Teaching Apprenticeship

This draft is a simple starting point for a qualification based on the teaching standards [1]. It is not yet complete and will be developed further as required. Links are not yet complete and provided as examples at this point.

The following tables provide the learning outcomes and assessment criteria for qualified teachers supporting work based learning that follows on from their teacher training. The assessment criteria are designed to cover the teaching standards, grouping them into credit based units and organised under learning outcomes in keeping with the Qualifications and Credit Framework. This then provides the option of providing a nationally accredited Diploma at QCF level 7 referenced to the European Qualifications Framework and providing credit in the ECVET system. There is further guidance [2] linked to each of the assessment criteria.

Unit 1 - Establishing a strong learning environment - (50 credits)

1. Set high expectations	2. Manage behaviour effectively	3. Fulfil wider professional responsibilities	4. Demonstrate good subject and curriculum knowledge
1.1 establish a safe environment for learning [3]	2.1 implement clear rules and routines for behaviour in classrooms [4]	3.1 make a positive contribution to the wider life and ethos of the school	4.1 demonstrate a secure command of the subjects they teach
1.2 establish a stimulating environment for pupils [5]	2.2 take responsibility for promoting good and courteous behaviour [6]	3.2. know how and when to draw on advice and support	4.2 relate subject knowledge to the school curriculum
1.3 communicate positive values of mutual respect [7]	2.3 contribute to the strength of the school's behaviour policy [8]	3.3 deploy resources effectively	4.3 critically analyse curriculum developments
1.4 set challenging goals for all pupils [9]	2.4 expect and achieve high standards of behaviour [10]	3.4 take responsibility for improving teaching	4.4 critically analyse subject developments
1.5 demonstrate consistent positive attitudes [11]	2.5 establish a clear framework for discipline [12]	3.5 respond positively to advice and feedback	4.5 raise pupil attainment in the use of language
1.6 demonstrate high standards of behaviour and values expected of pupils [13]	2.6 manage groups effectively [14]	3.6 communicate effectively with parents with regard to pupils' achievements and well-being	4.6 instil an appreciation of the value of scholarship
	2.7 motivate pupils to participate in accordance with needs		

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	[15]		

Unit 2 - Developing practical teaching competence (60 credits)

1. Adapt teaching to respond to the strengths and needs of all pupils	2. Plan and teach challenging, well-structured lessons	3. Promote good pupil progress and outcomes	4. Make accurate and productive use of assessment
1.1 match teaching to the needs of pupils.	2.1 maintain an appropriate pace in lessons.	3.1 demonstrate accountability for pupils learning outcomes.	4.1 assess relevant curriculum areas
1.2 explain the range of factors that can inhibit learning.	2.2 impart knowledge so that it is retained.	3.2 recognise pupils' capabilities and prior knowledge.	4.2 meet statutory requirements for assessment where relevant
1.3 implement strategies that enable pupils to overcome barriers to their learning.	2.1 clarify concepts to support understanding.	3.3 plan teaching that builds from current and prior learning.	4.3 use assessment to inform learning strategies
1.4 explain how the physical, social and intellectual development of children is related to teaching at different stages of their learning.	2.3 promote intellectual curiosity.	3.4 guide pupils to reflect on the progress they have made.	4.4 explain the roles of formative and summative assessment
1.5 explain the needs of individual pupils in terms of their specific personal characteristics.	2.4 evaluate lessons and act on the results.	3.5 enable pupils to understand their emerging needs.	4.5 use data to track progress
1.6 evaluate distinctive teaching approaches that serve individual needs.	2.5 contribute to curriculum development.	3.6 explain how pupils learn.	4.6 use data to inform planning targets
	2.6 extend and consolidate learning through out-of-class activities.	3.7 explain how teaching relates to how pupils learn.	4.7 use assessment to motivate pupils
	2.7 set and assess relevant homework.	3.8 support pupils in taking a responsible attitude to their own	4.8 provide opportunites for pupils to respond to

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		learning.	assessment feedback

Rules of Combination

The proposed qualification title will be **TLM Advanced Diploma in Practical Teaching (QCF)**

To achieve the TADPT the candidate must pass both units. To pass each unit evidence must be provided that the intended learning outcomes are secure by meeting the under-pinning assessment criteria. Evidence will be assessed locally by a trained assessor and verified by an independent external account manager at the Awarding Organisation.

Source URL: https://theingots.org/community/Teaching_Diploma

Links
[1] http://bit.ly/wxsQiB
[2] https://theingots.org/community/NQTG
[3] https://theingots.org/community/nqtg#1.1
[4] https://theingots.org/community/nqtg#2.1
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[14] https://theingots.org/community/nqtg#2.6
[15] https://theingots.org/community/nqtg#2.7

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