SAPOE

General Comments

* Appreciate that standards are more succinct – in current climate of reducing bureaucracy this is valuable.
* Why have the ‘Professional Values and Personal Commitment’ been removed from the start of each Standard. Now in a separate document – Introduction to the Professional Standards and the Professional Code. This should remain as the starting point for the standards as the circle diagram shows.
* The statement on LfS has been completely removed from each Standard.
* Through all documents ‘classroom’ is used where, in the majority of places they could use ‘teaching’ ie teaching practice rather than classroom practice.
* Overall general feel is that the progression from provisional to full Standard is mismatched, it doesn’t always ‘flow’.
* Language in general is vague/broad/unambiguous open to individual interpretation ie ‘the holistic development…’
* Lacks aspiration or challenge.
* Feels like a check list of ‘to-dos’

Specifics to each Standard

Provisional and Full Registration

* Removal of professional values and personal commitment
* Removal of Professional commitment
* 2.1.2 – Provisional has “how to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability”. Full registration has “ ways in which to work creatively and collaboratively with colleagues to facilitate interdisciplinary learning.”
* 2.1.3 – Provisional has “current educational priorities such as learning for sustainability”. Full has nothing.
* 2.1.3 – Full has only 4 points one of which is – the use of digital technologies when possible… could one be added – application of real world context, or the use of outdoor contexts where appropriate.
* 2.1.4 – Full has “the assessment requirements of the curriculum major awarding and accrediting bodies” – at the exclusion of wider achievement?
* 2.3.1 – Provisional says “the ways in which natural, social, political and economic systems function and how they are interconnected”. Full has nothing.
* 3.1.1 – Full has
* Plan coherent, progressive and stimulating teaching programmes which address the needs of individual learners’, including but not limited to:

• Digital Literacy; • Employability skills; • Equality and diversity. • Global citizenship; • Health and wellbeing; • Learning for Sustainability; • Literacy; • Numeracy

This is very confusing as Global Citizenship is a pillar of Learning for Sustainability so why has it been singled out…. And why hasn’t OL?

* 3.1.3 – Our real carrot – used to say “Employ a range of teaching strategies and resources to meet the needs and abilities of all learners *“skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies, and where appropriate actively seeking* ***outdoor learning opportunities””.***

Now says “create meaningful contexts for learners through a range of different learning environments.”

* 3.2.1 – Used to read *3.2.1 – Create a safe, caring and purposeful learning environment*

*Student teachers & Registered teachers*

 *“use* ***outdoor learning opportunities****, including direct experiences of nature and other learning within and beyond the school boundary.”*

This has been left in for provisional but removed for full standard.

Standards for Career Long Professional Learning

* 2.1 removal of Learning for Sustainability
* 3.1 removal of “understand and develop the most appropriate contexts and environments for learning including outdoor learning, and be able to apply appropriate pedagogies for these environments”.
* Complete removal of 3.6 Learning for Sustainability –
	+ “understand the environmental, social and economic conditions of learners to inform teaching and learning;
	+ have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected;
	+ develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world;
	+ connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community.

Standards for Leadership

* No references to LfS, Outdoor Learning, Nature
* 3.5 – References to resources do not indicate use of greenspace, outdoor space or community spaces. Lost opportunity.