QTS standards guidance

Q18
Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Rationale
Teachers recognise the range of influences that affect the development, progress and well-being of children and young people. Understanding how children and young people develop and the factors that influence development helps teachers to improve learning and teaching. It is important for teachers to have a full and accurate understanding of the needs of each learner so that they can deploy a range of skills to tailor provision in ways that challenge, promote achievement and secure progress. Those who might be at risk depend on teachers and a range of other colleagues with specific responsibilities to monitor and manage their learning and well-being, and provide them with the support that they need. These include children and young people with special educational needs and/or disabilities, learners from minority ethnic groups including those for whom English is an additional language, those from particular socio-economic backgrounds such as those eligible for free school meals (FMS), those from a particular family background (eg single parent families, same sex parents, foster parents), and those children and young people who experience any form of bullying including racist, homophobic bullying, sexual bullying or cyberbullying.

Scope
This standard requires trainees to demonstrate that they understand the various developmental factors, influences and stages that are relevant to learners in the age ranges they are training to teach. Trainees should understand the range of influences that have an impact on learning and well-being, and how any barriers to progress can be overcome.

Questions
• Has the trainee found out about and taken account of the key factors that contribute to the development, progress and well-being of learners?
• Is the trainee able to form an accurate view of children and young people’s development, progress, well-being and needs, supported by evidence from, for example, learners, parents/carers and other colleagues?
• Is the trainee aware of the whole-school ethos and the policies, including anti-bullying policies, procedures and approaches relating to the range of factors that can affect learning and well-being?
• Does the trainee know how to enhance the progress of learners by drawing on examples from a range of influences?
• Is the trainee aware of the extent to which different backgrounds and influences may have positive impacts on learning?
• Does the trainee know how various factors can present barriers to learning, progress and well-being, and how these barriers might be overcome?
• Does the trainee know how to interpret and use school and pupil level data to identify targets relating to specific groups of learners?
• Is the trainee able to recognise any differences in the rates of progress and development of boys and girls, and factors relating to the underachievement of boys?
• Is the trainee aware of the impact of social factors on children’s and young people’s health, economic well-being and safety?

Cross references
Evidence for this standard may be linked to evidence for assessment against the following standards:
• Q1 - Relationships with children and young people
• Q2 - Relationships with children and young people
Sources of evidence
Trainees will demonstrate evidence of meeting these standards through most aspects of their professional practice. Their planning and teaching will demonstrate the extent to which they have consulted with and sought guidance from colleagues with specific responsibilities. Planning and teaching will also provide evidence of their understanding of how children and young people develop, the range of influences that might create barriers to learning, and their awareness of the duty to promote community cohesion. Discussion with trainees, along with evidence drawn from lesson planning, teaching, assessments and evaluations, will demonstrate their understanding of strategies for personalising learning, including for children and young people with special educational needs, those with disabilities, and those for whom English is an additional language.

Resources

Teacher Training Resource Bank
The Teacher Training Resource Bank provides teacher trainers and trainees with up-to-date knowledge about effective teacher training, and reflects educational debates.

View the TTRB’s range of resources specifically related to Q18-20 ‘Achievement and diversity’.

Other resources
The National Curriculum website contains the National Curriculum inclusion statement, inclusion statements by subject, and other inclusion materials published by QCDA. It is available at: http://curriculum.qca.org.uk

The citizED website, contains materials relating to effective pedagogy and diversity. The site is at: www.citized.info

The DCSF Standards Site, which includes the Ethnic Minority Achievement and Gender and Achievement sites, provide a range of materials designed to raise aspirations and performance, at:

www.standards.dcsf.gov.uk/ethnicminorities/
www.standards.dcsf.gov.uk/genderandachievement/

The Multiverse website contains relevant and practical resources for teacher trainers and trainees, encompassing race/ethnicity, social class, English as an additional language (EAL), religion, community cohesion, refugees and asylum seekers, travellers and Roma. The site is at:

www.multiverse.ac.uk

Ofsted has produced various publications relating to inclusion including:

Achievement of Black Caribbean Pupils: Three Successful Primary Schools (HMI 447, 2002)

Boys’ Achievement in Secondary Schools (HMI 1659, 2003)

Achievement of Bangladeshi Heritage Pupils (HMI513, 2004)

Could They Do Even Better? (HMI 2439, 2005)

They are available at: www.ofsted.gov.uk


http://publications.teachernet.gov.uk
Support and guidance on English as an additional language (EAL) is available at:
www.naldic.org.uk/ittseal2/index.cfm

The Every Child Matters website contains downloadable publications and other resources relating to inclusion at:
www.everychildmatters.gov.uk

ContinYou provides information and downloadable resources on its website at:
www.continyou.org.uk

Various articles and research reports on personalised learning are available on the DCSF Standards Site at:
www.standards.dcsf.gov.uk/personalisedlearning/

The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at:
http://publications.teachernet.gov.uk

Information and case study materials on personalisation are available at:
www.everychildmatters.gov.uk/ete/personalisedlearning

The TeacherNet website contains information about roles and responsibilities in schools, including references to the special education needs (SEN) coordinator role, and a link to the SEN Code of Practice at:
www.teachernet.gov.uk/wholeschool/sen

The national agreement: Raising Standards and Tackling Workload provides information on working practices in remodelled schools, implications for teachers, extended schools, and includes case studies at:
www.tda.gov.uk/remodelling

DCSF guidance on anti-bullying can be accessed at:
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying

Guidance on the duty to promote community cohesion can be found on TeacherNet at:
www.teachernet.gov.uk/wholeschool/communitycohesion/community_cohesion_guidance

An online resource pack for community cohesion is available at:
www.teachernet.gov.uk/wholeschool/communitycohesion/communitycohesionresourcepack

Case studies

A case study charting the experiences of trainees on a secondary PGCE programme, including the ways in which the provider tailored provision to support trainees in developing awareness of e-safety issues, is available to download here:
E-safety case study (PDF 54 KB)

A case study charting the experiences of trainees on a secondary PGCE programme, including the ways in which the provider tailored provision to increase the trainees’ awareness of how to deal with homophobic bullying, is available to download here: Equality and diversity: homophobic bullying (PDF 53 KB)