



# How to use the Professional Standards Research Tool

## What is it for?

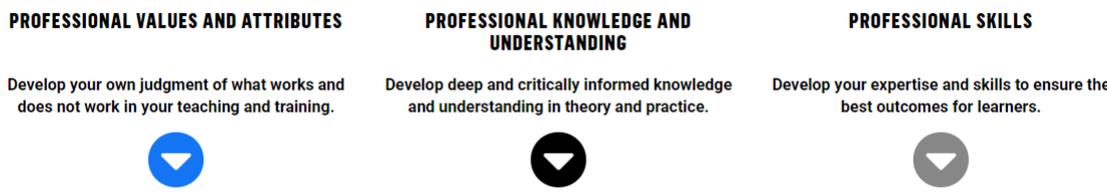
To gain Qualified Teacher Learning and Skills (QTLS) status and Advanced Teacher Status (ATS), you need to be able to demonstrate how you are continuing to develop your pedagogical skills and subject specialist knowledge in relation to the Professional Standards. Some of that knowledge will be drawn from research and other formal evidence.

Our Professional Standards Research Tool will be useful to anyone undertaking professional development and it is designed to give a quick and straightforward access to a good selection of relevant knowledge from research. It does this by aligning the resources to the 20 Professional Standards, but also by offering a range of types of resource from short, bite-sized summaries to blogs, case studies, reports, and more extended distillations of research reports.

You can choose which you use on the basis of how much depth you want to go into, and how much time you have available. The interactive tool has been designed to work both on desktop/laptop platforms and mobile devices.

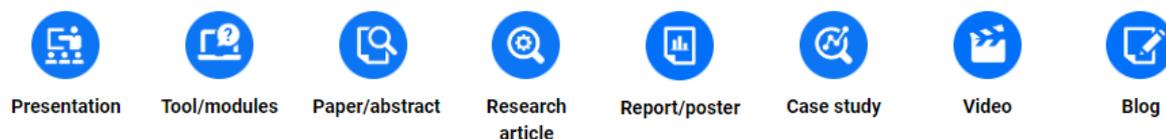
## How to get started

At the top of the homepage to the tool you have the option of either scrolling down the page to view the respective 20 Professional Standards, or you can click on one of the three sections: Professional Values and Attributes, Professional Knowledge and Understanding, and Professional Skills.



From the home page, you can click on one of the 20 Professional Standards in order to be taken to the respective Professional Standard. For example, clicking on Professional Standard 1 ('Reflect on what works best in your teaching and learning to meet the diverse needs of learners') will take you to a page which hosts a selection of resources mapped to that topic. From this page, simply click on an icon to access the resources in a new window. You can return to the homepage at any time in order to view resources for the rest of the Professional Standards.

The tool includes a diverse mix of different resources, and each Professional Standard includes a corresponding icon to indicate the type of resource it links to as follows:



- Presentation
- Tool/modules
- Paper/abstract
- Research article
- Report/poster
- Case study
- View
- Blog

### What Makes Great Teaching

The report, '[What Makes Great Teaching](#)', written by [Durham University](#) and published by the Sutton Trust, is currently the most authoritative summation of the evidence about effective teaching, learning and assessment and we recommend it as a starting point. It reviewed more than 200 pieces of research to identify the elements of teaching practice with the strongest evidence of improving learners' attainment. It finds some common practices can be harmful to learning and have no research evidence supporting their use.

Specific practices which are supported by good evidence of effectiveness are also examined, and six key factors that contribute to great teaching are identified. We have used this report, alongside the Professional Standards for QTLS and ATS, to select high-quality resources which can help practitioners use research evidence to inform developments in their practice.

The six key factors the report identifies are:

- **Pedagogical content knowledge** – relevant to a deep understanding and command of the specific content of the subject being taught.
- **Quality of instruction** – a counterpart to the above, this refers to a good understanding of powerful pedagogy practices such as use of assessment or effective questioning techniques.
- **Classroom climate** – refers to the quality of interactions between practitioners and learners, what is expected of learners, and how that is communicated to them.
- **Classroom management** – is concerned with a practitioner's ability to make the classroom/learning environment a positive and conducive place for learning such as making efficient use of the time available, making good use of resources and space, and encouraging good learning behaviours.
- **Teacher beliefs** – about why practitioners use particular teaching approaches or practices, what they aim to achieve for their learners, their ideas about what learning is and how it happens, and their beliefs about what learners' role in the process is.
- **Professional behaviours** – can be thought of as the behaviours practitioners use around reflecting on and developing their professional practice, participating in continuing professional development, and supporting their colleagues.

**Please note:**

1. We have done all we can to ensure that the links to other resources (for instance, to original research reports) are current and active. But SET cannot be responsible for links embedded in third party resources. If you find a link which is broken, please email us at [membership.communications@etfoundation.co.uk](mailto:membership.communications@etfoundation.co.uk). You can also try copying and pasting the title of the reference into your browser in order to search for the document.

2. Research which is referred to in the resources is generally referenced at the end of the article or on the final page of the document. Care has been taking to provide appropriate references wherever possible.