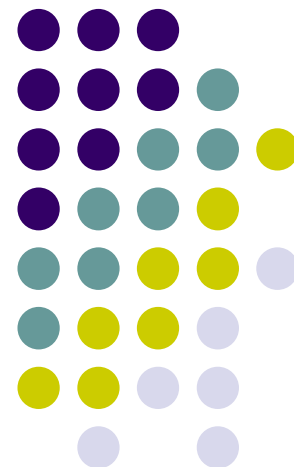


# Secondary Training Day

8<sup>th</sup> July 2010

Marilyn Hopkins

- Portfolio overview
- Structure / Presentation
- Strategies



# PORTFOLIO ELEMENTS



## 3 FOLDERS

- Learning Journey Folder
  - Teaching File
  - Professional Development Folder
-

# Learning Journey Folder



- Updated CV
  - Updated Personal Statement
  - Qualification certificates and CRB Disclosure
  - Initial Needs Analysis
  - Subject audits
  - Induction & Termly Training Plans (updated / annotated!)
  - Weekly school based trainer meeting notes
  - Reflective Journal
  - Records of Training
  - Standards Tracker
  - Teaching Timetable
  - STTP Assessment Reports
  - Half termly Progress Reports
  - Second School evaluation and reflection
-

# TEACHING FILE



- Lesson observations with linking lesson plans
  - Lesson Plans and evaluations
  - Subject knowledge research linked to observations/lesson plans
  - Learning resources developed, used and evaluated
  - Directed Tasks endorsed by Subject Mentor
  
  - Witness Statements (use Appendix II, 2.28)
  - Annotated meeting minutes linked with evidence from teaching showing implementation of policy/good practice
  - Learners' work (commentary/lesson plans)
  - Evidence showing how school policies are implemented in the classroom
  - Photographs with commentary/linked with lesson plans
-



# Teaching File

- Lesson observations with linking lesson plans
- Lesson plans arranged by classes taught/Year Groups taught/curriculum areas
- Subject knowledge research linked to observations/lesson plans
- Learning resources developed, used and evaluated
- Directed Tasks endorsed by Subject Mentor

These 5 elements are crucial to use this File to evidence

Q14 (Subject knowledge)

Q22 (Planning)

Q25 a-d (Teaching)

# PROFESSIONAL DEVELOPMENT FOLDER



The 33 QTS Standards!

- Employment based training – (EBITT) - evidence must reflect Professional Attributes, Knowledge and Professional Skills as *demonstrated through practice*. - As the TDA puts it – not addressing the Standard, but *meeting* it.
  - Analyse and use the TDA Guidance.  
([www.tda.gov.uk/partners/ittstandards/guidance\\_08/qts.aspx](http://www.tda.gov.uk/partners/ittstandards/guidance_08/qts.aspx))
  - 3 pieces of evidence for each Standard (except Q7(b)) – various elements of the Standard and balance across the Age Ranges
  - Explain the context & rationale for inclusion - Standards Evidence Sheet (appendix II, 2.11) How does it link to the SKfT framework and other Standards?
-

# The Framework for Subject Knowledge

\*QS: Related Q Standards

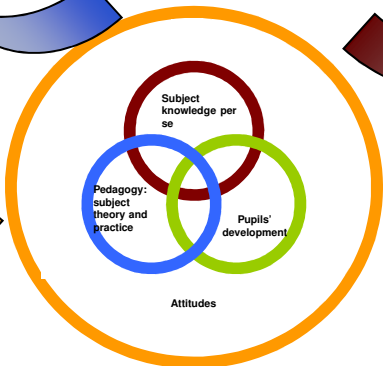
Progression in the subject or curriculum area as defined by the national curriculum & other national expectations  
 \*Q: 1;2;3;4;5;6;10;11;14;15;21;;22;24;25;29

## Pedagogy

- 5) The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment  
 \*Q: 1;4;5;6;8;10;14;15;18;19;20;21;22;26;30
- 4) Skills in the assessment of pupils' learning & the ability to use the information to plan for teaching which meets pupils' needs  
 \*Q: 11;12;13;22;26;27;
- 3) The ability to use a range of resources including ICT  
 \*Q: 1;2;4;8;14;15;17;25(a);25c;
- 2) The ability to plan lessons & sequences of lessons that are matched to pupils' needs, including opportunities for learning through homework  
 \*Q: 1; 10; 14; 19; 22; 24; 26;
- 1) A range of teaching skills & strategies to promote pupils' learning in the subject including behaviour management & those proposed by national strategies  
 \*QS:1;2;3;4;5;6;6;7;8;10;12;14;15;17;18;19;20;23;25; 26;27;28;29;30;32;33

## Subject knowledge per se

- 6) Assessment of pupils' achievement in the subject or curriculum area  
 \*QS:1;3;11; 12;13;14;15;22;25;26;27;
- 3) The relevance of the subject or curriculum area & why aspects of the curriculum are taught  
 \*Q:1;3;5;7;8;9;13;14;15;25 ;26;27 ;28;25;
- 4) The connections across subjects or curriculum areas, including literacy, numeracy & ICT across the curriculum  
 \*QS:1;14;15;17; 23;25;26
- 5) The relationships within the subject or curriculum area  
 \*QS:1;7;8;11;12;15;22;25;29



## Attitude

- The inclusion, achievement & well-being of all pupils  
 \*Q: 1; 2; 3; 4; 5; 6;10; 15; 17; 18; 19; 20; 21; 22; 23; 25;27;29; 31; 33
- 2) The subject or the curriculum area & enthusiasm for teaching it  
 \*Q: 1; 2; 3; 4; 5; 8; 9; 14; 23; 25; 20; 30;32
- 3) Being creative in developing learning opportunities for all pupils  
 \*QS:1;2;3;4;5;6;8;10;12;14; 15;17;18;19;20;22;23;25;27 ; 30;33
- 4) Continuing professional development within the subject or curriculum area  
 \*QS:1;2;3;6;7;8;9;10;14;15;17;22;23;25; 29
- 5) Working as a team, learning from others & contributing to the learning community  
 \*QS:1;2;3;4;5;6;7;9;18;19;20;21;24;25;30;31 ;32;33

## Pupils' development

- 5) How parents and carers contribute to their children's learning & development  
 \*QS:1;3;4;5;6;8;9;12;20;22;23;24;;27;
- 4) How the subject & curriculum area needs to be adapted to meet pupils' individual needs & contexts  
 \*QS:1;3;4;8;10;12;14;15;18 ;19;21;22;23;25;29;30
- 3) How pupils develop as learners within the subject  
 \*QS:1;3;;8;9;10;14;15;18;22;23;24;25;26; 27;28
- 2) The range in ways pupils learn  
 \*QS:1;2;3;4;5;8;10;12;14;15;18;19;22;23;2 4;25;26;27;28;30;31
- 1) How pupils learn in the subject is affected by developmental, social, religious, ethnic, cultural, & linguistic influences  
 \*QS:1;2;3;4;5;7;10;12;14;15;18;19;20;21; 22;23;25;26;27;30;33

# STRATEGIES



- Start preparing now!
  - Presentation (index, tab sections, highlighting, annotation)
  - Skills Tests
  - Any prior experience?
  - Refer to the TDA guidance book – look at the ‘scope’ of the Standard and ‘questions to consider’
  
  - How will you tackle the Standards? Will you start at Q1, or will you look at them in groups?
  
  - For example, strategies relating to assessment and monitoring (Q11, Q12, Q13 (knowledge and understanding) link to Q26(a) and Q26(b) in professional skills)
-



# Strategies

- Q27 ‘Provide timely, accurate and constructive feedback on learners’ attainment, progress and areas for development’
  - Scope ‘In order to demonstrate that they meet this standard trainees will need to use their knowledge and judgements of learners’ needs and progress to judge when and how to give feedback during the lessons they teach’
-

# Some sources of evidence



- Lesson planning
  - Lesson observations (with supporting material)
  - Reflective journal entries – incidents & outcomes
  - Collaborative planning
  - Correspondence / telephone logs
  - Assessment of pupils' work/ their self / peer assessment
  - Recording / monitoring of pupils' progress
  - Students' work
  - Records of / reflections on visits to other schools
  - Investigative conversations (e.g. SENCO)
  - Notes of meetings in which the trainee has *actively* participated
  - Courses attended – but only if evidence of outcomes in development of practice is included
-



# Where do I get information?

- TDA guidance  
([www.tda.gov.uk/partners/ittstandards/guidance\\_08/qts.aspx](http://www.tda.gov.uk/partners/ittstandards/guidance_08/qts.aspx))
  - Your School Based Trainer / ITT Co-ordinator
  - School holiday tutorial day appointments
  - Ongoing via e-mail:-  
[marilyn@mhopkins.plus.com](mailto:marilyn@mhopkins.plus.com)
-