



Guidance for Professional Study E Portfolio

Your Professional Study E Portfolio is a live document where you will record your personal reflections and development as a professional throughout the course. The live document allows it to be shared with your mentor and the academic tutors who will support you along the way.

This module centres around the Teaching Standards which explore all aspects of being a teaching professional. The portfolio document is intended as a template to help structure your journey discovering these within your own teaching, your observations of other teachers and through lectures and workshops.



Teaching Standards

The [DfE's Teachers' Standards](#) are a set of professional standards that are expected to be maintained by teachers and trainees. There are 9 Teaching Standards in total.

You will focus on 3 of these Standards in depth throughout the year. The 2 represented in the pink columns in the table below are compulsory 'Depth Standards': 'Fulfil Wider Professional Responsibilities' and 'Personal and Professional Conduct'. You'll be critically reflecting on and evaluating these within your teaching and teaching context over the course of the year. You will provide supporting evidence for these Depth Standards using a range of templates provided to demonstrate your development within them.

Your third 'Depth Standard' will be yours to choose out of the other 7 Teaching Standards, represented in blue in the table below. You do not need to write up reflections or provide evidence for any of the remaining Teaching Standards, but you will have the opportunity to reference them within your evidence templates and reflect on how you have developed within them through the self-assessment scaling exercise.

FULFIL WIDER PROFESSIONAL RESPONSIBILITIES	PERSONAL & PROFESSIONAL CONDUCT	1. SETTING HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE & CHALLENGE PUPILS
		2. PROMOTE GOOD PROGRESS & OUTCOMES BY PUPILS
		3. DEMONSTRATE GOOD SUBJECT & CURRICULUM KNOWLEDGE
		4. PLAN & TEACH WELL-STRUCTURED LESSONS
		5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS & NEEDS OF ALL PUPILS
		6. MAKE ACCURATE & PRODUCTIVE USE OF ASSESSMENT
		7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD & SAFE LEARNING ENVIRONMENT

How to use the Self-Assessment Scaling Exercise Document for each of the 9 Teaching Standards

In August, January and April you will self-assess where you currently are, in terms of both your knowledge and your application of this knowledge on a scale from 1 to 10 (1 being Emerging and 10 being Role Model). The scale and descriptors below will help you decide where you are for each Teaching Standard.



Scale 1-3	Your skills and knowledge in this area are emerging. You are identifying the research and training required to inform your understanding of this standard. There is limited evidence of these in your teaching and professional skills. You are reflecting on these emerging skills occasionally.
Scale 3-5	Your skills and knowledge in this area are establishing. You are engaging with the research and training required to inform your developing understanding of this standard. There is some evidence of these in your teaching and professional skills. You are reflecting on your skills and knowledge in this area regularly.
Scale 5-8	Your skills and knowledge in this area are embedding. You are engaging with the research and training required to support your understanding of this standard. There is good evidence of these in your teaching and professional skills. You are reflecting on your skills and knowledge in this area regularly.
Scale 8-10	Your skills and knowledge in this area are enhancing. You are engaging with the research and training required to continue to enhance your understanding of this standard. There is ample evidence of these in your teaching and professional skills. You are reflecting on your skills and knowledge in this area regularly. At the upper end of this scale, you would be considered a role model in this area for others.

You should reflect honestly, to yourself and in discussion with your peers and mentor, so that you are able to identify where you have grown your teaching practice or have gained further understanding, and what areas you still want to improve upon.

In January you will decide upon your 1 Depth Standard of choice (to accompany the compulsory Depth Standards: 'Fulfil Wider Professional Responsibilities' and 'Personal and Professional Conduct'). This decision is likely to be informed by the change in your two self-assessment scores from August to January.



Your Professional Study E Portfolio: Documenting your Experiences and Developing Knowledge

Evidence Templates

- For your 3 Depth Standards you will go into much more detail on what and how you have developed across the year. Evidence templates have been provided to help you demonstrate this, and you will complete one of each of the following templates for each of the 3 Depth Standards:
 - **Lesson Plans**
You will select 3 Lesson Plans which clearly evidence your development and understanding. You will need to specify which out of the 3 Lesson Plans you will be referring to for each Depth Standard.
 - **Mentor Feedback Reflection**
You will complete one reflection template on the feedback you receive from each of your 3 mentor observations. Carefully select which of these reflections are most aligned to each of your 3 Depth Standards. You will need to specify which out of the 3 Mentor Feedback Reflections you will be referring to for each Depth Standard.
 - **Incident of Note Template**
You will select 3 of the most significant Incidents of Note that occur within your teaching over the course of the year to demonstrate your growth and development. You will need to specify which out of the 3 Incident of Notes you will be referring to for each Depth Standard.
 - **Observations Log**
You will complete this Observations Log as a record of the 9 lessons you observe throughout the year. You will need to specify which out of the 9 observations you will be referring to for each Depth Standard.

Critical Summary (approx 500 words)

- For each of your 3 depth standards you'll summarise what you have learned, and how the above evidence templates demonstrate your development in your teaching practice.

Evaluation Surveys (Beginning & End of year)

- The portfolio contains links to two surveys that you will need to fill out. The Beginning of Year Survey in August, and the End of Year Survey in July.

- These surveys help us to understand the teaching contexts of our students, enabling us to tailor the course to better meet individual needs. They also help us to understand the course's impact more broadly.

Step by Step Guide to working on your E Portfolio:

AUGUST	1. Complete Beginning of Year Survey 2. Complete Self-Assessment Scaling Exercise for August
SEPTEMBER	3. Download and begin using evidence template logs to capture lesson plans, mentor feedback reflection, incidents of note & lesson observations
JANUARY	4. Complete Self-Assessment Scaling Exercise for January 5. Choose your Third Depth Standard
APRIL	6. Complete Self-Assessment Scaling Exercise for April 7. Begin to write a Critical Summary for each of your Depth Standards 8. Compile & select the most appropriate Evidence Templates for each of your 3 Depth Standards
JULY	9. Complete End of Year Survey 10. Download as word documents your E Portfolio and evidence template logs for Submission

More information about the Teaching Standards:

The following descriptors for each Teaching Standard contain prompts to help you consider ways to explore the standard within yours and other teaching.

Teaching Standard:

FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

Including recognising that being an effective music educator involves being able to build and hold relationships with learners, parents and carers, school staff and other key stakeholders.

Which stakeholders do you have experience working with? This could include your learners, schools, Music Education Hubs, other music specialists, SEN coordinators, class teachers, teaching assistants, co teachers, parents and carers.

Are you working and communicating with them effectively?

How do you develop effective professional stakeholder relationships which support increased musical engagement for children and young people and enhance the learning experiences and outcomes?

Have you experienced any particular challenges and how have you approached these?

This Standard should be addressed throughout the year as an overarching area of focus and continual development in all of your teaching, research and observations

Teaching Standard:

PERSONAL AND PROFESSIONAL CONDUCT

Including:

Safeguarding

Prevent and British Values

Diversity and Inclusion

Considering the following areas for an inclusive learning environment:

Classroom setup

Teacher's delivery style eg. verbal/non verbal, active/passive

Teacher's active listening skills eg. empathy and open questions

Incorporation of Youth & Child Voice

Celebrating diversity in lesson content

Mitigation and awareness of bias in language and decision making

Adaptability and differentiation

This Standard should be addressed throughout the year as an overarching area of focus and continual development in all of your teaching, research and observations.

Teaching Standard:

1) SETTING HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

- What kind of learning environment do you aim to establish?
- How do you set goals appropriate to your pupils?
- Are there any particular teaching approaches that you feel are unique to you and your delivery?
- Do you consider your style of communication in your teaching? (eg language, vocabulary, tone, volume, quantity)

Teaching Standard:

2) PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- How do you define Progress and Development?
- Do your pupils understand and take ownership for their progress?
- What do positive outcomes look like for you in your pupils?

Teaching Standard:

3) DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- Have you ever been involved in creating curriculums and/ or teaching frameworks?
- Have you had to work under a pre-existing framework or curriculum in a school or education setting?
- Are you confident in your subject knowledge of Music across the board?

Teaching Standard:

4) PLAN AND TEACH WELL-STRUCTURED LESSONS

- How do you currently approach planning in your teaching?
- Does your planning support well-structured, engaging lessons?

Teaching Standard:

5) ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- Do you feel you fully understand the individual needs of each of your pupils?
- How do you adapt your teaching according to these needs?
- Do you know when and how to differentiate appropriately?

Teaching Standard:

6) MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- Do you know and understand how to assess pupils in different areas?
- What methods do you use to track the progress of your pupils?
- What role does feedback play in your teaching?

Teaching Standard:

7) MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- Setting, achieving and maintaining high expectations.
- Do you have clear rules and routines for behaviour in classrooms?
- What approaches do you use, do you feel confident in this area?

Please ensure you have completed the End of Year Survey before submitting your Portfolio, otherwise the submission will be considered incomplete.

BIBLIOGRAPHY

You will provide a Bibliography using Harvard Referencing style.

