

Self-evaluation framework for Initial Teacher Education

2018

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Chief Executive Officer's Foreword



I am delighted to be able to introduce this framework to support the self-evaluation of Initial Teacher Education (ITE) by university providers. This is the result of collaborative working by national stakeholders who have contributed to its development. Particular thanks are due to the Scottish Council for Deans of Education (SCDE) and the General Teaching Council for Scotland (GTCS) for the key contribution they have made.

The framework for self-evaluation of ITE is designed to support the universities that provide ITE in identifying what is working well, including highlighting features of their own highly-effective practice. It will also help to recognise and develop a shared understanding of the actions needing to be taken to secure improvements. It provides a focus on the quality of learning and teaching within ITE and on making good use of the data already collected by universities to support their existing quality assurance requirements. It will help to ensure that students, who are beginning their teaching careers, are developing their skills and confidence to focus on key priorities, including literacy, numeracy, health and wellbeing and Additional Support Needs.

The themes and illustrations within the framework provide exemplar features of highly-effective practice. These can be used by university staff, students, school teachers, local authority personnel and other stakeholders to support collaborative enquiry and approaches to self-evaluation. This will allow universities to identify their own features of effective practice and develop a shared understanding of how the skills and capabilities of student teachers can be further enhanced.

The framework will support collaborative approaches to the enhancement of course delivery and provide opportunities for networking to strengthen partnership working and evidence-based practice across the education system. I am confident that its use will support effective self-evaluation in ITE to ensure that teachers at the start of their careers, and through career-long professional learning, are best equipped to meet the learning needs of all of Scotland's children and young people.

I look forward to seeing the framework in use and reflecting on learning and feedback from partners.

Gayle Gorman

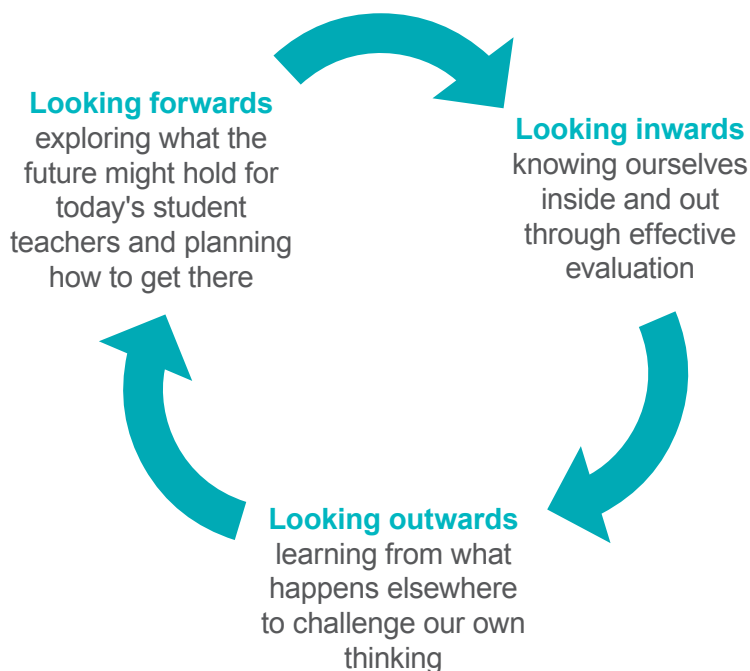
Self-evaluation framework for Initial Teacher Education

This framework is intended to support universities who provide Initial Teacher Education (ITE) in Scotland to demonstrate the quality of their existing ITE provision and to identify areas for development, as well as to anticipate new and emerging priorities. It is designed to support self-evaluation within ITE and enhance and further improve the experiences gained by students at the start of their professional careers. High-quality self-evaluation can lead to continuous enhancement and help to better prepare student teachers for their professional roles and careers.

The framework:

- provides a structure that works with existing university quality assurance systems. It is designed to support collaborative evaluation with the schools and teachers who contribute to the student's learning experience;
- sets out a number of key areas which are underpinned by themes to identify highly-effective practice;
- has a clear focus on outcomes and impact;
- helps staff draw on evidence-based internal, and external, evaluation to inform further development priorities. (Fig. 1)

Figure 1



Using the Framework

This framework provides a structure for self-evaluation, which universities can use to identify what is working well and what needs to be enhanced and/or improved. It is designed to support collaborative evaluation with partners who contribute to the student initial teacher education experience. It is also designed to be used alongside existing quality assurance processes and the General Teaching Council for Scotland (GTCS) [Standard for Provisional Registration](#). It is based on three key areas:

- **Area 1: Leadership and enhancement**
- **Area 2: Student experience**
- **Area 3: Outcomes for students**

Each area is underpinned by the following themes:

Area 1: Leadership and enhancement

- Quality Assurance processes in Higher Education.
- Leadership for enhancement.
- Evaluation leading to enhancement.
- Student contribution to enhancement.

Area 2: Student experience

- Values and Professional Commitment.
- Student experience of curriculum.
- Student experience of academic and pastoral support.
- Student experience of partnerships.
- Student knowledge and understanding of safeguarding, wellbeing, equality and inclusion.

Area 3: Outcomes for students

- Meeting the requirements of professional standards.
- Developing effective pedagogy.
- Commitment to career-long professional learning.

Within each of these areas, illustrations are provided which highlight existing quality assurance measures and outline effective practice.

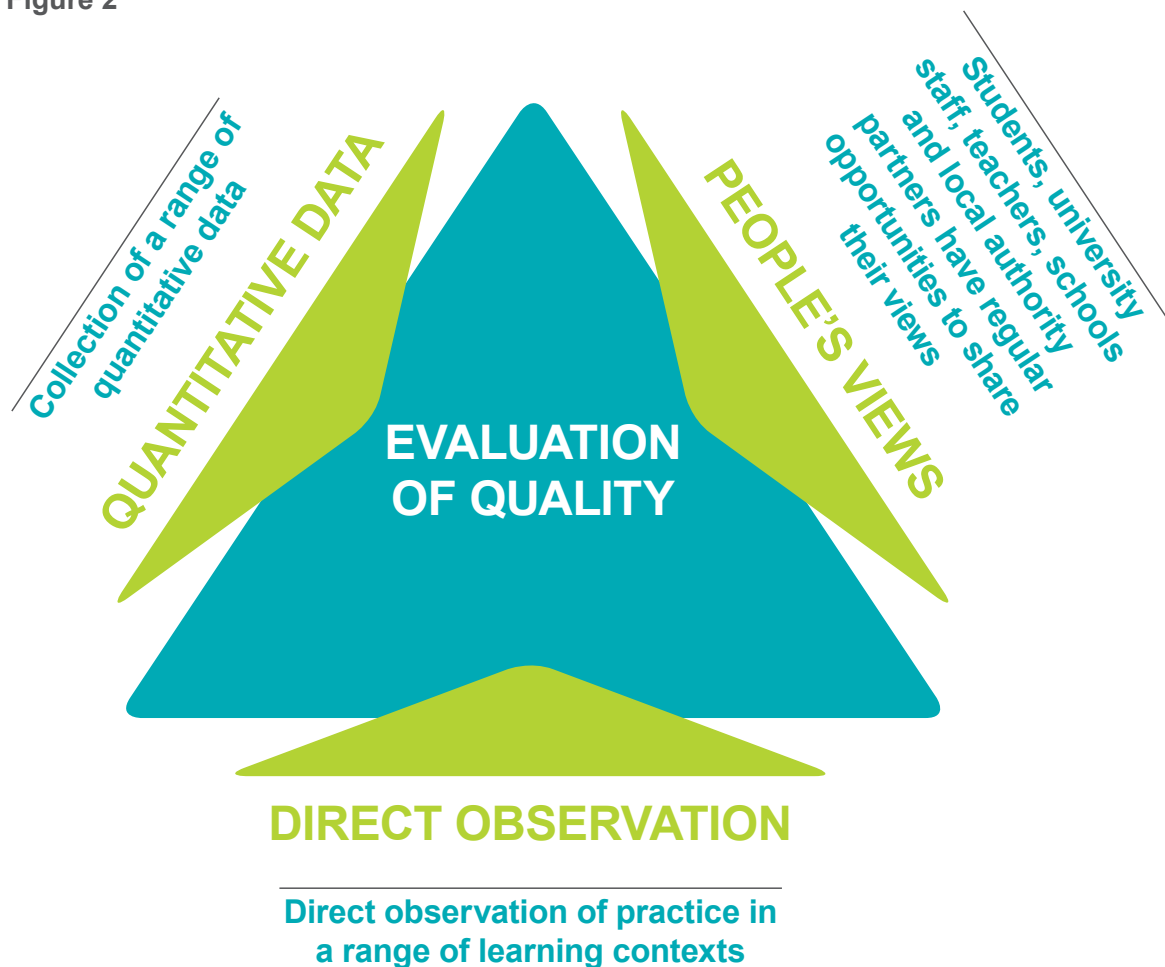
The Framework can be used in a range of ways to support ITE provision. It is not always necessary to use the entire framework or a complete key area for effective self-evaluation. Appendix 1 gives an illustration of how the framework can use a particular set of questions as a focus for gathering and discussing evidence, which can help to identify and share effective practice.

Using evidence to support self-evaluation

Universities have overall responsibility for improving ITE provision. We anticipate that the evidence identified using this framework will support the continued development of ITE provision across Scotland. The key areas and themes should be used to support evidence gathering, discussion and professional reflection.

The evidence to support self-evaluation will come from students, university staff, teachers, schools and local authority partners. The triangulation of evidence-based information and data, people's views and direct observation (Fig. 2) should involve staff, students, partners and other stakeholders. This process leads to a shared understanding of the capacity for continuous improvement and enhancement.

Figure 2



Through sharing highly-effective practice and engaging in discussions at a local and national level we anticipate that the evidence will help inform the national development of ITE.

Area 1: Leadership and enhancement - Key themes

Quality Assurance processes in Higher Education

- The academic standards of our courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification, and over time, is in line with sector-recognised standards.
- Our courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all our students are provided with the support that they need to succeed in, and benefit from, higher education.

Leadership for enhancement

- We have a shared vision, values and aims which underpin our approaches to developing and enhancing provision for students.
- All our staff regularly use research and undertake relevant professional learning to ensure the quality and effectiveness of their teaching practice.

Evaluation leading to enhancement

- Our approaches to self-evaluation are collaborative and involve all stakeholders meaningfully.
- We analyse an appropriate and wide range of data and information to support effective self-evaluation.
- We are outward looking and take opportunities, including research and professional dialogue nationally and internationally, to identify highly-effective practice.

Student contribution to enhancement

- We ensure that students develop skills of self-evaluation to support their engagement with professional standards and inform their professional reflection.
- We regularly seek the views of students about their experience to inform our evaluation of our provision.
- Our students know that their views are sought and valued, and that they can contribute effectively to the enhancement of provision.

Area 1: Leadership and enhancement - Illustration

Quality Assurance processes in Higher Education

Faculties, Colleges and Schools comply with a variety of institution-wide policies on learning and teaching, assessment, and quality assurance. (Adams, P, Doherty, R, McLennan, C and Simpson, C (2019 forthcoming) *Measuring Quality in Initial Teacher Education: conceptualising the field.*) Within each of these over-arching themes, there are a number of related policies, for example plagiarism, support on placement and student support. Every five years, HEIs undergo Enhancement-Led Institutional Review (ELIR) led by the Quality Assurance Agency (QAA) for Higher Education. This involves a process that takes approximately two years of work internally to compile evidence prior to the QAA visit.

Additionally, Scottish universities focus on the [Enhancement Themes](#), as directed by the Scottish Higher Education Enhancement Committee (SHEEC), to support the quality of the student learning experience. Every three years the theme changes. From 2014-2017, the theme was “Transitions” and from 2017-2020 the theme is “Evidence for Enhancement: Improving the Student Experience”. A key aim of the SHEEC in developing this mechanism is to support public confidence in the quality and standards in Higher Education.

University courses consist of a number of modules, which are calculated in credits points according to the Scottish Credit and Qualifications Framework (SCQF). In one year, students typically study 120 SCQF credits. These contribute to the overall course award with, for example the one year Professional Graduate Diploma in Education (PGDE) or Postgraduate Certificate in Education (PGCE) courses being 120 credits and undergraduate degree courses being 480 credits. First year undergraduate courses are assessed against SCQF level 7. Final year undergraduate and PGDE courses are assessed at SCQF level 10. Masters courses and the PGCE are assessed at SCQF level 11. For a module of 20 SCQF credits, there is a notional 200 hours of study. As university study requires a great deal of independent learning, the module is divided into contact time (with tutor), tutor-directed time and student-directed time. Student directed time includes preparation for summative assessment and also allows time for individual enquiry.

Professional programmes require approval from Professional Statutory Regulatory Bodies (PSRB); the General Teaching Council for Scotland (GTCS) is the relevant body for ITE. The GTCS is also involved in programme accreditation and validation on a rolling cycle of five or six years. Universities support a system of ongoing quality enhancement involving changes as required rather than waiting for the next accreditation event to undertake major adjustments to programmes. With the ever-changing nature of education, this is of benefit to ITE programmes as there is a need to incorporate new initiatives in education into students' learning. Every time changes are made to a module, whether it be content adjustments and/or assessment, approval is required by the relevant institutional quality assurance committees. Module specifications are scrutinised along with the reasons for change to ensure that the quality of experience is likely to be enhanced.

Leadership for enhancement

The leadership structure of ITE is non-hierarchical. While there are senior management groups, consisting of the Dean plus a group of Associate Deans, overseeing the whole School, leadership of programmes is devolved and Programme Leaders act autonomously, provided their plans take into account the strategic and operational aims of the School and wider University. Running an ITE programme does not require the Programme Leader to be in a promoted post. People are appointed to a role for a certain period of time with a number of management hours built into their workload. They are likely to manage the work of a

range of people from Junior Lecturers to Professors who might teach on the programme. Programmes are maintained and developed by teams consisting mainly of GTCS registered university staff. Each programme has a management team which supports the Programme Leader. Staff, and the management hours allocated, will vary according to the size of the programme.

Every module has a Module Leader who looks after learning for that specific set of credits. Depending on the module content, various members of staff, with expertise in a particular area, may teach on that module. Each module leader analyses their module and submits a module monitoring report to the Programme Leader. Annual programme enhancement reports for each programme are compiled by programme leaders and sent for scrutiny to the senior management of Schools or Colleges. The programme enhancement reports draw upon a variety of different sources. Senior managers use these reports to compile a School/College wide report to submit to the University Executive. External examiners, usually experienced teacher educators from other UK ITEs, scrutinise programme content and assessment and provide reports on a module basis, as well as annually at programme level, at the Board of Examiners. Programme Boards are held around twice per year to provide feedback and share views on current programme design and any proposals for change. The information drawn from these key sources underpins all programme enhancements made.

The change process is developed through consultation and then approved before being integrated into the programme. ITE programmes, particularly those lasting more than one year, are in a continuous loop of enhancement as changes are made to maintain the currency of national education initiatives. The continuous cycle of change and enhancement ensures that education for student teachers remains relevant, but also innovative, and informed by the latest research on teacher education internationally. Programme Leaders guide their staff team through the quality assurance procedures and consultation with external stakeholders, ITE colleagues and students. Staff are encouraged to develop their activities in scholarship and research relating to their interests and expertise. Conference attendance is supported and staff may join ITE networks focussing on specific areas such as inclusion, languages, digital technology.



Evaluation leading to enhancement

Universities' quality frameworks are grounded in the quality code of the QAA and courses are benchmarked against the SCQF. Quality frameworks encompass quality enhancement, for example the student learning experience and student support, quality assurance and academic standards. Universities support a system of ongoing quality enhancement involving changes as required, rather than waiting for the next accreditation event, to undertake major adjustments to programmes. For ongoing quality assurance purposes, several activities are undertaken systematically every year. Every new programme goes through an accreditation process involving scrutiny by internal university staff members and external stakeholders. Student evaluations are undertaken at programme and module level and information from these feed forward into reports on modules and programmes. Annual programme enhancement reports for each programme are compiled by programme leaders.

Planning for enhancement takes appropriate account of the ELIR, led by the QAA. There is a focus on the [Enhancement Themes](#), as directed by SHEEC, to support the quality of the student learning experience. Change is driven by a number of factors: research; government policy on education; tutor feedback, student feedback, external examiner feedback; and local authority stakeholder feedback. Every time changes are made to a module, whether it be content adjustments and/or assessment, approval is required by the relevant institutional quality assurance committees. Teacher educators are given support when they start their university careers, for example a mentor or an academic supervisor. All GTCS registered staff in ITE maintain GTCS Professional Update. Central academic support services offer ongoing continuous professional development

Student contribution to enhancement

Student voice is taken very seriously by leadership and management as a key expression of quality assurance. There are several mechanisms to enable communication between staff and students. Universities' students' associations are influential bodies that are consulted by university senior management to help steer and drive new initiatives. Students contribute individually, and as cohorts, to module and programme evaluation, for example through surveys, feedback loops and student led discussion. Student representation is required at programme level in the form of representatives and at School/College level to sit on all committees, for example teaching and learning; quality assurance; equality and diversity. The School/Faculty Student President chairs regular staff-student liaison committee meetings. Evidence from national student surveys informs national rankings, for example Complete University Guide; Times University Ranking; Good University Guide; and Guardian University League tables. Data from the National Student Survey and others is scrutinised for patterns where enhancements could be made and considered in relation to qualitative comments to inform next steps.

Area 2: Student experience - Key themes

Values and Professional Commitment

- We are proactive in ensuring that all our programmes meet the accreditation and validation standards set out by the General Teaching Council for Scotland (GTCS).
- Our staff model the professional values of commitment, social justice, integrity and trust and respect, to support student teachers' understanding of their fundamental importance.

Student experience of curriculum

- Students are supported to develop a detailed understanding of their professional responsibilities in relation to literacy, numeracy and health and wellbeing.
- Students are supported to develop a detailed understanding of the curriculum as a whole, as well as an understanding of the curriculum principles and contexts for learning.
- Students are supported to develop significant strengths in particular curriculum areas, in line with their personal and professional aspirations.

Student experience of academic and pastoral support

- We ensure that all our students experience high-quality teaching so that their learning needs are met in flexible and creative ways.
- We demonstrate our commitment to ensuring the wellbeing of our staff and students through an appropriate range of support measures.
- We work effectively in partnership with the student body, and other agencies, to ensure a consistently high level of care for all.

Student experience of partnerships

- We liaise effectively with local authorities and schools to ensure a coherent, relevant and high-quality learning experience for all students.
- Our arrangements for joint evaluation of students' progress are robust and support students well to understand their progress and develop their practice effectively.

Student knowledge and understanding of safeguarding, wellbeing, equality and inclusion.

- Our staff and students know, and understand, statutory requirements relating to safeguarding, wellbeing, equality and inclusion.
- Our policies and procedures are regularly reviewed to ensure that they are well grounded in current legislation and quality assurance requirements.

Area 2: Student experience - Illustration

Values and professional commitment

Teachers are the most important, and most expensive, single element in our education system (Darling-Hammond 2013). How they begin to learn, and continue to learn, is vital to maintaining and developing the very highest professional standards and quality (Donaldson 2011). Students learn to be good beginning teachers by learning in a combination of both university-based and site-based contexts. The purpose of university-based ITE is to develop confident and competent beginning teachers. Pre-service teachers achieve this through the award of university qualifications and by meeting the Standard for Provisional Registration. A student develops the values of working within the profession as required by the Professional Standards (GTCS, 2012) and supported by the National Framework for Inclusion (www.frameworkforinclusion.org). ITE institutions work in partnerships with stakeholders to provide opportunities for students to develop and demonstrate these values. All students are expected to demonstrate these values throughout their programmes:

- Social justice
 - Embracing the values of social justice
 - Committed to the principles of democracy and social justice
 - Valuing local and global citizenship
 - Demonstrating a commitment to engaging learners in real world issues
 - Respecting the rights of all learners
- Integrity
 - Demonstrating openness, honesty, courage and wisdom
 - Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice
 - Critically examining the connections between personal and professional attitudes to bring about transformative change in practice
- Trust and Respect
 - Acting and behaving in ways that develop a culture of trust and respect
 - Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing
 - Demonstrating a commitment to motivating and inspiring learners taking into consideration barriers to learning
- Professional commitment
 - Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality
 - Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice

Student experience of curriculum

Courses and programmes in university provide learning experiences in each of the areas below. Student teachers develop and apply this knowledge on placement, developing questions to interrogate their own practice. All ITE programmes include the following:

- Knowledge of learners and learning in social contexts
 - Understanding diverse learners
 - Understanding the impact of social context on learning
 - Understanding the school as an expression of social policies and values – policy context and national priorities, for example Getting It Right For Every Child
 - Understanding the learning process as underpinned by relevant learning theorists
 - Understanding child development (cognitive, social, emotional, moral, physical and atypical development)
- Knowledge of curriculum
 - Purpose; values; construction of teacher; construction of pupil; key ideas and modes of enquiry in curriculum areas; how to develop curriculum matter coherently and sequentially
- Knowledge of teaching
 - Pedagogical content knowledge – how to plan to meet the needs of all learners; how to explain and give alternative explanations in different curriculum areas; how to engage (motivation); how to manage a classroom and how to implement learning; how to engage and motivate; how to assess formatively and summatively; how to feedback; how to reflect and evaluate



Student experience of academic and pastoral support

Universities are committed to supporting every student to complete their studies successfully. They do this through the provision of a wide range of services, with proactive action to support students through challenges or barriers to learning. Specific support services are available according to individual requirements. In ITE programmes this includes mentor and tutor support on school placements.

- In terms of academic support, the university provides:
 - Progressive, engaging programmes of learning with appropriate challenge
 - Access to learning through library resources, virtual learning environments and online accessibility
 - Access to wider university learning including relevant international research
 - Literacy and numeracy to support professional practice
 - Study support for assessment
 - Relevant and meaningful feedback
 - Course documentation that is accessible and informative
 - Disability provision web pages are designed to be accessible to blind, partially sighted or disabled users, in accordance with the [UK Special Educational Needs and Disability Act \(SENDA\) 2001](#)
- In terms of pastoral support the university provides:
 - Information about wider support systems in course documentation, webpages and in university facilities
 - Staff who are approachable and empathic
 - A student support department
 - Stress support
 - Counselling services
 - Advice about financial support
 - Access to specialist support if required
 - Supportive school mentors
- In terms of technical support, the university provides:
 - IT support
 - Access to relevant IT resources

Student experience of partnerships

The partnership between school and university is fundamental to the development of the teacher. Partnerships between each university and local authorities are underpinned by cluster partnerships. Local authorities have a key role in supporting schools to enact partnership arrangements. Class and subject teachers act as mentors to students during professional practice. Students should be aware, through modelling, that universities and key stakeholders work in collaboration to ensure optimal student placement experience. The wider range of partnerships with key stakeholders is an ongoing learning experience for the students both in university and placement.

Universities are committed to building professional relationships with school partners to build the maximum support for each student. School placements do not only support student teachers to develop their practical understanding of the implementation of curricular and pedagogical knowledge in a classroom. They also help develop their understanding of community, of working collaboratively with parents and other professionals/agencies, of understanding policies in context, and understanding the wider role of the teacher beyond immediate class contact time. Progressive placements support the student teacher to evidence the Standard for Provisional Registration.

- The university local authority partnerships:
 - support the career development of student teachers through ITE programmes and induction year placements
 - normally work through the national Student Placement System (SPS) to provide each student with a range of placements appropriate to their address and university programme. Universities provide information to Headteachers and placement mentors about the stage of the programme the student is working on during each placement
 - support the structure and management of professional placements. Teachers in local authority partner schools see supporting students as a core part of their professional responsibilities. University and school staff work together as teacher educators to support and assess students on placement. Site-based learning/placement provides an opportunity for university-based and school-based staff to learn from, and with, each other.

Student knowledge and understanding of safeguarding, wellbeing, equality and inclusion.

Universities work within current legislation to ensure that all student teachers work within, and meet, statutory requirements and codes of practice, as required through the GTCS accreditation of each programme. All ITE programmes ensure that student teachers understand the range of duties required as a teacher to ensure children and young people are safe and well cared for. University programmes provide student teachers with knowledge of their professional responsibilities within current legislation. Student teachers understand the concept of wellbeing and the use of the wellbeing indicators, my world triangle and resilience matrix to support of learners effectively to achieve success. Universities support student teachers to evidence the Provisional Standard for Registration, in particular:

- 2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them.
- 3.1.5 Work effectively in partnership in order to promote learning and wellbeing.

Student teachers are aware:

- of the range of statutory requirements and duties to ensure that all children and young people are safe, well looked after.
- that when on professional placement, they must familiarise themselves with policies and practices of that placement school and take the appropriate and necessary action in accordance with local procedures and statutory guidance.
- of emerging issues within society such as radicalisation and child sexual exploitation.
- of policies, procedures and associated responsibilities in relation to wellbeing entitlements and protected characteristics to support children and young people maximise their successes and achievements.



- of the importance of understanding, valuing and celebrating diversity and challenging discrimination.

All student teachers complete the national Protecting Vulnerable Groups Scheme (PVG) process prior to beginning their ITE programme. According to the FTCS Student Teacher Code and the GTCS Professional Guidance on the Use of Electronic Communication and Social Media, they work in university and school placement. When on professional placement, student teachers model behaviours which support the wellbeing of all. They treat learners, staff, parents and partners with respect.

When on professional placement:

- student teachers plan learning activities and use learning and teaching approaches to promote resilience and responsible citizenship.
- teacher mentors ensure that student teachers have the appropriate level of information to plan to meet the needs of all learners in their class(es). This includes those facing additional challenges, for example young carers, and those living with financial hardship.
- student teachers are proactive in promoting positive relations and consider each child and young person as an individual with his/her own needs, risks and rights.
- students make appropriate use of information to be able to ensure all learners are included and engaged in learning.

References:

Darling-Hammond, Linda. *Powerful Teacher Education: Lessons from Exemplary Programs*. 2013.

Donaldson, Graham. *The Report setting out the findings of the Review of Teacher Education*. ISBN 978 0 7559 9733 6. 2011.

Area 3: Outcomes for students - Key themes

Meeting the requirements of professional standards

- Our students understand the Standard for Provisional Registration (SPR) (GTCS 2012) and use it regularly, and effectively, to self-evaluate, reflect on and develop their practice.

Developing effective pedagogy

- Our students can demonstrate a sound understanding, and practical application, of pedagogy and strategies for learning and teaching.
- Our students can demonstrate a specific understanding of effective teaching approaches in literacy, numeracy and health and wellbeing.
- Our students are developing their practice to understand, and take appropriate account of, additional support needs and socio-economic factors which may act as barriers to learning for children and young people.
- Our students can demonstrate appropriate digital skills and make informed choices about the use of digital technology in relation to their practice and professional conduct.

Commitment to career-long professional learning

- Our students make effective use of research to inform their developing professional practice.
- Our students demonstrate skills in collaborative working to develop their professional learning and approaches to professional enquiry.

Area 3: Outcomes for students - Illustration

Meeting the requirements of professional standards

Knowledge, skills and values are assessed through universities' assessment procedures which are quality assured by the QAA and monitored by the peer review system of external examiners. Knowledge, skills and values are jointly assessed on professional placement by university tutors and school tutors, in partnership with students. This assessment confirms whether or not the student teacher has reached the SPR. School experience is also quality-assured by external examiners, appointed by universities, in accordance with their codes of assessment. Student teacher knowledge of the curriculum is evidenced through their work towards the SPR.

Developing effective pedagogy

Student teachers actively experience, and critically reflect on, an extensive range of teaching approaches, which enables them to learn and which they can adapt for use in their classroom teaching. Blended technologies are used commonly in teaching and student teachers use technology in their own practice. Any of these approaches can be used to model current trends in teaching, for example outdoor learning.

- They learn through working together
 - co-operative learning
 - collaborative learning
- They learn through answering, exploring and posing questions and issues individually and collectively
 - enquiry/project based learning
 - critical reading
 - observation
 - case-study
 - problem-solving
 - field study
- They learn through doing
 - student-led learning
 - presentations
 - discussion and debate
 - peer teaching
 - teaching on professional placement
- They learn through writing
 - lesson plans
 - logs
 - journals
 - reflective essay
 - reports of classroom enquiries
 - teaching files

- They learn through professional placement
 - Students have the opportunity in schools to plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities using the above pedagogies.

Commitment to career-long professional learning

The SPR specifies what is expected of a student teacher at the end of ITE who is seeking provisional registration with GTCS. It also acts as one of the set of subject benchmark statements for professional qualifications in Scotland developed by the QAA. Having achieved the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the [Standard for Full Registration](#) (SFR) (GTCS 2012). The SFR is the gateway to the profession, and the benchmark of teacher competence, for all teachers. Having attained the SFR teachers will continue to develop their expertise and experience across all areas of their professional practice, through appropriate and sustained career-long professional learning (CLPL). The [Standard for Career-Long Professional Learning](#) (GTCS 2012) has been developed to support teachers choosing to reflect on this standard as part of their professional learning. As they progress through their careers this Standard will help them to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice. The skills of self-evaluation, which underpin CLPL, are already being developed by student teachers. Self-evaluation should be a useful process that is rigorous and enables students to be critically reflective about their professional role and their practice.

- Self-evaluation should support students to
 - Reflect on what they have done
 - Think about what they might do next
 - Consider their own progress and development
 - Deeply understand their professional practice, professional learning and the impact of this on their thinking, professional actions and colleagues, and support pupils and their learning
- Universities support students to develop their skills of self-evaluation through helping them to develop a structured approach to professional learning
 - Observation
 - Recording
 - Analysis
 - Reflection
 - Connecting reflection and evidence to inform future planning
 - Identifying areas for development
 - Using research to inform practice

Appendix 1: Using the framework to engage with specific self-evaluation questions

One way in which the framework can be used is to use a particular question as a focus for gathering and discussing evidence. This can help to identify and share effective practice. For example, there might be a focus on:

How well do we support student teachers for teaching, learning and assessment of numeracy?

The following relevant themes might be selected:

Quality Assurance processes in Higher Education

- Our courses for numeracy are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

Possible evidence: Course content and design; QAA procedures.

Student contribution to enhancement.

- We regularly seek the views of students about their experience to inform our evaluation of our provision.

Possible evidence: Focus groups of students; feedback from ongoing dialogue.

Student experience of curriculum.

- Students are supported to develop a detailed understanding of their professional responsibilities in relation to numeracy.

Possible evidence: Observations; focus groups of students/school teachers.

Student experience of partnerships.

- We liaise effectively with local authorities and schools to ensure a coherent learning experience for all students.

Possible evidence: Partnership working (for example, minutes of meetings); Plans or schemes; interviews with relevant staff; student focus groups.

Developing effective pedagogy.

- Our students can demonstrate a specific understanding of effective teaching approaches in, numeracy.
- Our students are developing their practice to understand, and take appropriate account of, additional support needs and socio-economic factors which may act as barriers to learning for children and young people.

Possible evidence: Observations; focus groups of students/school teachers.

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