific models of reflection and how they can be applied in practice
- **9.2** – current priorities and debates in education
- **9.3** – why practitioners engage in feedback and continuing professional development (CPD)
- **9.4** – how practitioners can meet their own developmental needs

Throughout the resource, there are key features to keep an eye out for:

Keywords: used to draw students' attention to various keywords throughout the unit.

Did you know? Provides further information and additional content to inspire students.

Case studies: Help students to apply the issues identified in the resource to real-world scenarios.

Applied activities encourage application of knowledge to the case studies or to real-world scenarios in the health and social care sector.

Research activities inspire further research and stretch and challenge higher-ability students.

Some of the activities can be completed using either computers, mobile phones or tablets to aid students' research, and/or can be completed outside the classroom as homework.

There is also a set of **revision questions** provided at the end of each section (with answers included). These questions should help students recap their knowledge throughout the course companion and will ensure that they have understood what they have read.

December 2021

Update v1.1, August 2023 *(to match specification changes for first teaching September 2023)*
- Reference to 'Education and Childcare' has been amended to 'Education and Early Years' throughout.

Chapter 9.1: The key concepts of specific m and how they can be applied in p

It is important that people involved in education and childcare behave as responsibly and appropriately as possible, in a wide range of situations. One way to achieve this is by thinking about what behaviour choices you have made in the past. You can then think about what went well or not so well. This gives you a starting point for planning how to get a better result next time.

This way of learning by reflecting can be used to learn how to be an education professional during your initial training. It is a method for working educational professionals to extend their skills; for instance, when learning to work with children and young people who have specific additional needs. It can be a good way to think about a situation where things might not have gone as well as you hoped, so that you do not repeat mistakes.

Here we have three models of **reflection**, which support you to think carefully about your actions and to learn effectively for future improvement. They are Kolb's experiential learning cycle, Gibb's reflective cycle, and Boud, Keogh and Walker's **model**.

> **Reflectio**
> **Model:** a
> how som
> show how

Kolb's experiential learning cycle

David Kolb is an American who develops theories about education. He published in 1984. Kolb's experiential learning cycle is about the stages people go through w

Kolb is particularly interested in what goes on in a person's mind when they are start to want to learn something by being introduced to a new experience. Once you have an idea in your head that can be applied to other, similar situations. Th motivation to learn, the circumstances that allow you to learn, and the ways you This might sound obvious, but it is an area where many people have very differe stages of learning take place and how to support them. For instance, in a very tr motivation is assumed to be a desire to achieve a good mark, or ultimately to pa Learning in this model takes place because someone else (an 'expert') explains f you have learnt by writing answers which show that you can remember the facts ways to use those facts in a theoretical scenario.

Kolb's ideas are very different from the model which sees learning as transfer fro Kolb puts real-life experience at the centre of his learning cycle. In Kolb's cycle, t from being put into a new situation and realising that you need to develop yours from an expert, you learn by thinking about your own experience in a deep and t gives you ideas about how you might cope better with the new experience next When you try out these new behaviours, you think about them afterwards and r your performance.

Concrete experience: you are aware of what is going on and notice things that you would like to think about in order to become more effective

Active experimentation: you decide what aspects of your actions or behaviour you are going to change and consciously do something different next time you are in a similar situation to see whether it helps

Re
de
co
we

Abstract conceptualisation: you ask yourself what you could have done better or differently, coming up with a range of possible alternatives based on your **reflective observation**

Kolb's experiential learning cycle is a good way to think about the sort of learnin
to become a teacher (because teaching is a complex process involving several pe
once). No expert could teach you exactly how to respond to every teaching situa
no exam you could sit would show that you are capable in a real classroom. The
model which supports you to learn from experience, instead of making the same
traditional model of learning is not effective for practical teacher development, v
learning cycle in the classroom by designing learning activities which are more li
on facts and worksheets. Kolb's idea about how people learn is usually shown as
as you continue to learn.

Kolb's learning styles

Different people learn in a variety of ways, and Kolb went on from his experiential learning **cycle** to develop a theory of four learning styles. These styles depend on whether you prefer to explore the effectiveness of actions by observing them (reflective observation) or by doing them (active experimentation), and whether you prefer to take in information by relying on your feelings (concrete experience) or your thinking ability (abstract conceptualisation). Obviously, to use Kolb's **experiential** learning cycle effectively, you need to go through all four stages, but Kolb thought that individuals' innate preference for certain ways of experiencing and responding to the world could give further insight into how they are likely to learn from and act on his experiential learning cycle.

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                        ┌─────────────────────────┐
                        │ Concrete experience     │
                        │ Feeling-focused         │
                        └─────────────────────────┘
                                    ▲
┌──────────────────────────────┐   │   ┌──────────────────────────┐
│ Learning style: accommodating│   │   │ Learning style: di▓      │
│ (feeling and doing)          │   │   │ (feeling and watc▓       │
└──────────────────────────────┘   │   └──────────────────────────┘
┌──────────────────────────────┐   │
│ Active experimentation       │◀──┤
│ Doing-focused                │   │
└──────────────────────────────┘   │
        ┌──────────────────────────┐│   ┌──────────────────────────┐
        │ Learning style: converging││   │ Learning style: as▓      │
        │ (thinking and doing)     ││   │ (thinking and wat▓       │
        └──────────────────────────┘│   └──────────────────────────┘
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                        ┌─────────────────────────┐
                        │ Abstract conceptualisation│
                        │ Thinking-focused        │
                        └─────────────────────────┘
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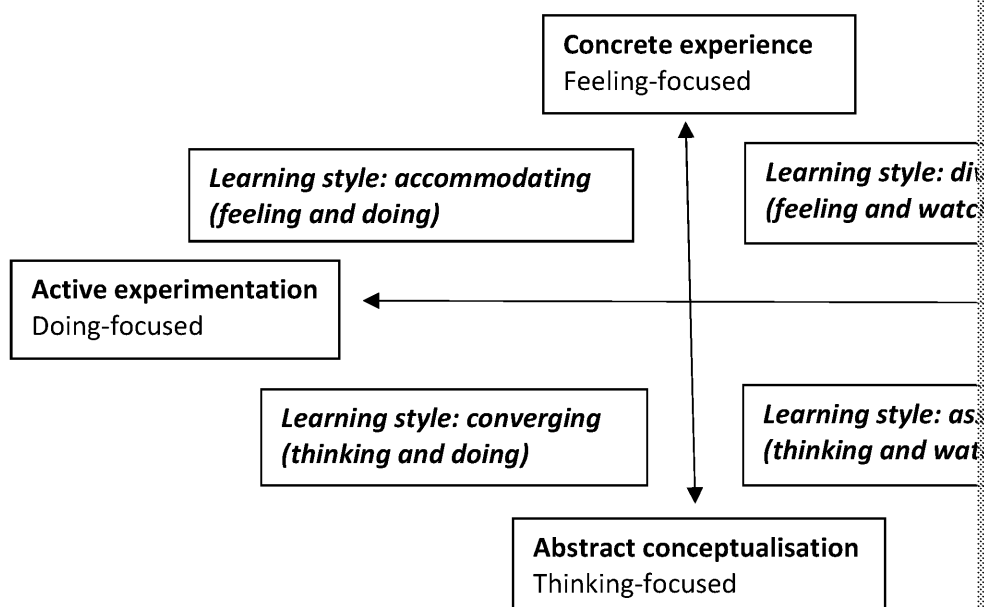
Kolb believes that you cannot do the two activities on either end of the long arr▓
cannot think and feel at the same time, or do and watch at the same time. Beca▓
choose one of the two paired activities as a preference, which leads to four poss▓
thinking and doing, thinking and watching, feeling and doing, and feeling and wa▓
of each learning type. Do you recognise yourself in any of these descriptions?

Feeling and doing (Accommodating learning style)	This learning style is the most common. People▓ practical and hands-on. They get their informa▓ them, then apply it in their day-to-day lives rath▓ situation and thinking of a possible solution.
Feeling and watching (Diverging learning style)	People who prefer this learning style gather inf▓ going on and using their imagination to come u▓ at group work and activities which require a lot▓ such as brainstorming and creative projects.
Thinking and doing (Converging learning style)	People who prefer thinking and doing prefer pr▓ up with ways of using ideas in real life.
Thinking and watching (Assimilating learning style)	People with a preference for thinking and watc▓ better than practical activities. They like to hav▓ organise information into a logical format.

Applied activity:
Reflect on what type of learner you are. Answer the following questions:

- What sort of learner do you think you are?
- How does this show in your teaching?
- Think of your own teachers. What sort of learners do you think they are?
- What aspects of their teaching make you think that?
- Do you prefer a particular type of teacher?
- Do you think that this is because of your preferred learning style?
- Do you think it is important to have a variety of different approaches to teaching? Why?

Example of Kolb's reflective practice

David is studying Education and Childcare. He has to prepare a Maths lesson for a group of children. He thinks he has done a good job, and has prepared a nice, easy starter for them. When he gets to the lesson, the children find the starter really difficult. Completing the task takes much longer than David thought. David and the children get a bit frustrated, and they don't get through all the work David planned to do. This is part one of the cycle, the concrete experience, or what actually happened.

Afterwards, David thinks about the situation using Kolb's reflective practice. In the reflective observation phase, David thinks about the lesson. He compares what he thought would happen to what actually happened. David rea was 'easy' actually needed the students to have a skill they had not practised yet

David goes on to the abstract conceptualisation part of the cycle, where he think will be useful to him in the future. He realises that he can't think of exercises as about the skills each exercise needs, then think about whether the students he i (For instance, most people would say putting on your shoes is 'easy', but there i needed to fasten Velcro fastenings compared with laces.)

In the active experimentation phase of the cycle, David is planning his next lesso lesson objectives and has thought of some great ways of getting the children to breaks down the skills for each activity to make sure he is confident the children skills to tackle the tasks.

David goes into the lesson and teaches his planned activities. He is back to the c reflective cycle. He can continue to use the cycle to improve his teaching by thir from each experience he has. This time, David's exercises are straightforward fo the lesson with increased confidence. When he thinks about the lesson, David is that one of his students, Beth, was working more slowly than the others. David think about this and to work out how best to support Beth (and other slower wo

Applied activity:
Think of a practical education-related experience you have had recently, where someone's learning.

Use Kolb's reflective cycle to reflect on the experience and develop some ideas performance next time.
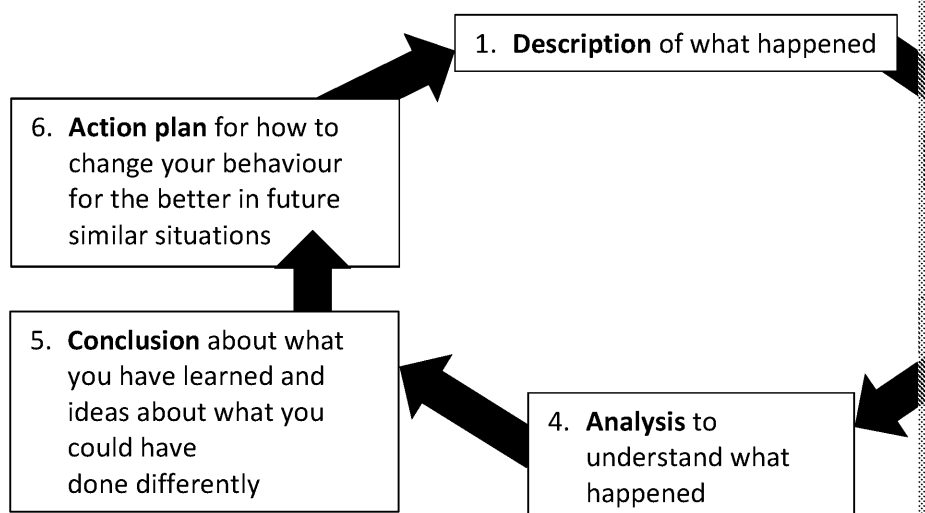
Discuss your ideas with a partner.

Gibb's reflective cycle

Graham Gibb is an American sociologist and psychologist. He published his reflective cycle model in 1988. The reflective cycle goes round in a circle, like Kolb's experiential learning cycle, so it is particularly useful for experiences that are repeated, such as teaching a particular class or a particular subject. Gibb's reflective cycle is also a learning method that is based on lived experience. However, it is different from Kolb's experiential learning cycle because it separates the description of the experience from considering the feelings involved. This is significant because feelings are often ignored in learning situations as they are sometimes considered irrelevant to **logical thought** or **objective attitudes**, although in fact feelings add an important dimension to learning.

In Gibb's reflective cycle the experience is first described, as it happened. Then the feelings about the experience are considered. This could be the feeling was occurring, and feelings you have looking back on the experience. This is imp already be having different feelings looking back which give you a clue as to how future. For instance, if you were proud at how well you stuck to your lesson plan disappointed afterwards because you can see that you did not support a certain too focused on the plan, you can already see that incorporating flexibility into yo improvement. It is important to follow stage 2 (feelings) with stage 3 (evaluation just stay with the feeling, rather than looking deeper into the situation. For insta disappointed, as in the example, you might just conclude that you are a 'bad tea come up with a plan to improve. Evaluating what went well or badly, analysing w about what was in your control and could, therefore, be done differently next tir developing an action plan for the next time you have a similar experience.

Gibb's reflective cycle covers six stages:

1. **Description** of what happened

6. **Action plan** for how to change your behaviour for the better in future similar situations

5. **Conclusion** about what you have learned and ideas about what you could have done differently

4. **Analysis** to understand what happened

It is helpful to break down the stages by asking questions at each stage. There a[...]
questions in the table below.

Description	• What happened? • When/where did it happen? • Who was there? • What actions did people take? • What effect did this have? • Is this what I hoped would happen?
Feelings	• How did I feel while the events were going on? • How did the other people feel? • How do I feel about it now?
Evaluation	• What went well? • What did not go so well? • How did my actions and the actions of other people co[...]
Analysis	• Why did things go well (or not so well)? • Why might that have been? • Where can I get other insight or knowledge to help me [...] trusted website)?
Conclusion	• What did I learn? • How could things have gone better? • What skills do I need to develop? • What could I have done better/differently?
Action plan	• How will I develop the new skills I need? • How will I make sure I do things differently next time?

Applied activity:

Apply the Gibb's reflective cycle questions to a different recent educational ex[...]
you were in charge of someone else's learning.

Summarise your experience in a journal.

Did the questions help you to gain insight into your experience?

Using Gibb's reflective cycle with the questions is helpful because it gives a wider **perspective** to the situation. It is fairly easy to describe what happened. However, if you do not take the time to acknowledge your feelings a lot of useful information can be lost, and hasty decisions reached. For example, it would be easy for David in the Maths teaching example to decide he was a bad teacher, or the students were 'stupid' or 'naughty' when his lesson did not go well. It is much more helpful to reflect on the situation as a whole. This could help someone like David see that he felt disappointed with his performance, and the students were probably frustrated because they could not do the work. He can then go on to think calmly about how to improve his skills for next time.

Applied activity:

If you completed the applied activity on page 5 (Kolb's reflective cycle), answer[...]
thinking about the same experience. Did using Gibb's reflective cycle add any [...]
experience? Do you prefer one reflective cycle over the other? Why?

Make a list of the three most useful aspects of using a reflective cycle to think [...]

Gibb's reflective cycle in practice

Description	Yasmeen is a teacher in her third year of teaching. She knows t... learners in her class who will require support for specific additi... to develop her knowledge, understanding and skills so she can... learners. She uses Gibb's reflective cycle to consider her optio... (Because she is thinking about the future, she will think about... future tense; for instance, in Analysis she would ask 'What mig... than 'What went well / not so well?'.)
Feelings	Yasmeen reflects on her experience of teaching learners with s... She reflects on how well it went and thinks about the aspects c... had gone better. (Feelings of contentment, pride, concern, dis...
Evaluation	Yasmeen acknowledges that she feels sad that her skills were n... She knows that she feels responsible for getting the best outco... classroom. She feels motivated to improve her knowledge and... meet specific additional needs in the classroom.
Analysis	Yasmeen considers the specific additional needs of the learner... compared with learners she has taught in the past. She consid... areas for development. She investigates the options available...
Conclusion	Yasmeen considers all the factors that will impact how she cho... specific additional needs of the learners she will have in her cla... considers how much time she has to dedicate to improving her... course or book would cost, whether she will have to factor in t... course, and how far away it is.
Action plan	Yasmeen looks at all the steps she has gone through. She is in... about what skills she needs, how much time and money she ca... skills, and what method is best for her to use to develop her sk...

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Bein...
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Applied activity:
How do you think your ideas, feelings and behaviour interact when you are te... interaction make it easier for you to see ways to change your behaviour for a... your learners?

Make a short guidance leaflet to help someone else use reflection to improve...

Boud, Keogh and Walker's model

David Boud, Rosemary Keogh and David Walker published their model of reflecti
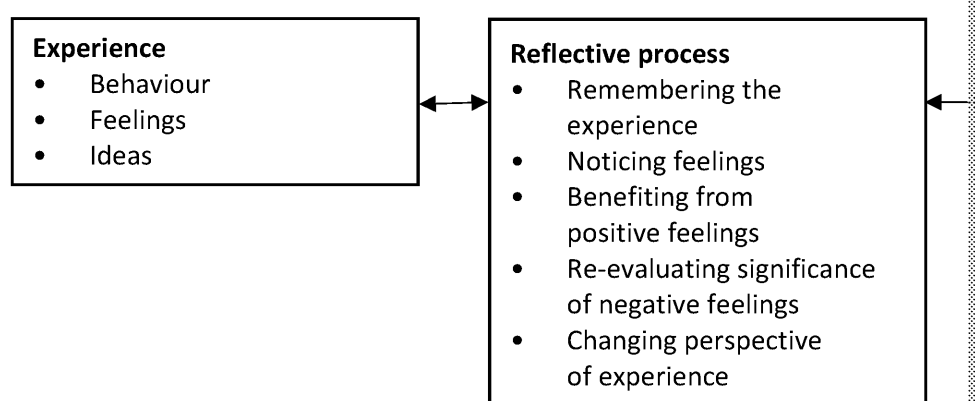three stages to their model:
1. The first stage is having the experience itself.
2. The second stage is the reflective process.
3. The third stage is the outcome. The outcome is the changed behaviour or b
   gained from thinking carefully about your experience.

Boud, Keogh and Walker's reflective process involves remembering the behaviou
particular experience and thinking about them carefully. Boud, Keogh and Walk
special attention to the positive feelings about the experience, and any negative
you from developing. Once these have been identified, you should be able to ge
use the positive feelings to make progress. For instance, David (from the first ex
feelings around the care he had put into his planning, and his desire for his stude
feelings about the exercise that had prevented the students from making the pro
When he reflects on the fact that the failed exercise shows that he needs better
wants his students to do, instead of showing him to be a 'bad teacher', he can us
It should become clear to him that he likes planning, and is good at it, but needs
evaluating tasks so that he can be more confident in his plans in future. Yasmee
will have learners with specific additional needs in her class next year, and notice
experience, but that she also feels worried because she is afraid her skills are no
She can turn her fear about her skills into the motivation to learn more, and be h
broadens her experience as a teacher in the coming year.

An advantage of this model is that it involves your feelings by specifically putting
than asking the more usual question – 'What do you think?' – on its own. When
distance ourselves from the thing we are thinking about. Reflecting on feelings a
immediate reaction to an event. This can give us information we might otherwi
were afraid of failing when a child did not understand our teaching. We might th
notice that the fear of failure made us more impatient. Finding ways of dealing
fear and impatience are just as important to improving your teaching as thinking
about how to explain your subject more clearly.

A disadvantage of Boud, Keogh and Walker's reflective process is that it does no
encourage looking for help from outside yourself; for instance, by talking to a
mentor or by looking beyond your own experience. Collaborative learning is a v
effective way of developing yourself. Some examples are peer observation,
research, workshops, and feedback from a more experienced practitioner.
These are examined in more detail later in the chapter.

Diagram of Boud, Keogh and Walker's model:

Experience	Reflective process
• Behaviour • Feelings • Ideas	• Remembering the experience • Noticing feelings • Benefiting from positive feelings • Re-evaluating significance of negative feelings • Changing perspective of experience

9.1 Revision questions

1. Give **two** differences between Kolb's learning cycle and Gibb's reflective cyc

2. Describe the usefulness of reflecting on feelings in Gibb's reflective cycle.

3. Explain **two** reasons why it is important to study different learning theories
   of each when teaching others.

4. Eileen was teaching a Science lesson in the afternoon, when a pupil in her c
   behaviour. Eileen directed the pupil to stop, but the student shouted 'I don
   ran out of the classroom. Eileen followed school procedure to deal with the
   with how things had escalated in the classroom.

   Use Gibb's reflective cycle to analyse Eileen's options for developing her be

5. Analyse the advantages and disadvantages of the three models described in
   Pay attention to how feelings, observation and analysis are brought into the

Everyone goes to school and, on the surface, it looks as though nothing much has changed over the years: school starts at around 9 o'clock, there is a teacher in every classroom, pupils eat a school lunch and are given work to do at home in the evening. However, there are questions and debates even about the things in that simple list. Is an early morning start the best for teenage brains? How can teaching assistants be deployed most effectively to support learners? What does a nutritious lunch (that young people will actually eat) look like? If you ask your parents what their homework was like, and how their teachers treated them, you will find there are plenty of details that are different from what you experience now. This is because education is constantly changing and evolving. This section will examine some of the current priorities and debates in education under the headings of education reform, national assessments, technology, and children's health and well-being.

Education reform

The impact of the National Curriculum

The National Curriculum was first introduced in schools in England and Wales in Reform Act. Education is now a devolved matter, which means that the Welsh A legislation for schools in Wales. This means that the current National Curriculum schools in England which are run by their local authorities. The National Curricul objectives for the curriculum in primary and secondary schools. It is a statutory must be followed by law in schools where this law applies. Academies and indep to follow the National Curriculum by law, but many do so anyway.

Research activity:

Discuss the National Curriculum descriptors for your chosen key stage or subje

zzed.co.uk/11315-National-Curriculum

The purpose of the National Curriculum is to ensure that all pupils in schools in E that will lead to them being educated citizens of a modern democracy. It is not a broad education, but is considered as the core knowledge that every individua The call to introduce a National Curriculum began with a speech by the then Prim 1976. The idea was to introduce a core of knowledge that was the right of all to for postcode, sex, class, or intellectual or physical ability. This may seem obviou a time when educational establishments had been traditionally divided into girls academic schools, practical schools and special schools, and private schools and curriculum that was 'tailored' to their students, i.e. based in part on what we wo classist or ableist attitudes.

The first National Curriculum, introduced in 1988, was not very well received by insult to their professional ability to be 'told what to teach' by central governme National Curriculum was very detailed and time-consuming to deliver, and many of opportunities to offer young people experiences that did not relate directly to knowledge' but helped to develop them in other ways, such as artistic or cultura National Curriculum in 1995, 2000, 2008 and 2014 have mostly focused on redu the requirements more flexible, while also increasing the emphasis on the teach

Applied activity:
What impact do you think recent significant national events, such as Brexit and
National Curriculum? Consider this from the point of view of what schools, po
families might consider important. Is there any conflict of interest between th
what is important for students to be taught?

Write up your ideas as an article for the *Times Educational Supplement* (*TES*).

As can be seen by the dates of reform, both Labour and Conservative
governments have maintained and adapted the legal status of the National
Curriculum. (The reforms proposed by Labour in 2008 were not adopted as ther
was a change of government before this could happen.) This is in spite of the fac
that both Labour and Conservative governments have also encouraged
maintained schools in England to opt for academy status, and academies are not
required to follow the National Curriculum. The National Curriculum is, howevei
still a very influential document and is used as the foundation of the curriculum
on offer in many academies and independent schools.

Thus, it can be seen that the National Curriculum is now widely accepted as a co
access to education regardless of where you live or who you are. Most teachers
educated within the framework of the National Curriculum and have spent their
The different changes through the years have had a significant impact on some s
changes to the National Curriculum can be affected by realities in the educationa

Case study:
The place of modern languages within the National Curriculum is an example of i
world interacts with the National Curriculum. The study of modern languages wo
for the above-average students only, but modern languages were added to the N
that every child in secondary school was meant to study at least one, putting ext
From 1996 it became compulsory for all students to study a modern foreign lang
context of equality of opportunity for all and the impending introduction of the ri
country of the EU in 1998, this was an enabling move on the part of the governm
had other implications, including the recruitment of teachers, the motivation of s
that it was harder to pass a GCSE in a Modern Foreign Language (MFL) – a very s
introduction of school league tables in 1992, which ranked schools based on thei
From the position of MFL GCSEs for all, modern languages saw a decline over sev
being excused study of the subject in greater and greater numbers, and the GCSE
2004. This had a direct impact on teachers of the subject being able to find empl
MFL study being greatly reduced in a lot of schools.

It can be seen that the National Curriculum exists in a very complex position with
ideals of the type of education that should be offered, the practical factors affect
schools' ability to deliver it well, wider political movements that see certain aspe
the curriculum emphasised and the wider role of the Department for Education, c
effect that this has on the delivery of its own National Curriculum (for instance, s
league tables and Ofsted inspections, which are discussed in more detail later on
chapter). The interaction of all these factors inevitably has a knock-on effect on i
day-to-day professional lives of teachers, and the opportunities that are or are n
available to them to develop their careers.

The pros and cons of selective education

'**Selective education**' is an education offered to certain individuals after some so
selection criteria have been applied. In the context of education, this is usually b
on an assessment of academic achievement. The assessment itself could consist
SATs, the eleven-plus (in areas that have a grammar school system, such as Kent
GCSEs, A Levels or T Levels. The very fact that you are studying at Level 3 means
have been selected as a suitable candidate via your achievements at Level 2, whe
you managed this through the traditional GCSE route or through other courses a
FE college. If you apply for university, you will again be selected based on an
assessment of your academic achievement.

There are obviously distinct advantages to this system:
- You are able to understand and interact with the course materials.
- You continue to pass the academic tasks that you are set, you are developir
  enhanced and you are well on your way to becoming a well-rounded, usefu
- The system in England also allows for some flexibility, so, for instance, an in
  GCSEs (which can happen for all sorts of reasons) is not forever barred from
  individuals who did achieve five passes including English and Maths. FE coll
  courses, and universities offering foundation courses, can allow people who
  academic progression to re-enter the system when they are academically re

However, the concept of 'selective education' is often applied to people based o
this selection and its outcomes reflecting the choices and desires of the learner.
old eleven-plus examination, which all children in England and Wales took betwe
whether they would go on to an academic education at a grammar school or a m
secondary modern school. Twenty-five per cent of pupils went to grammar scho
and learners from private schools, who made up the five per cent of school leave
Most people nowadays would regard this as a most unfair system, as it determir
individual while they are still a child and does not have any built-in routes to allo
they are a late bloomer.

Compared with the **academic selection** which governs our current educational p
through school, the system of grammar schools and secondary moderns was ver
narrow and limiting for all concerned. Some people, however, regard the gramn
school system as a way for academically talented individuals from less privileged
backgrounds to access an elite education tailored to their ability, allowing them t
take up careers that might not be open to them without the academic support o
school focused only on this type of education. As recently as 2017 the Conserva
Party proposed to end the ban on founding new grammar schools introduced by
Labour in 1998, but has since changed direction, announcing investment into
existing schools instead.

Research activity:
Look at the websites of these two organisations: the National Grammar School
(**zzed.co.uk/11315-ngsa**) and Comprehensive Futures (**zzed.co.uk/11315-Comp**
articles and reflect on your own position with regard to selective education. W
your own education?

Pros and cons of selective education (grammar schools)

Pros	Con
• Widens the choice parents have for their children's education • If a student is capable of achieving well in a very academic, competitive environment, grammar school provides an excellent environment for them • Students in grammar schools do have a higher pass rate for exams than pupils in comprehensives	• Poorer students are less likely 2016, less than three per cent claim free school meals, comp all maintained schools[1] • Grammar schools do well bec from middle-class background • Comprehensives in areas wher schools do worse than similar no other option because the st grammar school entrance test

1 zzed.co.uk/11315-grammar-schools

In her book *A Good School: Life at a Girls' Grammar School in the 1950s*, Mary
students were put into sets within the school. She says that most of the stude
backgrounds ended up in the bottom set, and tells the story of a middle-class g
bottom set but was then moved up after her father complained to the school t
with the 'wrong sort' of people.

Applied activity:
If, as Mary Evans recounts, the 'bottom set' at her grammar school was made
and the 'top set' was made up of middle-class students, how do you think this
attitudes to the students' abilities and aspirations?

Can you think of any examples from your own experience? What could be dor

Write an email to the Association of School and College Leaders to persuade th
education at the heart of their agenda.

Once a learner is at school, there is still the question of an individual's ability to
them. It is very common nowadays for there to be a combination of selective an
going on in most schools. This is most usually arranged by setting the learners fc
believed that being in a group of students with a similar level of understanding is
progress. This is usually true of subjects which are high stakes for both the scho
because they are examined in national tests, such as SATs in primary school, or b
tiers at GCSE, such as Maths and Science, and, therefore, the content is significar
whether you are entering for Foundation Tier or Higher Tier, or because the outc
significance to the learner, such as GCSE English Language, which is not examine
seamless progression to Level 3 study.

Other subjects, such as the humanities and the arts, are
often taught in mixed-ability groupings. This allows the
benefits of non-selective education, such as hearing as
wide a range of viewpoints as possible, working in groups
and appreciating that individuals have different strengths,
peer support for slower learners, good self-esteem and an
appreciation of the range of abilities that exist without the
stigma of being 'at the bottom' or the fear of 'being
moved down'.

Applied activity:
How might you ta
ability levels to e
designing activiti

Make a list of at l
them in groups to

Don't forget that a 'selective' group will have a range of abilities, and a mixed-ab
smaller groups for working, which reflect all sorts of different ability combination
difficulties can also be present in any type of learning group. Differentiation and
and the aim is to be supportive of the learners, giving them the best chance to st

**Below is a list of some of the pros and cons of selective grouping:**

Pros	
• If everyone in a class has a similar level of ability, they can be pushed to achieve their best without the distractions of content that is either too hard or too easy for them • If the class is preparing for an exam with tiers, it is easier to focus on the requirements of one tier in one class • Being set with those of similar ability can foster a suitable work ethic, whether that is to pass an exam or to achieve the highest mark possible – mental energy is not wasted worrying about not being as clever as someone else or worrying that you should not push yourself due to peer pressure • It can be confidence-boosting to be in a class where your questions and contributions are on a level that your classmates appreciate and understand, whether you are asking for help or floating an idea you have just had. Not feeling stupid because everyone has the same challenges can be empowering and encourage a desire to learn.	• If the setting is ba⬚ preparation for th⬚ can worrying abo⬚ • If selection is bas⬚ be having a bad d⬚ ability group for a⬚ poor performanc⬚ • Ability is not fixed⬚ 'less able' early o⬚ block to their eff⬚ a self-fulfilling pr⬚ • Learners can put⬚ pressure to be in⬚ being 'put down'⬚ set, which is detr⬚ and self-percepti⬚ • A less diverse gro⬚ economic privileg⬚ achievement at s⬚ become segregat⬚ academic 'ability'⬚ be rich and lively⬚ feel at ease to lea⬚

High-stakes accountability and Ofsted

If you are accountable for something, it means that the responsibility for a task d⬚ someone will be checking to see whether you have been successful. 'High-stake⬚ you do not manage to achieve the task for which you are responsible, there may⬚ Ideally, you would only be held accountable for things which are within your con⬚ responsible for taking a primary-aged child to the park, it should be within your d⬚ safe places to cross roads and supervise their play to keep them safe in an envirc⬚ That does not mean it is not a 'high-stakes' situation – failure to keep the child sa⬚ highly undesirable outcomes for the child. However, it is highly unlikely to come⬚ can assess your capabilities, the skills required and the environment you will be t⬚ confident that you will be able to live up to the responsibility placed on you.

At first sight, the things that schools and teachers are held accountable for are si⬚ purpose and professional goals of schools and teachers. For instance, education⬚ keep young people safe and support them to get appropriate qualifications.

The government sees the purpose of school and teacher accountability as supporting a self-improving system. This is not an unreasonable aim – there was a time in this country when a primary-aged child could be employed cleaning chimneys or sent to play unsupervised in the street. So changing standards and holding people accountable can lead to significant improvements over time. However, all actions can have unintended consequences – to extend the analogy of the changing expectations for young children, there are many people who now believe that children are too well protected, damaging their development of autonomy and sense of what is a reasonable risk.
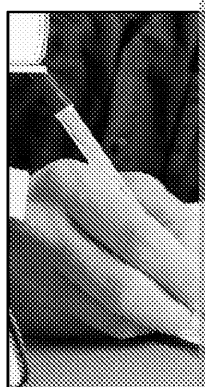
It was the 1988 Education Act which most fundamentally changed the power stru... had been established in 1944. The most significant changes were to the ways in w... who they are accountable to. The 1988 Education Act established a national curri... open enrolment of pupils (which meant that parents could apply to more than on... management of schools (which required schools to manage their own budgets), an... which were funded directly by central government without involving the local edu... This meant that schools were given more autonomy from local government at the... accountable to central government for what they taught, how it was assessed and... It also made them reliant on parental choice.

Four years later, in 1992, Ofsted (the Office for Standards in Education) was established. Ofsted introduced a new national inspection regime, in which all schools would be inspected regularly and the results published. In addition, school performance tables ranking schools' achievements in national assessments were published, allowing parents to compare schools in their dual role as consumers and citizens. Thus the accountability framework was established, based on the results of national tests and GCSE results, performance tables published in the national press, and inspection.

Applied activity:
Ask a teacher at yo... think are the effec... and Ofsted on the... the school, and on... Can you remembe... school was inspect... of this like from a ... the advantages an... and who do they h...

Effects of different aspects of accountability and inspections:

Results of national tests and GCSE results	• These determine a school's place in the league tables, and... about what to look out for before they even arrive in a sch... results are fundamental to the accountability scheme. As ... often do baseline tests on pupils at key points in their time... that learners have made progress, regardless of the final g... added' scores do not help schools with a lot of turnover in... system assumes steady, linear progress to be the norm. A... fundamental baseline for judging schools comes down to ... particular test on a particular day. The school is deemed a... it is not under their direct control, although of course they...
Performance tables published in the national press	• Schools in England are ranked according to their performa... 'value added', which shows progress, and the percentage ... with the benchmarks set by government, which shows ach... this is the percentage of pupils who achieve five GCSEs at ... is the percentage of students who achieve the expected st... the SATs tests. • Because parents can choose which school to send their chi... league tables makes a school more popular. Having a lot o... school: the school fills all of its places and, therefore, recei... catchment area is reduced and tends to fill with affluent p... house near a 'good school' and give their children experie... education, thus giving the school a better chance of gettin... parents and teachers are motivated because they belong t... reflected in their attitude to teaching and learning. Any pu... disruptive can be expelled or encouraged to go elsewhere... deal with the consequences of this as the spare place will ... • Being lower down the league tables comes with distinct di... that a school that is near the bottom of the league tables v... has funding implications. Pupils, parents and teachers can... is demotivating and could undermine the effort and suppo... Schools that are lower down the league tables are more li... more disruptive pupils from other schools who are looking... • A school's position in the league tables is very high stakes,... based on the actual performance of individual pupils in ex...

Inspection	• Before they go to a school, Ofsted inspectors look at the d[...] and achievement, and this will inform what they are looki[...] clearly easier to go through an inspection where the inspe[...] good performance, rather than looking for reasons to expl[...] exams, national assessments and performance tables all d[...] schools, there will always be schools that are 'below avera[...] • Ofsted inspectors assign a rating of 'Outstanding', 'Good', [...] 'Inadequate' after an inspection, and they publish a report[...] Getting a rating of less than 'Good' obviously impacts how[...] parents looking for a place for their child. This is an exam[...] Ofsted inspection is for a school, as the school has to displ[...] on its website until the next inspection happens. Getting '[...] 'Inadequate' obviously impacts the motivation and self-wo[...] at the school, making it harder to improve.

An inexperienced teacher went through her first Ofsted inspection some years ago. She was very worried because she had not had an easy time of her PGCE or her NQT year. She was afraid she would let the department down or be judged as an inadequate teacher herself. She worked from five in the morning until nine at night in the week running up to the inspection. When the inspector came into the classroom, the class behaved perfectly, and the inspector gave the teacher good feedback. It was very encouraging for a specialist from outside the school to validate her ability to teach.

Applied [...]
Ask a tea[...]
first insp[...]
they fee[...]
going to [...]
there we[...]
inspecte[...]
your clas[...]

High-stakes accountability and Ofsted put a lot of pressure on schools to perform[...] Confident schools which are proactive rather than reactive can thrive even with th[...] argue that it is important to have some sort of accountability measures in place. [...] a lot of pressure on staff and pupils all year round and between inspections as the[...] get good results and be 'ready' for an inspection is ever present. Teaching and le[...] being done for Ofsted and the league tables, not for the learners in the school. So[...] circumstances can find it more difficult to get 'Outstanding' and 'Good' judgemen[...] seventy per cent of the least deprived primary schools get 'Outstanding' or 'Good[...] cent of the most deprived primary schools. For secondary schools, seventy per ce[...] get 'Outstanding' or 'Good', compared with only twenty-five per cent of the most[...]

Applied activity:
Think about the schools in your local area. Do they have different reputations? What was the reputation of your secondary school? What was that reputation built on – was it the criteria used by Ofsted, or more personal opinions based on local people's actual experiences? Did your experience of the school match its reputation?

Research activity:
Read an Ofsted re[...]
personal knowled[...]
school in the repo[...]
have been left out[...]
or exaggerated? D[...]
document? Why?[...]
useful for?

Applied activity:
What was your experience of SATs? Did your school put extra emphasis on the[...] continue with a balanced curriculum?

Compare your experience to the experiences of your classmates.

How education is funded

The Education and Skills Funding Agency was formed after the merger of the Edu
Skills Funding Agency on 1st April 2017. It is accountable for funding education, a
children, young people and adults. The Education and Skills Funding Agency had
2019–20 financial year. This money is distributed to local authorities, academies
to fund the education they provide to children, young people and adults.

Children between the ages of five and 16 are entitled to a free place at a state sc
are funded directly from the government or through their local authority, depen

- **Community schools** are funded by the local authority, and are not influence
  These schools follow the National Curriculum.
- **Voluntary schools and foundation schools** are funded by the local authorit
  aspects of the school day, and are sometimes supported by religious groups
- **Academies and free schools** are independent from the local authority. They
  academy trusts, have more freedom around how they run and do not have t
- **Grammar schools** can be run by the local authority, a foundation body or ar
  Grammar schools select pupils based on academic ability, using an entrance
- **Special schools** can also be funded by the local authority or an academy tru
  special educational needs, such as social, emotional and mental health nee
  Within its specialism, a special school can focus very specifically; for instanc
  spectrum disorders.

For students aged 16–19, funding is provided by central government for courses
further education colleges, sixth-forms in schools, sixth-forms in academies, spe
authorities, special post-16 institutions and some higher education institutions.
variety of courses to suit the range of needs 16–19-year-old learners may have, a
provision for 14–16-year-olds who are directly enrolled at eligible further educat
worked out according to a formula which includes student numbers, whether th
course, the actual cost of the different types of educational programme, student
students with high needs, and an area cost allowance to cover higher costs for p
London and the South East.

Applied activity:
What are the advantages and disadvantages of decisions on funding and provision being made at local level or national level? Should religious organisations or businesses have an influence on education? Why / why not? Make a list of the pros and cons.

Research activity:
Look at the web p
for more detail on
calculated in Engl

Higher education in England is funded through a variety of sources, including stu
business. Students must pay a tuition fee for the course they are following. Any
has settled status, and who has lived in the UK for the three years prior to applyi
student loan to cover their tuition fees. The tuition fee portion of a student loan
government to the university where the course is taking place, but the student n
after they start earning an annual salary over the repayment threshold. Student
higher fees and are not eligible for student loans from the UK government. They
government of their own country, sponsored by a private company or pay their o
can also take out government loans, pay their own fees, receive funding from go
Research and Innovation or be sponsored by their employer.
In addition to tuition fees, universities get funding to carry out research from gro
departments, local authorities and the NHS.

National Assessments

The pros and cons of National Curriculum tests

National Curriculum tests are the statutory assessments (SATS) which are taken
at the end of Key Stage 1 and Key Stage 2. In Key Stage 1 pupil attainment is rep
tests in Maths and English, which are marked in school, in addition to teacher as
The subjects assessed are Maths, English and Science. At the end of Key Stage 2
are taken in more formal exam conditions on a set date, and are externally mark
their raw scores are converted to a scaled score to show whether the pupil is wo
The 'scaled scores' are developed by the exam boards to make sure that the sam
the same level of attainment every year. It is a way to cancel out slight differenc
from year to year, and makes it easier to compare a school's performance over t
mark required to show that a pupil is working to the required standard within a

There are pros and cons of the system of National Curriculum tests, as set out in

Pros	
Children are prepared for doing tests later in life	Children can get stres doing badly
Standards are maintained because the publication of the results means that all schools are interested in getting the best possible outcome for each child	The importance of the focus for the benefit of the pupils
SATs focus on skills rather than knowledge, so developing the skills for the assessments means that pupils are developing skills that will help them to make further progress at the next key stage	Preparing for the test types of educational e expression or play
Schools have a benchmark to assess pupil progress and their own educational effectiveness, which is needed for them to maintain or improve what they are offering	Not all schools have th Reception to Year 6, ar of pupils you are actua completely different g also be effective in ma by SATs, but this is not placed on the tests an

The advantages of GCSEs versus IGCSEs

What are GCSEs and IGCSEs?

The General Certificate of Secondary Education (GCSE) and the International Ger
Education are both exams that are usually taken at the end of Key Stage 4. The
and IGCSEs in a range of subjects. Many subjects are available in both formats, b
available in IGCSE.

What is the difference between a GCSE and an IGCSE?

The main difference between a GCSE and an IGCSE is that GCSEs can only be take
whereas IGCSEs can be taken in any country in the world, including the UK. The
for the range of schools which teach the English National Curriculum, in English,
outside the United Kingdom. There is usually no coursework component and the
by a final exam.

Why do some schools in the UK use IGCSEs?

In recent years, after the introduction of controlled assessment into the GCSE be
been a trend for independent schools to enter their students for the IGCSE even
the United Kingdom. This was related to a preference for a more traditional exa
what controlled assessment would entail, and what educational value it had. So
until the IGCSE results were declared invalid for consideration when compiling th
As a state school's position in the league tables is so significant to their ability to
demonstrate that they have achieved the outcomes for which they are accounta
only available to students in independent schools in the United Kingdom and int

Are IGCSEs easier than GCSEs?

Combined with the reforms of the GCSE in 2016, which removed coursework as well as taking away support such as providing maths or science formulae in exams, the fact that pupils in independent schools are more likely to be able to take IGCSEs has led to accusations that the IGCSE is easier and unfairly advantages pupils in independent schools. The Department for Education investigated this, and the preliminary report stated that there were slight benefits, of between a quarter and a sixth of a grade, for the IGCSE compared with the GCSE, although this also varied depending on the subject. The report also found that students who had sat the IGCSE achieved slightly lower grades than expected at A Level, compared to students who had sat GCSEs (between a sixth and a quarter of a grade lower).

Given the complexity of education as a process, and the many differences between the cohorts in independent schools and state schools in England when taken as a whole, it is unlikely that sitting IGCSEs instead of GCSEs in itself confers a significant advantage on independent school pupils, although the flexibility to choose from a wider range of specifications and exam types whi not available to state schools unless the state school is prepared to not include t students could take in their examination results.

Applied activity:

What are the advantages and disadvantages of offering a range of qualification

Make a leaflet outlining the options available for students in post-16 training o

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Technology and education

The pros and cons of technology in classrooms

Technology is constantly evolving and can be used to support all aspects of an edu routine daily tasks to teaching, marking and giving feedback. The following table c of using technology in the classroom, but the possibilities, and the debates about p are so many and varied that this is a very worthwhile area to investigate further fo

Pros	
Technology streamlines repetitive tasks such as taking the register, and stores important information in a format and at a level of security which guarantees that everyone who needs to see it can. Other examples are recording incidents and concerns about student progress or safeguarding procedures.	Storing this sensitive and schools vulnerable to cy encrypt content, and all system through school e personal devices to acce school open to ransomw naive users of the system
Digital resources do not get dog-eared or lost, and are available wherever there is a device that will display the content – there is also the opportunity to adapt the text by enlarging the font, changing the background colour or using the audio facility to read the text aloud, which enables a range of learners to access the text in ways which are not possible with a traditionally produced text.	Not all pupils have the sa technology devices outsi are digital these pupils w
Digital textbooks can be shown on a screen at the front of the classroom, ensuring pupils are paying attention to the correct material. Videos, audio and even model answers can be incorporated into the resource to make learning more interactive and engaging than a static page in a traditional textbook.	Constantly viewing a scr class are not good for stu maintaining their own fo collaborative working m or groups.

Pros	
Where students have their own devices in class, the use of polling and digital quizzes allows the teacher to check understanding very quickly, and allows more reticent members of the class to participate in question and answer sessions without having to speak in front of everyone.	If students have access t use them for activities w lesson. If private device work, this raises problem cannot afford the device network open to attack t devices. Even when the lesson that is planned ar significant number are o
Students can research a very wide range of information using the Internet, which enhances independent learning and an understanding that there is more than one view on most topics.	Students need careful tr amount of information t carefully presented knov presentation, which will should be relatively free not true of a lot of conte
Technology is used in all jobs in the modern world, and it is part of students' education to get used to integrating technology into their problem-solving in preparation for their working lives.	It is important that techr not used superficially for there. An example of th which shows very little d laden with decorative de
Technology can introduce many free-time activities such as competition, games and immersive experiences which make the learning experience richer and more memorable.	It is important to remem value of technology shou become the focus of the

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Research activity:
Use the Internet to research how educational technology (EdTech) can be used
educational needs. Make a presentation to share your findings with your peer

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Applied activity:
Look at the learning management system (LMS) for your college or placement
the layout – is it suitable for the key stage? Is it easy to navigate? What three
make? Write a plan for an effective LMS for the key stage you are training for.
different sections, subjects and types of activity.

Blended learning

Blended learning combines in-classroom learning with e-learning, where at least some of the **e-learning** is in the student's control, so they can repeat activities, choose which activities to complete and can do the work in a variety of locations, provided they have a suitable device on which to complete it. There is often a method whereby the learners can interact with each other and the course teacher online, so they can discuss the learning and ask for help, usually in an **asynchronous** manner; for instance, on a thread below the activity or in specially designed feedback or discussion forums.

Blended learning has benefits for learners and for schools. The learners benefit fr flexibility, and from the motivating factor of being able to control aspects of their material in different ways can give the learners a more comprehensible understar opportunity to interact with their peers and their teacher supports social learning can easily tailor activities to the range of learners on the course, and many resour instant feedback and not only saves time for the teacher but means that they can for improvement in pupil understanding, instead of using most of their energy in in the first place.

Successful blended learning depends on a well-designed learning management system, which meets the needs of the learners and educators who are using it. Learners and educators need to be trained in how to effectively blend in-classroom learning and e-learning to enable them to make the most of the resources. The aim of blended learning is to combine the strengths of online learning and traditional learning in an engaging way.

Children's health and well-being

The impact of exam stress

Stress is the reaction to emotional or mental pressure. There is often an elemen of feeling out of control in a situation, which causes anxiety and stimulates the body to release the stress hormones adrenaline and cortisol. Common signs of stress are aches and pains, trouble sleeping, extreme tiredness, headaches, dizziness, depression, sadness and panic attacks. Feeling so mentally and physically unwell only adds to a person's feelings of being out of control, and the stress can spiral, causing or exacerbating more lasting mental health issues.

In the lives of young people, exam stress is a very common source of stress, as al examined using externally set exams at the end of Year 6 and at the end of Year outcomes of these exams, including school place, positions in sets, reputation, o (and by implication career choices, income opportunities and future well-being), rankings in the league tables, subject departments' success records, and individu appraisal. It is no wonder that young people find themselves under a lot of pres schedule currently used in English schools. As well as the pressure, young peopl not in control of the situation, or they could feel overwhelmed as they realise ju need to memorise in order to be successful in these high-stake assessments.

> **Case study:**
> *When Sarah was in Year 11 she got very stressed about her exam results. She fe*
> *as well as her older sister had done but was afraid that she would not manage it*
> *be disappointed. She felt that her parents would be disappointed in advance if s*
> *it. She had no one to talk to and started managing her stress by severely contro*
> *obsessively every day. When people started noticing that there was a problem i*
> *Sarah had lost a lot of weight and they started putting her under pressure to eat*
> *of the problem and addressed the exam stress, but when Sarah's periods stoppe*
> *her developing more extreme attitudes to eating and exercising. Fortunately, af*
> *had the opportunity to choose a less stressful plan for her further education, wh*
> *her life in general. She re-established a healthy weight for her height, and achie*
> *including graduating from university, but she still gets stressed if she has to go f*

The impact of so many young people being under so much stress at once can hav well-being, with the development of significant mental health problems stemmin of control, to ameliorate the unpleasant sensations of the side effects of stress, a cases, to end the problem once and for all by ending their lives. Most mental hea first emerge in the teenage years (fifty per cent by age 14, seventy-five per cent b stress pressure of exams during these years can obviously have a huge impact on

Clearly, exams are not going to be abolished in England any time soon, and there not be replaced by something which causes equally high levels of stress among y parents and students themselves can do a lot to alleviate the severe impact of e environment which invites the early discussion of mental health issues as they a in having as much control and perspective as possible with regard to the exams the results, whatever they are.

As well as general advice on handling exams and exam stress, there is specific su
when a person is also dealing with potentially life-threatening mental health issu
eating disorders. The charities PAPYRUS and Beat Eating Disorders address this
websites. The more informed young people and education professionals are abo
to reduce it, the better. We all know that exams are important, but they are not

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Applied activity:

Design an assembly appropriate for your target key stage to educate pupils on
and where to get help.

Write the script and prepare a PowerPoint if this is appropriate for your settin

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Support for children with SEND

Children with special educational needs and disabilities are present in all setting
their ability to learn in a variety of ways, such as their behaviour (including their
level of literacy (for instance, if they have dyslexia), their ability to understand, t
instance, if they have ADHD) and their physical ability. Children with SEND can b
speech therapy, or could have an education, health and care (EHC) plan develop
complex needs. The special needs coordinator in a school can organise a range d
needed, such as extra help, working in a smaller group, help with behaviour and
physical difficulties as necessary.

Local authorities have a legal obligation to provide for a learner's special educati
years 2012–2016, when the SEND Tribunal heard about 800 appeals a year, in th
number doubled. According to figures from 2017, eighty-nine per cent of parent
they have challenged support decisions made by local authorities, suggesting tha
the wrong decisions and thus preventing vulnerable children from fully accessing
turn reporting a lack of funds to meet their responsibilities in this area, and scho
funding they have experienced since 2010 has resulted in cuts to specialist supp

There is clearly a divide between the ideal provision and what is happening in scl
with regard to their support in accessing education. Debates around the effect d
will no doubt add another dimension to the situation over the coming years. Th
children with SEND ultimately rests with the local authority, but on a practical le
professionals who coordinate and deliver many of the necessary interventions.

Applied activity:
Think of three ways you could support a child with a specific educational
need in the classroom, and three ways you could use technology to
support that child. Write up your ideas in a planning document which
shows how you would use your ideas in a practical setting.

Research activity:
Look at the website for IPSEA, the Independent Provider of Special
Education Advice, which offers advice to parents whose children have
SEN on choosing schools and getting the services they need
(**zzed.co.uk/11315-ipsea**). Look particularly at the 'Get support' section,
which outlines legal and practical aspects of supporting children with
SEN. What are the duties of an educational setting in this regard? How
could you see yourself contributing to the welfare of pupils with SEN?

9.2 Revision questions

1. When was the National Curriculum introduced?

   A 1968
   B 1978
   C 1988
   D 1998

2. What is the difference between IGCSEs and GCSEs?

3. Why do schools and colleges in the South East get more funding?

4. Identify **four** reasons why a school might choose to follow the National Curr[...] statutory for that school to do so.

5. Explain **two** reasons why grouping according to ability can be an advantage [...] Be clear about the context and type of learning that is occurring.

6. A colleague is going to have a child with autism in their class next year.

   Explain how technology can be used to support this learner in and out of th[...] regard to their learning and social development.

7. Analyse the usefulness of inspections to a school in the context of high-stak[...]

8. Analyse the support available to a school to help them provide for learners [...] the modern environment.

   Your response should reference how each of the following contributes to sch[...]

   - Selective grouping
   - SEN support
   - Technology
   - Funding

Throughout your career in education you will need to listen to feedback and dev
yourself professionally. This chapter looks at why feedback from other people is
important and what you can do yourself to develop your teaching skills.

Developmental feedback

The importance of developmental feedback

Receiving constructive feedback from another person about your performance o
be a very useful way of developing your skills. This is true when you are starting
teaching career and all through your time in the education profession. The proc
supporting learners is a complex one, and you will be continuously developing yo
enable you to support them more effectively. In addition, new research into how
people learn is carried out all the time, and it is important to learn how to apply
in the classroom. So getting feedback on your teaching from people who are mo
than you are can help you to be the best teacher you can be.

What is developmental feedback?

Developmental feedback should be part of a framework that supports an educat
their teaching. The cycle often looks something like this:

The tutor/mentor sets up a time to talk to the student teacher to t

The tutor/mentor and mentee agree on a focus for deve

They agree a way of assessing whether this development has taken place –
(Other examples could be a scrutiny of marked work or an appra

They agree what criteria will be used to judge successful achievement o

They set up a deadline for completion of the work / a date for

The observation / work scrutiny / appraisal of resources t

Developmental feedback is given, based on the criteria that had been agree
necessary, this will be expressed in the form of achievable, specific actio

---

Applied activity:

Consider the difference between these two examples of feedback:

- 'You did quite a good job, but I didn't like the way you introduced the act
- 'The learners were engaged throughout most of the lesson, but you coulc
  the board so that learners could refer back to them later on.'

Which way of giving feedback does more to open up a discussion and help imp
you respond to feedback like the first example to encourage the person to give

Make a list of five examples of constructive, developmental feedback.

Importance of developmental feedback

Developmental feedback helps you by:

Clarifying standards

Feedback helps to **clarify** what is expected of an education professional in certain circumstances. It is easy to tell someone that they need to 'promote good outcomes and support progress', but a single lesson usually lasts for only an hour. There should be plenty of opportunities to support progress in that hour, but it's possible you could get stuck with sorting out understanding or behavioural problems, especially when you are a beginner teacher. Having someone there to watch and give feedback about what went well and what could be done differently helps the new education professional to understand what the teaching standards mean in practice.

> **Applied act**
> Choose one
> What might
> Think of thr
> could be m
>
> Share your
> feedback o

Improving performance

Feedback can **improve performance** when the person giving the feedback acts as coach and helps the education professional to enhance their ability to deal with certain situations. Constructive feedback is specific and relates to behaviours that be altered, so having someone who knows what they are talking about focus on w you can do better and helping you work out how to do it makes you better at your

Motivating

Both 'positive' feedback and 'negative' feedback **motivate** the person who receive the feedback. Positive feedback lets you know you are doing something successfu so you feel competent and able to act based on your own knowledge and judgem This makes you feel good about the activity in itself (intrinsic motivation). Negativ feedback – that is, feedback that encourages you to look at behaviours you can change in order to improve your performance – also motivates you, because you to improve in order to get better feedback next time (extrinsic motivation).

> **Applied activity:**
> Think of a time you received negative feedback. How did you react? Could yo
> even though it was pointing to things you needed to improve? What helped y
>
> Discuss your experience with a partner. Are there similarities in what you bot

Enhancing professional growth

Feedback **enhances** your professional growth because it helps you to learn new skills and behaviours which **support** you in promoting good outcomes for your learners. This is because feedback provides support that encourages you to continue building your skills even when there seems to be a lot to learn, or you feel discouraged by something that did not go well. In addition, feedback enhances your personal growth because meeting targets and overcoming difficulties allows you to become more self-confident and develop resilience.

Criticising in a way that is helpful

Feedback provides **constructive** criticism. To be effective, constructive criticism who is offering the criticism must have the competence to criticise, the criticism evidence, and the criticisms must focus on behaviours that can be changed. This offering the criticism has to be an 'expert'. It is possible to get very useful feedb who is not necessarily more experienced than the person being observed. Howe for what they are looking for, which has been shared with the person being obse criticism should be offered in a friendly manner, with reasoned, thoughtful point

Supporting reflective practice

Feedback **supports** reflective practice to identify developmental needs. It can be
difficult for someone starting out in their career to be able to identify what
to prioritise in their development plan. Having another person highlight what is
well and suggest areas for development is helpful for further discussion, reflecti
identification of the next best steps.

Continuing professional development

The process of keeping up with new or important knowledge about
education is called **continuing professional development (CPD)**.
It would be nice to think that once you have a teaching qualification
you are ready for anything, but that is not quite the whole story.
Continuing to study and reflect throughout your working life is
important if you are part of the education profession. This is
because new research into teaching and learning is being done all
the time. The government can make changes to the laws that
govern teachers' professional behaviour or set new national
priorities for the teaching profession. Taking part in continuing professional dev
bring something you are passionate about into your professional life.

Case study:

Rebecca was subject to homophobic bullying when she was at school, and she is
sure that the young people she works with do not get bullied for personal attrib
to promote empathy and understanding among her pupils for their own well-be
society where everyone is accepted for who they are.

Rebecca has been made PHSE coordinator in her school due to her passion for the
to develop her professional knowledge and capacities further to do the best job p
training day with the Anti-Bullying Ambassadors. During the training she is remin
characteristics, which are protected by law from discrimination, and decides to re
of her efforts to tackle negative attitudes to other people's ways of life or physica
email from the Department for Education about the changes to the Relationship c

Rebecca welcomes these changes, but she remembers seeing protestors and cor
curriculum on the news. She thinks she ought to develop a better understanding
changes controversial while not losing sight of her aim to protect people from fe
group understanding and togetherness. Rebecca also looks for materials to supp
people's points of view in ways that are easy to understand. She finds the Empa
promote empathy. As she loves reading, she downloads one of the books onto h
before she goes to bed. Before she starts to read she reflects on how complicate
have the chance to change people's understanding and prejudices.

Applied activity:

Which of the following ways of keeping up with continuing professional develo
case study?

- Maintaining up-to date knowledge and skills
- Improving provision and outcomes for children and young people
- Adhering to regulatory requirements
- Keeping up to date with legislative changes
- Ensuring understanding of current priorities, debates and approaches in ed
- Making meaningful contributions to a team
- Improving opportunities for progression and promotion

How could she use the knowledge she developed to make a meaningful contrib
Write an email to Rebecca suggesting three ways of passing on what she has le
with examples.

Reasons to keep up with your continuing professional develop

Maintaining up-to-date knowledge and skills
You need to maintain up-to-date knowledge and skills. This could be reading new
brain works, or learning a different approach to group work. Our understanding o
the time, and teachers are expected to be working with the best and latest knowl

Improving provision and outcomes for children and young people
You may feel you have learned a lot about how to deliver excellent provision and
young people on your course. The fact is, this is a complex activity, and no one c
about it in one course. You will always be reflecting on how well you are serving
things so that you improve the provision and outcomes they experience. You wi
respond differently to the same approaches and material, so you need to have n
aims. You will also find that you come across learners with specific needs you ha
you will have to learn how to best support them and meet those needs. All of th
continuing professional development.

Adhering to regulatory requirements
Like all citizens, teachers must follow the law, and there are some laws that
are specific to the teaching profession. It is important that you know what
these laws (regulatory requirements) are, and that you follow them.
Not following the regulatory requirements could lead to harm coming to one
of your learners, or risk you losing your job or the right to teach in the United
Kingdom. An example of a current regulatory requirement is the safeguarding
of children and young people, where school staff play an important role in
keeping children and young people safe from abuse. Other examples could
include health and safety in your classroom, or the Equality Act, which
requires that people are treated equally without discrimination based on
personal characteristics such as race or sex, among others.

> (i) **Did you know?**
> As an education professional you cannot be too careful regarding y
> and activities. This includes opinions you post and information you
> Never allow someone else to use devices provided to you by your en
> your personal devices to take photos of students, even if it is for a n
> school publication. Your school will have guidelines about using pe
> of students. A lot of activities to do with technology that are not ill
> can have huge repercussions for educational professionals, usually
> on safeguarding concerns, student privacy, radicalisation legislatior

Keeping up to date with legislative changes
It is clearly important that you keep up to date with what is required of you by la
career. Your school should present information about your legal responsibilities
affect you, but it is your job to pay attention and make sure you understand wha

> **Research activity:**
> Research the protected characteristics covered by the Equality Act. What effe
> educational professional were not aware of these characteristics and the legal

Ensuring understanding of current priorities, debates and approaches in educa
The Department for Education defines what schools should be teaching through
and instructs the exam boards on the type and content of the exams they shoul
governments have had different priorities for schools and different ideas about
for instance, setting up academies and either creating or closing grammar schoo
future governments. Although schools and teachers are free to decide how to d
the National Curriculum and the exam boards, teaching methods change based
universities, in subjects ranging from Biology to Social Science. There are so mar
teach effectively, and so many different pressures and developments that affect
be a fascinating, changing and evolving profession. It is important that you try t
opinions that are being debated, so that you can deliver the required curriculum
methods for you and your learners.

Making meaningful contributions to a team
Teachers work in teams all the time – in year or key stage teams, in subject depa
coordinator, with teaching assistants and volunteers. You might feel that, as a b
not have much to contribute to a teaching team. This is not true! You will have
theories of teaching and learning, and talking to you will help the more experien
You will want to be able to continue contributing to these teams over your caree
contributing what you know because of your training, extra reading you have do
experience and your life experience. There is always something to learn, and an
you are working in a team.

Improving opportunities for progression and promotion
Paying attention to your continuing professional development will not
only help your students to achieve excellent personal and educational
outcomes, it will also help you to get a new job, a new role such as a
subject or pastoral leader, or promotion up the ranks to senior
management, if that is what you want. There are many opportunities in
the education profession, and continuing professional development will
help you to explore the opportunities and achieve your goals when you
have found a specialism you particularly like.

Applied activity:
Think of an aspect of education you are passionate about, in the way that Rebe
atmosphere that encouraged acceptance and discouraged bullying. Then, go t
is important to take part in continuing professional development and come up
could help you to bring that passion into your job.

Write a podcast script to share how continuing professional development can
changes in schools.

9.3 Revision questions

1. What does CPD stand for?

2. Give **two** benefits of developmental feedback.

3. Explain **two** reasons why feedback is so important to professional developm[...] for your answers.

4. Evaluate the importance of CPD for supporting excellent outcomes for learn[...] for your answers.

5. Describe a possible career path available to a graduate and a non-graduate [...] and childcare.

    Begin with Level 3 studies (i.e. T Levels) and take your **two examples** throug[...] starting point, including further study and career development choices.

Graduate career path	Non-grad[...]
1.	1.
2.	2.
3.	3.

When you are working in an education setting, there will be in-service training (I
expected to attend training sessions in your educational setting. These sessions
address the wider needs and aims of your place of work. However, you will wan
personal level in different ways. It may be that you want to deepen your knowle
about on an INSET day, or you need to learn a new approach to support a learne
special interests of your own which you want to study further, to enhance your c
setting and to make your work more rewarding for yourself. There are many wa
developmental needs, some of which are outlined in this chapter.

Meeting your own developmental needs

Reading and research

The most obvious way you can find out about an area of interest to you is to do
You could just sit down in front of a computer, google what you are interested i
The downside to this method is that you have no control over the relevance or q
screen. To focus your investigations there are a number of approaches you coul

Research activity:
Go to your school or college library and ask the
librarian to show you where the education books
are. Does the library run any courses on effective
research on the Internet?

Research activity:
Look at the website of
catalogue for educatio
find what you are look
can request books fror

There are many subject, key stage and special needs organisations which have r
special interest area online. Examples include the British Dyslexia Association, th
Learning, the Forest School Association and the British Association for Early Chil
interested in a subject or an area that is not listed there, ask your tutors or the t
they know about a relevant charity that supports your interest. These associatio
information about their specialist area that is practical and up to date.

Research activity:
Look at the website of a special interest group from the list and note down thre
'resources' section.

Research activity:
Use your contacts at college or school to find out who the main thinkers are in t
and see if they do any TED talks or have websites of their own. An example cou
about creativity in schools. There are many videos on YouTube of specialists an
learning difficulties as well as teachers teaching lessons in a wide range of subje
these is that you can see how the ideas work in practice, instead of just reading

Shadowing and visits to other settings

'Shadowing' means following someone while they do their job. In a school, you
experienced teacher and observe how they teach over a certain period. You cou
in the school in other roles, such as dinner ladies, cover supervisors or secretaria
view of the school this way, and see the learners in different contexts. You can a
sitting in on all their lessons and observing how they are treated and what it is lik
you are always working in one area. If you work in a primary school the child mi
might notice that their energy levels change depending on the topic or time of d
give you a wider view of what is going on in the educational setting and allow yo
context. For instance, if a learner in your class is always very excited in the after
running around all lunchtime, you would know it is not just to do with your beha
of their wider experience of the school environment.

Case study:

Kevin is on a placement in a secondary school and is very keen to see as much o
He asks if he can shadow a Year 7 pupil. The day starts in registration, then he
Geography, Music and Science before lunch. Geography and Music are not set.

In Geography, the teacher uses a lot of methods which require the students to t
they are given information. The student whom Kevin is following is of average
listens carefully and starts putting her hand up about halfway through the less
answer she makes a useful observation and looks pleased when her contributio
greater understanding of the topic.

In Music, the class are working on projects in small groups, and Kevin notices th
animated and contributes significantly to her group, helping another student to
tasks effectively.

When he gets to Science, Kevin discovers that his pupil is in the middle set. The
while an explanation is given to the class, but Kevin is not at all surprised to see
involved when they are doing practical work. The Science teacher has provided
on it, and the student refers to it to make sure she gets the practical work right

The school where Kevin is on placement is a Catholic school. Kevin decides to v
a visiting priest while he is focusing on shadowing. Although Kevin is not at all
the priest and enjoys listening to the short sermon. He can see that the small g
attending enjoy the talk and the quiet space in which to reflect. In the afternoo
about what he has learned.

Applied activity:

What do you think Kevin had to say to his mentor? List five things Kevin may h
pupil that he might not have understood so well if he had just read or been tol

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If you get a chance to visit another setting, and observe teaching and learning th
experience and one that should not be missed. This includes visiting key stages
can see where your learners came from, and where they will be going. You coul
practical learning environments to get an idea of the differences from and simila
Even an educational setting that is similar to your own in some ways will have er
learn more about the wider context of education and see your own situation in a
from your visit. To make a shadowing session or a visit to another setting more
for your observation so that you pay attention to details that you might otherwi

As well as physically shadowing a pupil or observing a colleague, you can get a lot
learners' marked work. This gives you an idea of the range of outcomes, possible
difficulties as they manifest themselves in work produced and how to give effectiv

External training, workshops and conferences

So far, the development tools we have looked at have not been expensive or nec
you can do them all in your own time or in the education setting where you worl
interests, developed by research, observation and experience of different educa
to want to deepen your knowledge or even get a qualification that will allow you
area of education. Part of your appraisal in your place of employment should inc
career aspirations match the settings' development plan objectives, you might b
some relevant training. Some examples of the types of training you could go on
courses similar to the ones run on INSET days, workshops and conferences.

External training	Provided by an organisation other than your educational setting. a basic first-aid course), an online course leading to certification, a couple of hours to a series of sessions over several weeks, or a a master's degree run by a university. Support for special needs quite specific and needs to be delivered by accredited training pr associations mentioned in the 'Reading and research' section of start researching relevant training in this area. The Duke of Edin School Association offer advice in how to train for roles in outwa in schools. The key to successful training is to do your research f the time and money commitment you and your setting will be m training will bring to you and to your learners. **Research activity:** Have a look and see what it would require to become first-aid School practitioner. Does this type of practical training interes
Workshops	Can be excellent ways of learning practical skills. A workshop tends to last a day or less, and, while you might get a certificate of attendance, a workshop does not usually have the aim of training you to carry out a specific role in a school, in the way that becoming a first-aider or a Forest School practitioner does. Workshops usually introduce an idea and offer practical ways of applying the ideas in the classroom straight away. Examples of workshop topics include growth mindset, team building and how to increase creativity in lessons.
Conferences	Run by the specialist associations mentioned in the 'Reading and the interests of the association. The conferences are usually ann venues each year, so it is worth looking out for relevant conferer different from a training course or a workshop in that there are r and there is usually a range of talks on offer. There are usually o by leaders in the subject area, and lots of talks to choose from, o developed a particular practice or completed a relevant project t day your developmental goal will be to give a talk at a conferenc There is usually an exhibition hall where vendors of relevant teac stalls, and you can have a look at the latest developments in tech support the subject which is the focus of the conference, includir Conferences offer a lot of choice and up-to-date information. Yc minded people who share your passion for a particular educatior **Research activity:** If you can, look at the programme of the last conference held that interests you. Does it look interesting? You might be abl at speakers' websites or seeing whether any of the lectures ar

If you are really passionate about a certain area of education, it is worth looking [cut off]
association is organised into regions as well as having a national presence. If the [cut off]
particular organisation, they often offer local events throughout the year. It is e[cut off]
level, and you might find opportunities to contribute to the programme or meet[cut off]
nearby that you can share ideas with.

Research activity:
Find out whether the association you are researching has a local group – where[cut off]

Appraisal, peer observation and feedback

'Appraisal' is an assessment of how well you are doing your job. An appraisal in [cut off]
involves an observation of your teaching by your line manager. It can be nerve-[cut off]
employer, but the assessment should be related to clear targets and the feedbac[cut off]
outlined in Section 9.3. As such, an appraisal session is a chance for you to talk a[cut off]
and set relevant goals for the future, taking those needs into account. It is also a[cut off]
performance with someone who has more experience and can offer useful advic[cut off]

'Peer observation' is when you are observed by a 'peer' – someone who is on th[cut off]
the case that you will observe each other teaching, and that this will be part of a[cut off]
and self-development. In the case of peer observation, you often get the chance[cut off]
something you are interested in knowing about your own teaching. For instance[cut off]
method for stimulating creativity in lessons that you learned on a workshop. It i[cut off]
and take a lot of notice of individual learners on a minute-by-minute basis. You [cut off]
down how particular learners respond to your input, to see whether your new m[cut off]
they are supposed to, to real learners in the classroom. Peer observation is a gr[cut off]
implication of judgement involved, which inevitably becomes a factor if you are [cut off]
manager for an appraisal or by a tutor to see whether you meet the teaching sta[cut off]

Case study:
Paul is a talented NQT who did his teacher training through School-centred Init[cut off]
he is very used to being observed and getting excellent feedback. He thrives w[cut off]
standards and criteria, and is very clear about how to meet them. One day a m[cut off]
him if he will partner up with her to help her with her research for her master's[cut off]
needs someone to observe her teach and give her feedback on the techniques s[cut off]
research. Paul agrees because he has to observe a certain number of other tea[cut off]
passing the NQT year. When she comes to observe Paul, the teacher asks him [cut off]
wants her to give feedback on. Paul is very interested by the control he gets ov[cut off]
on the method of using observation as part of research and development rathe[cut off]
whether the teaching standards have been met.

Applied activity:
What aspect of teaching would you focus on if you were doing an observation[cut off]
on your course?

What might be the advantages of peer observation for your professional deve[cut off]

Make a poster to encourage other trainees to join in with a peer observation [cut off]

Feedback is a great way to find out more about your performance, as we saw in
from different people, and give you a lot of information about how you are perf
Hopefully, a lot of the feedback you receive will be positive and show you how y
education professional. Sometimes though, with all the focus on development a
feedback that suggests you are not doing so well, it is easy to get downhearted a
competent educational professional. It is important to remember that you are c
and to people who have been doing the job for a long time. The human brain is
negative messages than positive ones, so remember to acknowledge your good
well. Give yourself credit for wanting to improve, and allow yourself the time to
all the tools available to you.

Practitioner enquiry is a way for education professionals to do research into an as
in a wider context by relating it to research in the field. Practitioner enquiry uses
looked at in this section, such as reflective practice, goal-setting, research and pe
formal than when you use these tools for yourself, because you would normally v
short presentation on them to your peers. This gives even more life and relevanc
helping to develop other educational professionals as well as yourself. It is a pow
powerful way of taking control of your own career, because it gives you the oppo
assess your progress in your own way. Used alongside your workplace's appraisa
insight and independence about your own performance, making you a resilient ar

Setting and reviewing professional goals
When you first begin training as an education professional, your professional go
you need to meet in order to qualify. These standards will always form the core
many of your future goals will grow from them. However, the teaching standard
from you, as they apply to every member of the teaching profession.

When you start work, you will find that your educational setting has its own nee
expected to contribute. Again, these goals will grow from the core expectations
will not be the same for all teachers, as all educational settings have their own cl
setting's goals might form the basis of your development for your first few years
working on your core skills, one of which is contributing to a team.

Sooner or later you will want to start personalising your professional goals to a g
because you have a talent, such as musical ability, which you would like to bring
or it could be that you discover a passion for an aspect of teaching, such as supp
want to make that a focus of your professional development.

You can set goals using the tools in this chapter, such as reflection or development
how to reach those goals by looking at the different continuing professional devel
Feedback and reflecting will continue to be important tools as you work towards
your progress and see whether you have met your targets.

Whatever your goals are, it is important that you set them in an achievable, mea
benefits of all the personal and professional development methods laid out in th

A goal should be SMART:
- **Specific** – say exactly what your goal is
- **Measurable** – make sure you will be able to show that you have achieved y
- **Achievable** – make sure your goal is realistic
- **Relevant** – your goal needs to be related to your professional and developm
- **Time-bound** – you need to set a deadline for achieving your goal

So your wish might be to improve the experience of dyslexic students in your cla
be expressed in smaller steps that can be measured. For instance, you could set
activities to help dyslexic students with their reading comprehension by the end
time another teacher would come and do an observation to see whether the dys
confidence by taking part in your activities.

You would then review the goal, and move on to another strategy if you have be
set SMART targets again. So over time you would improve the experience of dys
but you would also be aware of how you have done this because you would have
took along the way. By regularly reviewing your targets and goals you will know
and it will be time to move on to something else.

Research activity:
- Choose one of the associations listed in the 'Reading and research' section
  whether there is a similar organisation for an aspect of education that par
  their website and make a note of the resources available, whether they ru
  or in person) and whether they have regional groups or run a conference.
  Are there special rates for students?
- Visit your local library and see what resources they have on offer. Ask abo
  mean you can get books sent to you from all over the country at a fraction
  buy them. Have a look at the services that libraries offer to children and y
  young people you are helping to educate like to read.

9.4 Revision questions

1. i)   Identify and describe **one** of the SMART principles of goal-setting.

    ii)   Give **one** example of a SMART goal-setting principle that demonstrates
          identified in part i).

2. i)   Explain the difference between peer observation and observation for a

    ii)   Give **one** benefit of each.

3. Analyse **two** methods for meeting your own developmental needs.

    Your answer should reference:
    *   Costs of the method
    *   Time investment required
    *   Qualifications achieved

4. Ethan is in his third year as a TA in a primary school. His main work is to sup
    their early childhood in medical settings due to an inherited condition. Eth
    it hard to fit in with their peers at times, and also becomes very frustrated b
    practice, contacted relevant charities which are expert in the condition and
    number of interventions. However, he now wants to formalise and extend
    and do a practitioner research project where he looks closely at the school'
    behaviour, the policy for interventions and up-to-date research on how pro
    affect social development in children.

    Evaluate how the practitioner research project outlined can be valuable for
    educational setting. Make reference to how each of the following tools cou

    *   reflective practice
    *   research
    *   peer observation
    *   goal-setting

Chapter 9.1: The key concepts of specific models of reflection and how t…

1. **Any two from the following, or other relevant answers: [maximum 2 mark…**
   - Kolb's learning cycle has four stages, Gibb's reflective cycle has six stag…
   - Gibb's reflective cycle gives feelings a stage of their own
   - Kolb's learning cycle leads to a learning styles theory as well
   - Gibb's reflective cycle divides the thinking process into a greater numb…
     action is taken

2. **Any two from the following, or other relevant answers: [maximum 2 mark…**
   - Being conscious of your feelings allows you to be aware of them
   - Being aware of your feelings can show you more than one aspect of your…
     your resources but shame at how you explained it, you can see that you a…
   - Separating your feelings from your judgements can help you get a clea…
     actually happened

3. **Any two from each column, or other reasonable answers: [maximum 4 m…**

Importance (Any two from):	Impac…
Gives a method of learning from experience rather than from second-hand information (1)	The learning we do … related to ourselves,…
Gives a framework for reflecting so that two experiences can be compared to each other, or meaningful discussions of the experience can be shared with others (1)	Experiences can be t… a shared context, all… mutual learning, eith… experienced colleag…
Allows us to recognise that not everyone experiences the world in the same way that we do (1)	The education profe… not all learners learn… broaden their appro… activities they would…

4. **One mark per stage of Gibb's reflective cycle, accept other suitable answe…**

Description	Eileen is not happy about how an example of challenging b… her classroom (1)
Feelings	She felt rattled and unsure in her abilities, although she wa… followed all the relevant school procedures (1)
Evaluation	Eileen comes to the conclusion that she followed the proc… have been opportunities to stop the behaviour escalating t… watching another teacher with that pupil, and that the oth… techniques with the pupil when they started to get annoye…
Analysis	Eileen considers the specific additional needs of the learne… has taught in the past. She does not think she has taught s… configuration of needs before. (1)
Conclusion	Eileen concludes that she needs more information on beh… case. She needs the information soon as she will be teach… She concludes she has two options: to read in general abo… that particular learner's SEN, or to talk to the teacher who… better than she does. (1)
Action plan	Eileen decides to talk to the other teacher about the speci… starting point for getting them to stay on task. She will do… has to teach the individual, and when she is teaching she v… learner's changing moods. (1)

5. **3 marks are available for each aspect (feelings, observation and analysis) t‌ compare the three reflective systems in relation to that aspect [maximum‌**

Model	Feelings	Observation
Kolb's learning cycle	Feelings are not specifically mentioned in the learning cycle; however, in the analysis of learning styles, feelings are associated with the experiencing stage of the cycle, while actually experiencing the event, before going on to observe what happened by remembering it. (1)	Observation is the secon‌ step, and is equated in tl‌ learning styles as watchi‌ yourself, giving some distance from the actual‌ lived experience. (1)
Gibb's reflective cycle	Feelings have a specific stage where they are considered; these can be feelings remembered from the experience, or feelings about what happened. Feelings are considered before evaluation takes place. (1)	Observation begins the cycle as you answer questions about what actually happened befor‌ going on to ask yourself‌ how you feel about it. (1‌
Boud, Keogh and Walker's model	Feelings are described as 'positive' and 'negative'. It is assumed that both positive and negative feelings contain useful information about the motivations and objectives of the individual. Feelings are considered during the evaluation phase of the reflection. (1)	Observation is mixed wi‌ feelings and opinions in‌ this model – the interaction between remembering the experience and reflectin‌ on it is represented as a‌ cycle with two double-headed arrows. (1)

Chapter 9.2: Current priorities and debates in education

1. A – 1988 **[1 mark]**

2. **Any two marks from:** IGCSEs can be taken in any country, including the UK
   taken in the UK (1). If IGCSEs are taken by pupils at state school, the grades
   table which ranks schools by examination results (1). IGCSEs and GCSEs hav
   related to the information printed on the exam paper (e.g. formulae) and th

3. The cost of maintenance and staff salaries is higher in the South East **[1 mar**

4. **Any four from: [Maximum 4 marks]**
   - It makes Ofsted inspections easier
   - It is easier for parents to compare schools
   - It saves the school the work of coming up with their own curriculum
   - The National Curriculum is a good preparation for GCSE exams, which a
   - Teachers are trained to teach within the National Curriculum, so they a
   - Course books are often written with the National Curriculum in mind
   - The National Curriculum has a lot of thinking put into it

5. **Any two of the answers below, or other reasonable answers: [maximum 4**
   - If everyone in a class has a similar level of ability, they can be pushed to ac
     distractions of content that is either too hard or too easy for them – applie
   - If the class are preparing for an exam with tiers, it is easier to focus on
     one class (2)
   - Being set with those of similar ability can foster a suitable work ethic, v
     to achieve the highest mark possible – mental energy is not wasted wo
     as someone else or worrying that you should not push yourself due to
   - It can be confidence-boosting to be in a class where your questions and
     your classmates appreciate and understand, whether you are asking fo
     have just had. Not feeling stupid because everyone has the same chall
     encourage a desire to learn. (2)

6. **Any three from the list below, with justification or other reasonable answe**

Technology	Ju
Use of high-quality graphics (1)	Focuses the attention a
When using video or Zoom the volume can be adjusted using headphones (1)	This can help learners w a point where they cann
Calendars with reminders including beeps and text or verbal messages (1)	Can help with sequencir and being aware of dea
Touchscreens and voice-activated technology (1)	Help if fine motor skills
Blended learning using learning management system (1)	Allows student to re-acc record of instructions sc been difficult in class / v

7. **Any three of the following, or other reasonable answers (aspect and bene**
   [maximum 6 marks]

Aspect of inspection	Benefit
Gives a judgement (1)	Getting a good judgement from reputation as they have to put it
Happens regularly and fairly frequently (1)	Parents can be confident that maintained and, therefore, ke
Looks in detail at certain aspects of school management (1)	Provides a strong framework f and development plans which inspection (1)
Run by external experts (1)	School is shown to be living up
Looks at pupil progress (1)	Outcomes for all students are t cannot be accused of favouring
Bases a lot of judgements on exam results and pupil progress (1)	Gives schools a reason to focu 'getting good results' and mot academic outcomes for their p

8. **15 marks – maximum 12 marks for content plus maximum 3 marks for qu**
Indicative content:

Selective grouping	• Can help to provide for certain needs, but not usually basis of specific SEN • All SEND can coexist with a wide range of academic ab on academic ability will not provide a simple solution
SEND support	• Can be very specific to the needs of the child, e.g. sup not impact directly on academic achievement so teach ensuring progress and achievement • SEND support can be spread very thinly, and teachers everyone's needs under the circumstances
Technology	• Modern technology makes it very easy to copy, enlarg audio and vice versa, make videos and record things s and again. This supports a wide range of SEN very eff • A learner who is distracted in the classroom has an eve available at home, including on the device that is being assisted learning needs forethought and a suitable envi
Funding	• Funding can be an issue. In an ideal world there woul with SEND, but in reality resources are often stretchec role in bridging the gap and maintaining relationships • Arranged via the local authority so schools do not hav funding situation. Parents have to apply and petition child, although schools can support with evidence.

Levelled mark scheme:

Band	Mark	Descriptor
0	0	No suitable answer given.
1	1–3	Limited effective evaluation/analysis with largely incohe Inaccurate, unbalanced and unsupported conclusions th the question. Only superficial understanding. Significant inaccuracies
2	4–6	Somewhat effective evaluation/analysis with some cohe Some clear and accurate links between points made; ho Brief conclusions that have limited relevance to the que Basic or limited understanding. Inaccuracies present anc
3	7–9	Mostly effective evaluation/analysis with largely coherer Mostly clear and accurate links between points made. Mostly accurate, balanced and supported conclusions tha Reasonable understanding. Only occasional inaccuracies
4	10–12	Comprehensive and effective evaluation/analysis with d coherent rationalisations. Clear and accurate links between points made. Accurate, balanced and supported conclusions that have Comprehensive understanding.

Quality of written communication:

Mark	Descriptor
0	No answer or does not meet threshold, i.e. no structure, errors in technical terms.
1	Answers lacks clarity and structure but does use grammar (with a meaning). There is a limited range of technical terms used.
2	Answer is mostly clear and somewhat structured with good gram
3	Answer is clear and well-structured with effective grammar and wid

Chapter 9.3: Developmental feedback and CPD

1. Continuing Professional Development **[1 mark]**

2. **Any two of the following: [maximum 2 marks]**
   - Clarifies standards
   - Improves performance
   - Motivates
   - Enhances professional growth
   - Offers helpful criticism
   - Supports reflective practice

3. **Any two of the following reasons, plus justification: [maximum 4 marks]**

Possible reason (Any two from):	Possible justificatic

Developmental feedback:
• Improves performance (1)
• Is motivating (1)
• Enhances professional growth (1)
• Enhances personal growth (1)
• Criticises in a helpful way (1)
• Supports reflective practice (1)
	• It gives specific information
	  so a practitioner can improv
	• It allows the practitioner to
	  doing well, and gives suppo
	• It allows the practitioner to
	• It helps the practitioner dev
	• The practitioner can learn fr
	  just feeling a failure for gett
	• It provides a focus on mana

4. **Any two of the following reasons, plus justification, or other reasonable a**

Reason (Any two from):	Justificatio

• Maintaining current knowledge
  and skills (1)
• Improving outcomes for children and
  young people (1)
• Adhering to regulatory requirements (1)
• Keeping up to date with
  legislative changes (1)
• Ensuring understanding of current
  priorities, debates and approaches in
  education (1)
• Making meaningful contributions to
  a team (1)
• Improving opportunities for progression
  and promotion (1)
	• Teachers need to be
	  ideas to plan lesson
	• You will always be c
	  needs you have not
	• If you don't, you cou
	  your job (1)
	• It is part of your job
	  law apply to teachin
	• You need to be wor
	  by the Department
	  your workplace (1)
	• Teachers work in te
	  important to be able
	• You will want to exp
	  the career ladder (1

5. **Any six of the following (three for each path), or other reasonable answer**

Graduate career path	Non-grad
T Level in Education and Childcare	T Level in Education and (
Education degree or other subject plus PGCE (1)	• Early years practitio • Early years educator • Education technicia • Primary/Secondary/ support assistant • Learning mentor or
Classroom teacher (primary/secondary) (1)	Team leader (1)
Specialism, e.g. literacy coordinator, head of year, head of department (1)	Specialise within sector (
Assistant head / Deputy head (1)	Gain further practical qua
Head teacher (1)	change if desired (1)

Chapter 9.4: Meeting your own developmental needs

1. i) **Award one mark for principle and one mark for description, any one f**
        Specific (1) – says exactly what the goal is going to be (1)
        Measurable (1) – there is a way of knowing that you have reached your
        Achievable (1) – the goal you have set yourself is something you can re
        Relevant (1) – the goal is related to your developmental needs or the need
        Time-bound (1) – there is a deadline for you to reach the goal (1)

    ii) **One example related to the principle chosen in part i) (any reasonable context): [1 mark]**
        Specific – I will have posted new support exercises to the VLE
        Measurable – I will have posted three support exercises, each designed to t
        Achievable – I have designed exercises in a group before, and I know h
        Relevant – there is a group of students in my class who need the oppor
        skills in short bursts at home
        Time-bound – I will have uploaded the exercises by [date] in three wee

2. i) **Any two of the following (must include reference to appraisal and peer**

Observation for appraisal (sub-max 1 mark):	Peer obser
• Assesses quality of teaching (1) • Observer and teacher are not on an equal level (1) • Observed teacher should know criteria (1) beforehand, but may not have any input into what they are (1) • Assessor and teacher do not swap roles (1)	• Investigates • Observer an assumed to t knowledgea • Observed te criteria as pa their own te • Observer an

    ii) **Any two of the following (must include reference to appraisal and peer**

Benefits of appraisal (sub-max 1 mark):	Benefits of peer
• Necessary for the awarding of qualified status (1) • Useful for teacher and organisation to know that standards are being maintained (1) • Gives confidence in the quality and professionalism of the education system (1)	• Builds teamv teachers (1) • A chance for their own te • Builds confid • An effective, and pedago

3. **Any two of the following, or other reasonable answers: [maximum 6 mark**

Reading and research	**Cost:** free if done online / in library; can be expensive **Time investment:** as much time as you want; can be done in spare moments; not reliant on others **Qualifications:** none (Max. 3 marks)
Shadowing in school and other settings	**Cost:** free **Time investment:** lasts as long as the lesson / period during school time **Qualifications:** none (Max. 3 marks)
External training, conferences, workshops	**Cost:** usually hundreds of pounds plus travel expens **Time investment:** travel to and from venue (unless i event; usually done in school time **Qualifications:** depends on event (Max. 3 marks)
Appraisal, peer observation and feedback	**Cost:** free **Time investment:** observation time and feedback tim **Qualifications:** none (Max. 3 marks)

4. **Six of the following (must include reference to value of project to student**

Reflective practice
• Identify strengths and areas for development
• Identify emotions/motivation connecting student to the topic
Goal-setting
• Make sure the objectives are SMART, so that the project can be as ef
• Be clear on how the project aligns with student's own and the setting
Research
• Put yourself in touch with the people/ideas that will deepen your und the research
• Examples of other people's research to give models of effective resea
Peer observation
• Chance to share ideas and try them out in a supportive relationship
• Chance to observe another teacher with no pressure of appraisal
Value of project to student
• Taking control of an aspect of their own professional development
• Feeling part of a wider research/education community
Value of project to educational setting
• Better-developed, confident teacher on the staff
• Team building aspect of peer observation / sharing project results in