



**Romanian
Association
for Quality
Language
Services**

**Asociația
Română
pentru Servicii
Lingvistice de
Calitate**



Shifting gear

From inspection to self-evaluation in English education

7th QUEST Annual Conference, Constanța, Romania

1st December 2007

Introduction & Overview



'Walking' view

→ 'Aerial' View

Individual

→ School System

Competences

→ 'Meta-competences'

Becoming a teacher

Professional Standards for Teachers

Professional Attributes

**Relationships
Frameworks
Communicating
Development**

**Professional Knowledge
& Understanding**

**Teaching & Learning
Assessment
Curriculum
Achievement
Well-Being**

Professional Skills

**Planning & Teaching
Assessing & Reviewing
Environment & Teams**

Becoming a teacher

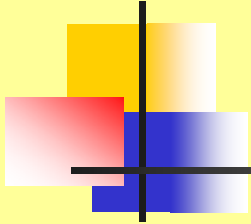
Subject Framework

Welcome to modern foreign languages

- Programmes of Study**
- learning opportunities
 - skills & knowledge over a range of content
- Attainment Targets & Level Descriptions:**
- 9 Levels 11-14/KS3 → Grade Criteria 16+
 - linguistic competence
 - knowledge about language
 - creativity
 - intercultural understanding
 - language learning strategies
 - language skills
- Key Concepts**
- Key processes**
- Range and Content**
- www.standards.dfes.gov.uk/schemes2/secondary_mff/
www.standards.dfes.gov.uk/schemes2/secondary_mfg/

Becoming a teacher

Routes into Teaching



Types of course

BEd

BA/BSc with QTS

PGCE

SCITT

Teach First

GTP

QTS only

- ✓ Core skills tests and applications in literacy, Numeracy and new technologies
- ✓ micro-teaching and teaching practice
- ✓ observed practice
- ✓ working & communicating with others (pupils/ teachers/ parents or carers)
- ✓ background reading for written projects and research assignments
- ✓ grasp of NC requirements in subject area
- ✓ assessing & monitoring learners' progress
- ✓ mentoring and tutoring

www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse

Becoming a teacher

Stakeholders' Incentives



www.tes.co.uk

- ✓ career autonomy
- ✓ jobs 'market'
- ✓ open application
- ✓ job security
- ✓ benefits

**"Why sit still in
your career?"**

Getting established as a teacher

Changing Curriculum requirements

Context for career progression

Frameworks → KS3 MFL Framework (4 stage 'progression')

www.standards.dfes.gov.uk/secondary/keystage3/respub/mflframework

'Nuggets' → online CPD + 'management support'

www.nationalstrategiescpd.org.uk/mfl

NC MFL → new 07 revision (implications for SoW, course materials,)

<http://www.qca.org.uk>

GCSE → new GCSE → uptake target
→ alternative accreditation → (NLRS – CEF/ELP)

New KS3 Curriculum → cross-curricular skills & inclusion ECM agenda

www.everychildmatters.gov.uk

Getting established as a teacher

In-School team working with online materials

Online nuggets



- Why use a Modern Languages Framework?
- Planning lessons
- Questioning
- Modelling
- Starters
- Plenaries
- Assessment for Learning
- Creativity
- Target language
- Practice
- Thinking skills
- Literacy and Learning
-ICTAC and Transfer and Transition

Getting established as a teacher

Post-Threshold Standards

Professional Attributes: Frameworks (P1)

**Professional
Knowledge and
Understanding:**

Teaching and Learning (P2)

Assessment and Monitoring (P3-P4)

Subjects and Curriculum (P5)

Health and Well-Being (P6)

Professional Skills

Planning (P7)

Teaching (P8)

Team working & collaboration (P9-P10)

P1: Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation

P2: Have an extensive knowledge & understanding of how to use and adapt arrange of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Moving up

Additional Standards – Excellent T

Professional Attributes:

Frameworks (E1)

Personal Professional Development (E2)

Professional Knowledge and Understanding:

Teaching and Learning (E3)

Assessment and Monitoring (E4)

Subjects and Curriculum (E5)

Achievement and Diversity (E6)

Professional Skills

Planning (E7)

Teaching (E8+E9)

Assessing, monitoring and giving feedback (E10-E11)

Reviewing teaching and learning (E12)

Team working and collaboration (E13-E15)



Reviewing
teaching
& learning



Moving up

ET – spot the self-evaluation!

CORE C35: Reviewing Teaching and Learning
Evaluate the impact of (our) teaching and its impact on learners progress, attainment and well-being refining our approaches where necessary.

C36: Review the impact of the feedback provided to learners and to guide learners on how to improve their attainment.

EXCELLENT E12: Use local and national statistical data and other information, in order to provide:

- (a) a comparative baseline for evaluating learners' progress and attainment
- (b) a means of judging the effectiveness of their teaching and
- (c) a basis for improving teaching and learning.

Moving up

AST - Professional Standards

Professional Attributes:

Frameworks (A1)

Professional Knowledge and Understanding:

Team working and collaboration (A2+A3)

A1: Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.

Moving up

Middle Leadership & improvement

**“Search for
the leader
inside
yourself”**

“...‘leading’ involves ‘vision and strategy, providing inspiration to achieve aims’, whereas ‘managing’ is putting vision into practice.”*

* Kydd, Anderson and Newton
(eds) (2003) ‘Leading People
and Teams in Education’

<http://www.ncsl.org.uk/media/7B6/6A/learning-from-the-middle.pdf>



Moving up

Middle Leadership & improvement

3 Key Roles

Making Judgements

Evaluating teaching & learning

Leading sustainable improvement



Leading improvement

Senior Leadership & headship

Inspiring leaders; improving children's lives

NCSL: www.ncsl.org.uk

National Standards

www.ncsl.org.uk/publications/publications-nationalstandards.cfm

National Professional Qualification for Headship

Accreditation under NPQH required before application

www.ncsl.org.uk/programmes/npqh/index.cfm?CFID=14478783&CFTOKEN=84114357

LPSH: Learning Programme for Serving Headteachers

www.ncsl.org.uk/programmes/lpsh/index.cfm

Leading improvement

National Standards & Improvement

Test & Exam results – targets & league tables

press and media

www.raiseonline.org

Benchmarking: comparison with similar schools

ECM 'Personal Well-Being' outcomes: health, safety, enjoy and achieve, contribution to community, economic well-being www.everychildmatters.gov.uk

Satisfaction of parents and carers

Leading Parent Partnership Award

Inspection reports – available online

www.ofsted.gov.uk



Leading improvement

Managing Self-Evaluation

New Relationship with Schools

Self-Evaluation

Framework for Inspection

Guidance on Evaluation

Online Self-Evaluation Forms (SEF)

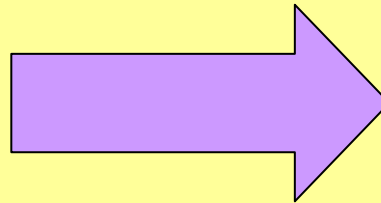
www.ofsted.gov.uk

Being Accountable

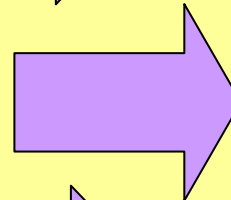
Inspection & evaluation

Framework for Inspection

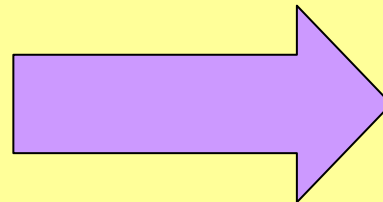
Achievement &
Standards



The Quality of Provision



Leadership &
Management



Overall
Effectiveness

Being Accountable

What's at stake?

Categories

Failing School – Special Measures

School with Weaknesses
– Notice to Improve

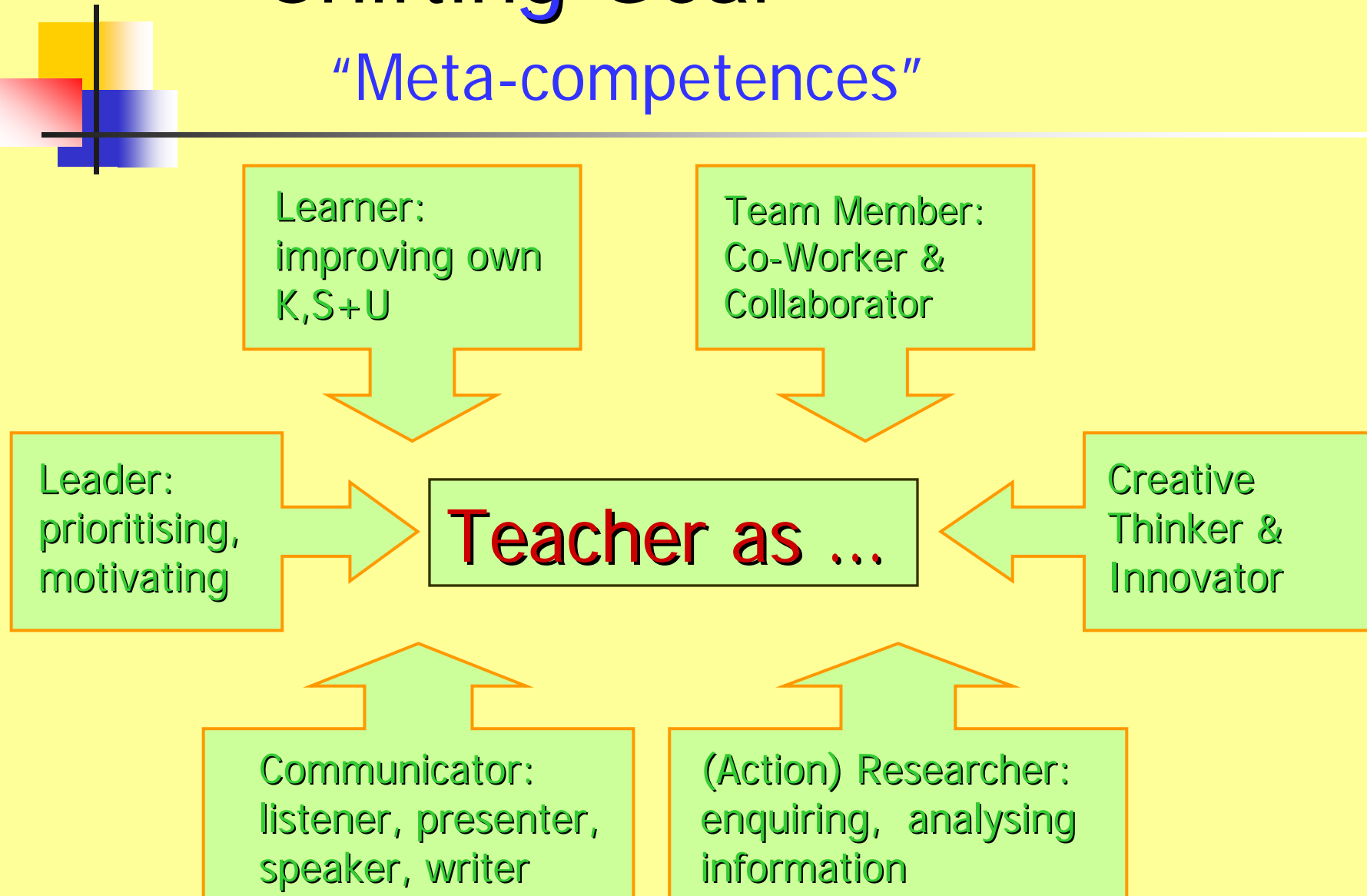
Improving School

Good School

Outstanding School

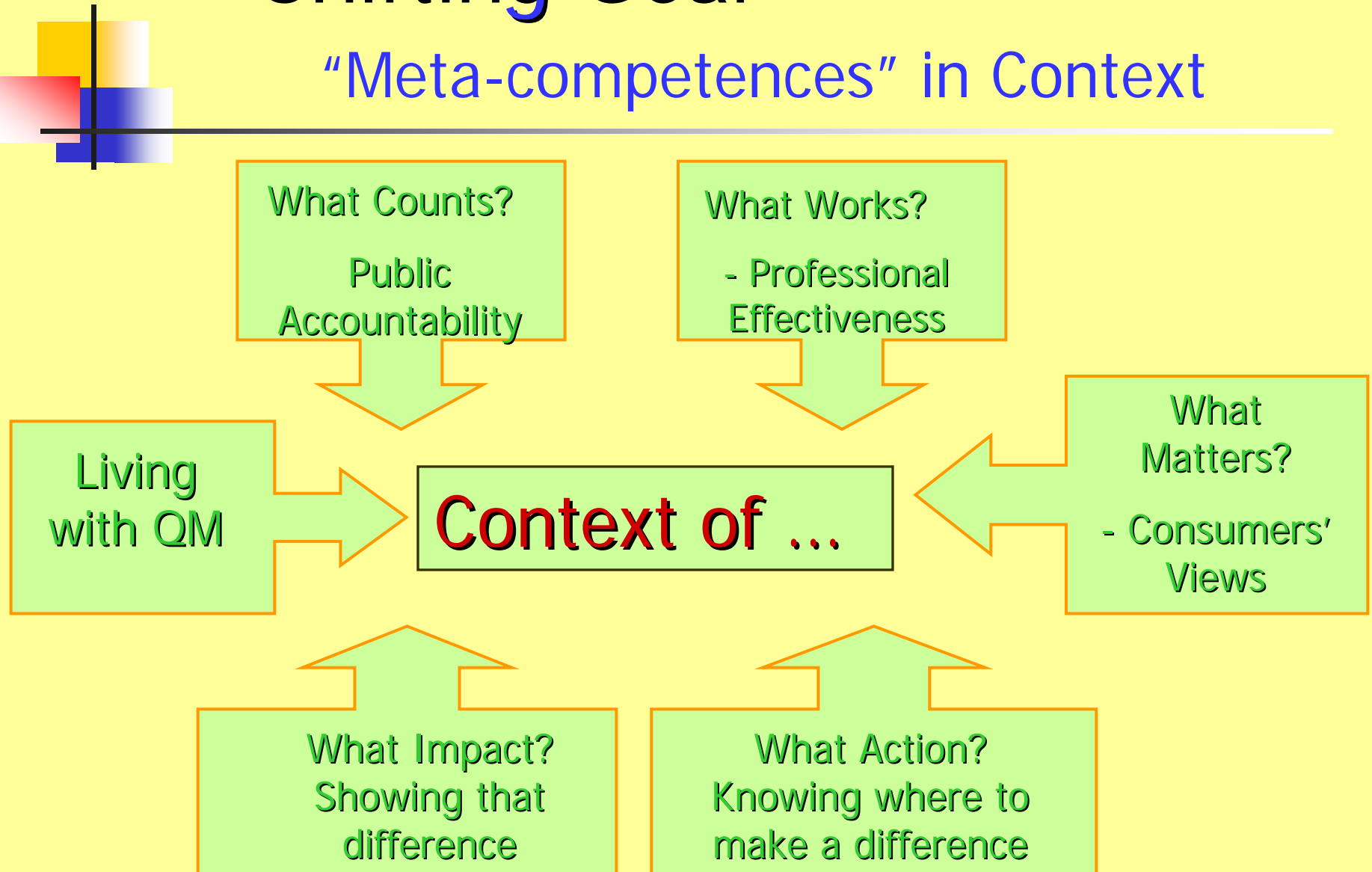
Shifting Gear

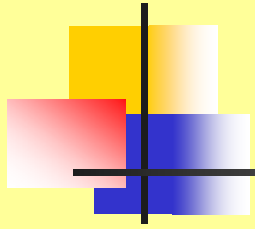
“Meta-competences”



Shifting Gear


“Meta-competences” in Context





Shifting Gear

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in English education

	Romanian Association for Quality Language Services	Asociatia Română pentru Servicii Lingvistice de Calitate
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Constanta, 1st December 2007

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