

Professional Formation Annexe A

Mapping the evidence requirements for professional formation to the overarching national occupational standards for initial teacher training developed by Lifelong Learning UK and used by Standards Verification UK in the endorsement of teacher training programmes.

This map is provided as a guide for teachers when gathering evidence for their professional formation account.

The standards provide a useful indication of the knowledge and understanding which can be evidenced through professional practice. A copy of the national occupational standards can be downloaded from LLUK's website:

www.lluk.org/documents/professional_standards_for_itts_020107.pdf

Professional Formation Mandatory Element	Typical Evidence
1. Completion of an approved qualification (or equivalent) at a level appropriate to QTLS (level 5) or ATLS (level 3 or 4) status.	Certificates or equivalent or direct notification from the awarding body.
2. Numeracy and literacy skills at or above level 2.	Certificates or direct notification from the awarding body or other evidence such as numeracy or literacy skills within the teacher's subject area.
3. Supporting testimony, the endorsement of the completed application by a person deemed to satisfy the Institute's criteria for supporting claims for professional formation.	Peer review of the complete application following the Institute's template for supporting testimonies.
4. Declaration of suitability.	Self-declaration of fitness to practise made against the Institute's criteria set out in the Declaration of Suitability Statement.

LLUK Standard	Contextualisation Teachers know and understand
All	
CK 3.3	The different ways in which language, literacy and numeracy skills are integral to learners' achievement in own specialist area.
CK 3.4	The language, literacy and numeracy skills required to support own specialist teaching.
EK 1.3	Ways to develop, establish and promote peer- and self-assessment.
All	

Professional Formation Personalised Element	Typical Evidence ¹
1. Subject currency – an account of the candidate’s expertise in their subject area.	Personal reflection on subject related skills or expertise. Peer observation from a suitable expert witness. Scanned copies of qualifications in the subject area. Membership of a subject related professional body or association. Subject related CPD.
2. Teaching and learning – an account of the candidate’s ability to use effectively the skills and knowledge acquired through ITT to deliver their subject to a range of learners.	Personal reflection on teaching and learning. Peer or learner observation from a suitable expert witness. Observation of teaching and learning. Micro teaching. Schemes of work and lesson plans. Learner surveys or other forms of feedback.

LLUK Standard	Contextualisation Teachers know and understand
CK 1.1	Own specialist area including current developments.
CK 1.2	Ways in which own specialism relates to the wider social, economic and environmental context.
CK 3.1	Teaching and learning theories and strategies relevant to own specialist area.
CK 4.1	Ways to keep up to date with developments in teaching in own specialist area.
BK 1.2	Ways to develop and manage behaviours which promote respect for and between others and create an equitable and inclusive learning environment.
BK 2.1	Principles of learning and ways to provide learning activities to meet curriculum requirements and the needs of all learners.
BK 2.6	Ways to evaluate own practice in terms of efficiency and effectiveness.
BK 5.2	Ways to ensure that resources used are inclusive, promote equality and support diversity.

Professional Formation Personalised Element	Typical Evidence ¹
3. Self evaluation – an individual analysis of the candidate’s learning needs and goals for the next 12 months.	<p>Personal reflection on teaching practice using REfLECT (or other reflective method).</p> <p>Personal needs analysis coming from appraisal or review.</p> <p>Development needs arising from personal involvement organisational self-assessment and curriculum review.</p> <p>Peer observation from a suitable expert witness.</p>
4. Professional development planning – an individualised learning plan detailing the actions the candidate will take to address the needs and goals identified through self assessment:	<p>Professional development plan within REfLECT (or other CPD planning and recording method).</p> <p>Reflective journal or professional development log.</p> <p>Appraisal preparation and feedback documentation.</p> <p>CPD undertaken to improve teaching and learning or expertise in subject area.</p> <p>Observation of teaching and learning.</p>

LLUK Standard	Contextualisation Teachers know and understand
AK 4.2	The impact of own practice on individuals and their learning.
DK 3.1	Ways to evaluate own role and performance in planning learning.
DK 3.2	Ways to evaluate own role and performance as a member of a team in planning learning.
EK 1.3	Ways to develop, establish and promote peer- and self-assessment.
AK 4.3	Ways to reflect, evaluate and use research to develop own practice, and to share good practice with others.
AK 7.3	Ways to implement improvements based on feedback received.
EK 1.3	Ways to develop, establish and promote peer- and self-assessment.
FK 2.1	Boundaries of own role in supporting learners.

Professional Formation Personalised Element	Typical Evidence ⁱ
5. Reflective practice – reflection on the impact of professional development on the candidate’s teaching practice, the benefit to learners and wider communities of practice.	Personal reflection on the impact of CPD on professional practice. Personal reflection on the impact of CPD on learners. Action research. Participation in subject, curriculum or teaching and learning networks. Observation of teaching and learning. Witness testimony.

LLUK Standard	Contextualisation Teachers know and understand
AK 4.2	The impact of own practice on individuals and their learning.
AK 4.3	Ways to reflect, evaluate and use research to develop own practice, and to share good practice with others.
AK 5.1	Ways to communicate and collaborate with colleagues and/or others to enhance learners’ experience.
AK 7.3	Ways to implement improvements based on feedback received.
EK 1.3	Ways to develop, establish and promote peer- and self-assessment.
EK 4.2	The role of feedback in effective evaluation and improvement of own assessment skills.

ⁱ The examples given are indications of the typical forms of evidence an applicant may wish to include in the professional formation account. These lists are not exhaustive and the Institute welcomes varying forms of evidence providing the candidate can reflect on how the presented evidence satisfies the requirements of the personalised element and the occupational standards.