

EDUCATION, WALES

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QUALIFIED TEACHER STATUS STANDARDS WALES 2009

Introduction

This document specifies for the purposes of Regulation 3(1) of the Education (School Teachers' Qualifications) (Wales) Regulations 2004⁽¹⁾ the standards required of persons who seek to become qualified teachers and who are assessed on or after 1 September 2009.

Interpretation

Except where the context otherwise requires, in this document:

“ITT course” means a course of initial teacher training at an accredited institution within the meaning of the Education (School Teachers' Qualifications) (Wales) Regulations 2004;

“the QTS Standards” means the specified standards required of persons seeking to become qualified teachers for the purposes of the Education (School Teachers' Qualifications) (Wales) Regulations 2004; and

“the 2006 QTS Standards” means the standards required of persons seeking to become qualified teachers specified in the Qualified Teacher Status Standards 2006⁽²⁾.

Summary

1. Under the Education (Specified Work and Registration) (Wales) Regulations 2004⁽³⁾ only qualified teachers (i.e. those with Qualified Teacher Status (“QTS”)) and other people in certain circumstances can carry out specified work – that is, teach – at a school maintained by a local education authority or a non-maintained special school in Wales.
2. The requirements for QTS are set out in the Education (School Teachers' Qualifications) (Wales) Regulations 2004 (“the Qualifications Regulations”). Regulation 5 of Schedule 2 to the Qualifications Regulations specifies the requirements to be met by persons before they can become qualified teachers.
3. One of the requirements which must be met is that persons who have undertaken courses of initial teacher training (ITT) or authorised programmes of employment based teacher training in Wales must be assessed against the “specified standards”. These are the standards applying at the time of

⁽¹⁾ S.I. 2004/1729 as amended by the Education (Amendments to Regulations regarding the Recognition of Professional Qualifications) (Wales) Regulations 2007 (S.I. 2007/2811) and the Education (School Teachers' Qualifications) (Amendment) (Wales) Regulations 2008 (S.I. 2008/215)

⁽²⁾ National Assembly for Wales subordinate legislation 2006 No. 49

⁽³⁾ S.I. 2004/1744

assessment specified by Welsh Ministers as the standards required of persons who seek to become qualified teachers.

4. The “specified standards” are known as the QTS Standards and are set out in this document. They replace the 2006 QTS Standards on a mandatory basis for trainees on all courses or programmes of ITT starting on or after 1 September 2009, subject to the transitional provisions set out in paragraph 17 below.
5. There are two principal routes operating in Wales through which people can meet the requirements needed to become qualified teachers: on the first route they can complete an ITT course or on the second route they can undertake training on the employment based teacher training scheme whilst working in a school.
6. For the first route, persons are recognised in Wales as qualified teachers provided that they:
 - (a) hold a first degree or equivalent qualification granted by a United Kingdom institution or an equivalent degree or other qualification granted by a foreign institution;
 - (b) have successfully completed an ITT course in Wales; and
 - (c) have undertaken any period of practical teaching experience for the purposes of an ITT course which commenced on or after 1 September 2008 wholly or mainly in a school, independent school or other institution (except a pupil referral unit) in Wales; and
 - (d) are assessed by an accredited institution as meeting the QTS Standards.
7. Under Regulation 7 of the Qualifications Regulations, an accredited institution is an institution accredited by the Higher Education Funding Council for Wales (“HEFCW”) as a provider of courses or programmes of ITT. HEFCW may only accredit as a provider of ITT an institution which satisfies criteria specified by the Welsh Ministers.
8. All providers of courses of ITT are required to obtain accreditation by HEFCW in order to run courses of ITT which allow their students to gain QTS. In order to be accredited by HEFCW, a provider must (amongst other things) run courses of ITT which meet the requirements specified by the Welsh Ministers and which lead students to achieve the QTS Standards. Accreditation is awarded to the provider and covers all ITT courses run by that provider.
9. For the second route, persons who undertake employment based ITT in Wales are recognised as qualified teachers provided that:
 - (a) they have successfully completed a period of training on an employment-based teacher training scheme or otherwise satisfied the requirements of the scheme;
 - (b) they are assessed by a competent person as meeting the QTS Standards; and
 - (c) a recommendation has been submitted by or on behalf of the recommending body to the Welsh Assembly Government or the General Teaching Council for Wales (GTCW) that they should be notified that they are qualified teachers.

(The "recommending body" is the body which organises the training given to persons named in the recommendation or the school or other institution where such persons have been employed, or body acting on behalf of that school or institution.)

10. The provision of ITT through the Welsh Assembly Government's employment based teacher training scheme (on programmes such as the Graduate Teacher Programme) is not subject to HEFCW accreditation requirements, including the requirements for ITT courses. The employment based teacher training scheme has its own specified requirements for the provision of training under the scheme.
11. For both routes, those seeking to be recognised as a qualified teacher must be assessed as meeting the "specified standards".

Overview of the QTS Standards

12. The QTS Standards are outcome statements which set out what trainees must know, understand and be able to do at the end of an ITT course or employment based programme to gain QTS. The QTS Standards are organised in three inter-related sections which describe the criteria for gaining QTS:

S1: Professional values and practice: these standards outline the attitudes and commitment to be expected of anyone qualifying to be a teacher, and are derived from the professional code of the General Teaching Council for Wales' Statement of Professional Values and Practice. (The Statement is a document that sets out the standards of professional conduct and practice expected of teachers registered with the GTCW. It can be seen at www.gtcw.org.uk.)

S2: Knowledge and understanding: these standards require newly qualified teachers to be confident and authoritative in the subjects they teach and to have a clear understanding of how all learners should progress and what teachers should expect them to achieve.

S3: Teaching: these standards relate to skills of planning, monitoring and assessment, and teaching and class management. They are underpinned by the values and knowledge covered in the first two sections.

13. The QTS Standards are set out at annex A to this document.

Application

14. The QTS Standards apply to all those on ITT courses or programmes under the employment-based teacher training scheme, whatever route they take. They allow providers autonomy in deciding how they will organise their training and respond to individual trainees' needs. They do not set a curriculum, nor do they specify how training should be organised or run.
15. The QTS Standards are a rigorous set of expectations and set out the minimum legal requirement. Some primary teacher trainers may choose to supplement this minimum by offering a subject or phase specialism. Some secondary teacher trainers may choose to provide additional training which develops student teachers' knowledge and skills, for instance by offering a specialist area of study.

Timing and Commencement Date

16. The QTS Standards specified in this document will apply on a mandatory basis for all trainees on all ITT courses or employment-based programmes starting on or after 1 September 2009, subject to the transitional arrangements described in paragraph 17. The 2006 QTS Standards cease to have effect on 1 September 2009, subject to the transitional arrangements described in paragraph 17.
17. The 2006 QTS Standards may continue to apply after 1 September 2009 to the assessment of those seeking to become qualified teachers in the following cases:
- (a) those on their final year of a full-time or part-time undergraduate ITT course leading to QTS starting after 1 September 2009;
 - (b) those on part-time postgraduate ITT courses starting before 1 September 2009;
 - (c) those trainees whose ITT courses were due to finish before 1 September 2009 but have been extended, due to:
 - (i) failure and the need to repeat one aspect of training;
 - (ii) switching from full-time to part-time training;
 - (iii) decisions by the ITT provider to allow trainees to complete any aspect of the programme at a later date (for example, trainees taking a year out of their training); and
 - (d) those on employment-based routes under the Welsh Assembly Government's employment-based teacher training scheme who start training before 1 September 2009.

Signed

Jane Hutt

26/06/2009

Minister for Children, Education, Lifelong Learning & Skills, one of the Welsh Ministers

QTS STANDARDS

S1: Professional values and practice

To gain QTS, trainees must show that they understand and uphold the principles of the General Teaching Council for Wales's 'Statement of Professional Values and Practice' by demonstrating all of the following:

S1.1 They understand the diverse learning needs of learners and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or cultural, linguistic, religious and ethnic backgrounds.

S1.2 They demonstrate the professionalism to ensure that relationships with learners are built on mutual trust and respect and to recognise that this will help maximise their learning potential.

S1.3 They demonstrate combinations of professional characteristics which aim to motivate and inspire learners and secure their intellectual and personal development.

S1.4 They recognise the importance of communicating information and expectations clearly and sensitively to parents and guardians and of fostering positive relationships between home and school.

S1.5 They endeavour to promote the place of the school within the wider community.

S1.6 They recognise and understand the contribution provided by and needed from support staff and other professionals in the learning process.

S1.7 They are able to contribute to the wider development of the school and profession and are aware of the importance of maintaining up-to-date professional knowledge, understanding and skills and are able to reflect on their own practice. They recognise their own needs and take responsibility for their continuing professional development.

S1.8 They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

S2: Knowledge and understanding

To gain QTS, trainees must demonstrate all of the following:

S2.1 They have a secure knowledge and understanding of the subject(s)¹ they are trained to teach. For those qualifying to teach at Key Stage 3, Key Stage 4 and

¹ The Foundation Phase is organised into seven areas of learning rather than into subjects. Throughout Annex A, references to 'subjects' include these areas of learning.

post-16 levels this knowledge and understanding should be at a standard equivalent to degree level. In relation to specific phases, this includes:

(a) for the Foundation Phase, that they:

- (i) know and understand the *Framework for Children's Learning for 3 to 7-year-olds in Wales*;
- (ii) know and understand the seven areas of learning that form the Foundation Phase curriculum, which are: Personal and Social Development, Well Being and Cultural Diversity; Language, Literacy and Communication Skills; Mathematical Development; Welsh Language Development; Knowledge and Understanding of the World; Physical Development; Creative Development;
- (iii) make good use of any guidance produced or approved by the Welsh Assembly Government to support the development of the seven areas of learning and the child development profile; and
- (iv) know and understand the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the *Skills Framework for 3 to 19-year-olds in Wales*;

(b) for Key Stage 2, that they:

- (i) know and understand the National Curriculum for mathematics, science, and English, and, for those on ITT courses run through the medium of Welsh, Welsh (as a first language);
- (ii) have sufficient understanding of a range of work across the following subjects
 - history
 - geography
 - information and communication technology (ICT)
 - art and design
 - design and technology
 - music
 - physical education
 - Welsh as a second language
 - personal and social education (PSE)
 - religious education

to be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary;

- (iii) know and understand the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the *Skills Framework for 3 to 19-year-olds in Wales*; and
- (iv) are familiar with the principles of the guidance material in *Raising Standards: Transition from Key Stage 2 to Key Stage 3*;

(c) for Key Stage 3, that:

- (i) they know and understand the relevant National Curriculum Programme(s) of Study and the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the *Skills Framework for 3 to 19-year-olds in Wales*; and
- (ii) if they are qualifying to teach one or more of the core subjects, they are familiar with the principles of *Aiming for Excellence in Key Stage 3* and with the subsequent guidance materials *Raising Standards in Literacy and Numeracy*; *Raising Standards in Information and Communication Technology*; and *Raising Standards: Transition from Key Stage 2 to Key Stage 3*;

(d) for Key Stage 4 and post-16, that:

- (i) if their courses cover Key Stage 4, they know and understand the relevant National Curriculum Programme(s) of Study;
- (ii) they are aware of the collaborative local curriculum providing choice and progression through the 14-19 phase in school, college and work-based settings;
- (iii) they are aware that Learning Pathways include programmes from the local curriculum, the statutory National Curriculum requirements at Key Stage 4, the Learning Core and wider experiences;
- (iv) they know and understand the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the *Skills Framework for 3 to 19-year-olds in Wales*;
- (v) they are familiar with the National Qualifications Frameworks;
- (vi) they know the progression within and from their own subject and the range of qualifications to which their subject contributes; and
- (vii) they understand how courses are combined in learners' curricula.

S2.2 They know and understand the National Curriculum aims and guidelines; in particular:

- (i) they know and understand the requirements and entitlements set out in the *Including all Learners* statement that appears at the beginning of each National Curriculum subject order and framework;
- (ii) they know and understand the values, aims and purposes and the general teaching requirements set out in *Making the most of learning – implementing the revised curriculum*, the *Skills Framework for 3 to 19-year-olds in Wales* and *Skills across the curriculum*;
- (iii) as relevant to the age range they are trained to teach, they understand that, in Wales, learners aged 7-14 should be given opportunities, where appropriate, to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (the Curriculum Cymreig) and learners aged 14-19 should have opportunities for active engagement in understanding the

political, social, economic and cultural aspects of Wales as part of the world as a whole (*Wales, Europe and the World*);

- (iv) as relevant to the age range they are trained to teach they are familiar with the *Personal and Social Education Framework for 7 to 19-year-olds in Wales, Careers and the world of work: a framework for 11 to 19-year-olds in Wales* and the locally agreed syllabus for religious education;
- (v) they are familiar with the most recent national guidance on education for sustainable development and global citizenship.

S2.3 They are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.

S2.4 They understand how learners' physical, intellectual, linguistic, social, cultural and emotional development can affect their learning.

S2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.

S2.6 They understand their responsibilities under the *SEN Code of Practice for Wales* and know how to seek advice from specialists on less common types of special educational needs.

S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.

S3: Teaching

S3.1 *Planning, expectations and targets*

To gain QTS, trainees must demonstrate all of the following:

S3.1.1 They set challenging teaching and learning objectives which are relevant to all learners in their classes. They base these on their knowledge of:

- (a) the learners;
- (b) evidence of their past and current achievement;
- (c) the expected standards for learners of the relevant age range; and
- (d) the range and content of work relevant to learners in that age range.

S3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess learners' knowledge, skills and understanding. They take account of and support learners' varying needs so that all those they teach can make good progress.

S3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of learners' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

S3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support learning in children and young people.

S3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for those they teach to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

S3.2 Monitoring and assessment

To gain QTS, trainees must demonstrate all of the following:

S3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support learners as they progress. They involve learners in reflecting on, evaluating and improving their own performance.

S3.2.3 They are able to assess learners' progress accurately using, as relevant, the Foundation Phase Outcomes, National Curriculum level descriptions, National Curriculum outcomes, criteria from national qualifications, the requirements of awarding bodies or objectives from the relevant guidance. They may have guidance from an experienced teacher where appropriate.

S3.2.4 They identify and support more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.

S3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

S3.2.6 They record learners' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help learners review their own progress and to inform planning.

S3.2.7 They are able to use records as a basis for reporting on learners' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and learners.

S3.3 Teaching and class management

To gain QTS, trainees must demonstrate all of the following:

S3.3.1 They have high expectations of learners and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where learners feel secure and confident.

S3.3.2 They can teach the required or expected skills, knowledge, and understanding relevant to the curriculum for learners in the age range for which they are trained, and as relevant to the age range they are trained to teach make appropriate use of the Curriculum Cymreig for learners aged 7-14 and Wales, Europe and the World for learners aged 14-19. In relation to specific phases:

(a) those qualifying to teach Foundation Phase children teach competently and independently the seven areas of learning that form the Foundation Phase curriculum and which are covered in the *Framework for Children's Learning for 3 to 7-year-olds in Wales*;

(b) those qualifying to teach learners in Key Stage 2 teach the core subjects – mathematics, science, English, and, for those on ITT courses run through the medium of Welsh, Welsh (as a first language) – competently and independently. They also teach a range of work across the following subjects:

- history
- geography
- information and communication technology (ICT)
- art and design
- design and technology
- music
- physical education
- Welsh as a second language

independently, with advice from an experienced colleague where appropriate. All those qualifying to teach a subject at Key Stage 2 must be able to use the skills and learning covered in the *Skills Framework for 3 to 19-year-olds in Wales* in their teaching, as appropriate;

(c) those qualifying to teach Key Stage 3 learners teach their specialist subject(s) competently and independently using the National Curriculum programmes of study for Key Stage 3 and the relevant guidance. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the *Aiming for Excellence in Key Stage 3* guidance. All those qualifying to teach a subject at Key Stage 3 must be able to use the skills and learning covered in the *Skills Framework for 3 to 19-year-olds in Wales* in their teaching, as appropriate to their specialist subject;

(d) those qualifying to teach Key Stage 4 and post-16 learners teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum programmes of study and related schemes of work, or programmes specified for national qualifications (this could include work-related learning). They also provide opportunities for learners to develop the skills and learning covered in the *Skills Framework for 3 to 19-year-olds in Wales* in their teaching, as appropriate to their specialist subject.

S3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate learners and which:

- (a) make learning objectives clear to learners;
- (b) employ interactive teaching methods and collaborative group work; and
- (c) promote active and independent learning that enables learners to think for themselves, and to plan and manage their own learning.

S3.3.4 They differentiate their teaching to meet the needs of learners, including the more able and talented, and those with special educational needs. They may have guidance from an experienced teacher where appropriate.

S3.3.5 They are able to support those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home, with the help of an experienced teacher where appropriate.

S3.3.6 They take account of the varying interests, experiences and achievements of all those they teach to help learners make good progress.

S3.3.7 They organise and manage teaching and learning time effectively.

S3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

S3.3.9 They set high expectations for learners' behaviour and establish a clear framework for classroom discipline to anticipate and manage learners' behaviour constructively, and promote self-control and independence.

S3.3.10 They use ICT effectively in their teaching.

S3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.

S3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages learners to progress independently.

S3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance the learning of those they teach.

S3.3.14 They recognise and respond effectively to social inclusion and equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

S3.3.15 They take appropriate opportunities to teach education for sustainable development and global citizenship in all relevant aspects of their teaching.