Institute of Education

PGCE in Further Education

Review of Progress against Practice Themes

2023-24

How to use this document

The Practice Themes are used by trainees, mentors, and tutors as a reference framework across the course, and provide a shared language for discussing trainee progress.

These descriptors should be used in the assessment of teaching practice.

The codes (SPK1, PLA3, etc.) can be used in observation feedback, can be incorporated into the target setting process, and should inform the Professional Report that mentors and tutors will complete at predetermined points throughout the course.

By using the rubrics in this document, trainees, mentors, and tutors can discuss the evidence for trainee progress against each code and plan for future practice.

The final page includes a handy at-a-glance guide to the Practice Themes and their content.

Practice Theme	Practice Theme Reference	
Evaluating Practice (EP)	EP1	Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
	EP2	Engage with and promote a culture of continuous learning and quality improvement.
Subject and Pedagogical Knowledge (SPK)	SPK1	Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
	SPK2	Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
	SPK3	Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
	SPK4	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
Classroom and Learner Engagement (CLE)	CLE1	Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning
	CLE2	Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
	CLE3	Promote and support positive learner behaviour, attitudes, and wellbeing.
	CLE4	Apply motivational, coaching and skill development strategies to help learners progress and achieve.
	CLE5	Develop enrichment & progression opportunities for learners through collaboration with employers, higher education and/or community group 21.6 A

Practice Theme - Subject and Pedagogical Knowledge

	Emerging	Competent	Good	Very Good	Practice Aspiration
SPK1	Working towards this.	Demonstrate secure subject specialist knowledge in teaching and learning.	Demonstrate secure and current knowledge of subject specialism to underpin teaching and learning.	Apply depth of subject specialism knowledge to support learners.	Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
SPK2	Working towards this.	Use a range of educational research, pedagogy and assessment to develop evidence-informed practice	Systematically engage with educational research, pedagogy and assessment to develop evidence-informed practice	Systematically engage with a broad range of educational research, pedagogy and assessment to develop evidence-informed practice	Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
SPK3	Working towards this.	Demonstrate secure knowledge of special educational needs and disabilities to create inclusive learning experiences.	Demonstrate secure and current knowledge of special educational needs and disabilities to create inclusive learning experiences.	Apply depth of knowledge of special educational needs and disabilities to create inclusive learning experiences.	Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
SPK4	Working towards this.	Explain appropriate and fair methods of assessment which enable learners to make progress.	Give examples of appropriate and fair methods of assessment which enable learners to make progress.	Discuss, with evidence, appropriate and fair methods of assessment which enable learners to make progress.	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.

Practice Theme - Classroom and Learner Engagement

	Emerging	Competent	Good	Very Good	Practice Aspiration
CLE1	Working towards this.	Enable learners to meet intended learning outcomes. Demonstrate enthusiasm in teaching of subject.	Ensure all learners are sufficiently engaged and challenged to make good progress. Inspire and communicate with learners in teaching of subject.	Use a range of approaches to ensure all learners are appropriately challenged to make very good progress. Engage, motivate and inspire all learners in teaching of subject.	Inspire, motivate, and raise aspirations of learners by communicating high

Practice Theme – Planning for Learning and Assessment

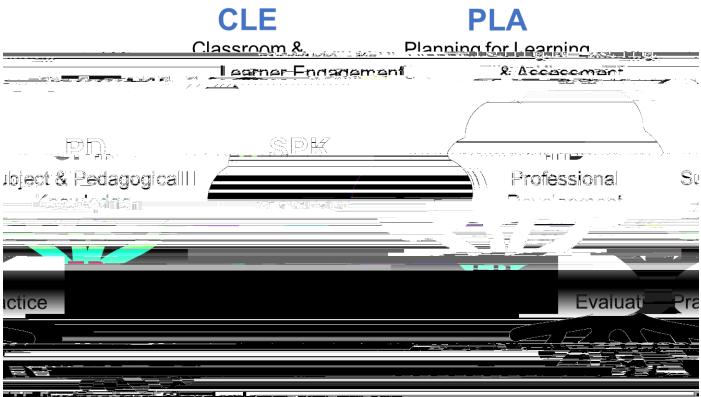|	Emerging	Competent	Good	Very Good	Practice Aspiration
PLA1	Working towards this.	Use established and some new approaches to support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	Evaluate and extend a range of strategies to support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	Develop innovative and creative approaches to support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
PLA2	Working towards this.	Demonstrate an understanding of social and cultural diversity, equality of opportunity and inclusion.	Demonstrate a secure understanding and application to your teaching of social and cultural diversity, equality of opportunity and inclusion.	Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion.	Value and champion diversity, equality of opportunity, inclusion and social equity.
PLA3	Working towards this.	Produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account barriers to learning.	Consistently produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account barriers to learning.	Develop and adapt sequenced planning to accommodate a range of individual needs and deal skilfully with barriers to learning.	Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
PLA4	Working towards this.	Use technologies safely and effectively to promote learning.	Use a range of technologies safely and effectively to promote learning and overcome barriers to learning.	Make creative and innovative use of technology to develop in-depth understanding and/or acquisition of skills relevant to subject / vocational area.	Select and use digital technologies safely and effectively to promote learning.
PLA5	Working towards this.	Develop personal knowledge and skills in English			

| PLA6 | Working towards this. | Encourage and respond to learners' contributions and questions to support progress. Demonstrate knowledge of information, advice and guidance to support autonomy. | Show flexibility and adaptability in response to learners' contributions and questions to support progress. Demonstrate a range of knowledge of information, advice and guidance to support autonomy. | Demonstrate a wide range of knowledge of information, advice and guidance to support autonomy. | Provide access to up-to-date information, advice, and guidance so that learners can take ownership of their learning and make informed progression choices. |

Practice Theme – Profess

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Practice Themes Summary

CLE
Classroom &
Learner Engagement

PLA
Planning for Learning
& Assessment

SPK
Subject & Pedagogical
Knowledge

Professional
Development

EP | **SPK** | **CLE** | **PLA** | **PD**

Evaluating Practice | Subject & Pedagogical Knowledge | Classroom & Learner Engagement | Planning for Learning & Assessment | Professional Development

Evaluating Practice	Subject & Pedagogical Knowledge	Classroom & Learner Engagement	Planning for Learning & Assessment	Professional Development
	Subject Knowledge	High Expectations	Developing Learner Autonomy	Sustainab...
	Pedagogy and Practice	Relationships		English Diversity/Inclus...
	SEND	Wellbeing	Safe & Relevant	
	Assessment & Feedback	Motivation	Digital Skills	
		Enrichment & Progression	Maths English & Lang...	
			Advice & Guidance	