

The Teachers' Standards and the Mandatory Qualification Competencies

Linda Felix, Lead QToD, shares her experience of using these in combination within her Service

The Somerset Hearing Support Service consists of eight QToDs with experience ranging from 5 to 35 years. We were joined last summer by a new team member who, in September, enrolled onto the Mandatory Qualification training course at Birmingham University. As a lead teacher, I planned to capitalise on this recruitment and gather 'inside' information from my new colleague to update the team alongside her modules of study and coursework requirements, providing consolidation as well as awareness of new developments for all of us. The course providers use the 123 mandatory competencies to inform their course content. However, as Jackie Salter stressed in her BATOD magazine article on CPD in May 2018, if deaf children are to have the best possible outcomes, *all* QToDs need to be 'aware of them and continuously monitor our knowledge and skill set against them'.

At the same time, it had been on my mind how the annual requirement of completing the teacher appraisal task of evidencing our practice in relation to the Teachers' Standards was looming. The Teachers' Standards were introduced to ensure that highly effective teaching is provided to all children and young people. This task is necessary to meet teacher appraisal regulations; however, as peripatetic advisory teachers, it has been like forcing a square peg into a round hole. Standards 1, 2, 5, 6 and 8 which detail the requirement for high expectations of pupils, good progress, meeting individual needs, utilising assessments and fulfilling wider professional responsibilities, can be seen as generic and are potentially applicable to all teaching specialisms. The other standards focus on classroom teaching skills and working within a school context. In recent decades, with the focus on inclusion, the role of a QToD has evolved. The emphasis has been on capacity building, in addition to support around managing audiological technology. We are required to make objective observations, model good deaf friendly practice and differentiated teaching materials, provide information and advice and implement assessments.

Our role as 'teachers' is very different from the role of teachers in mainstream schools. The Teachers Standards Guidance on Suitable Evidence (TES) provides support to enable teachers to figure out what evidence can be utilised to meet each standard. It's obvious that standard 4 directly correlates with the role of classroom teachers by promoting, for example, the planning and teaching of well structured lessons. However, in the guidance, even the more generic standards follow a classroom based model and details suggestions related to, for example, the classroom environment, pupil behaviour, punctuality, bullying and seating plans. Consequently, I had become frustrated that the important requirement of ensuring our

work satisfies the standards wasn't meaningful, purposeful or sufficient as a reflection of our practice but was instead, a repetitive chore lacking in integrity and a sense of achievement.

I asked myself, was there a way of combining the two requirements in an effort to create a genuine guide, some inspiration and a record journal of research, study and evidence of how we have used our highly specialist skills and experience to benefit the schools, pupils and families we support? When I posed this question to BATOD, as an organisation, they felt it was not appropriate, emphasising that the MQs are specialist teaching qualifications that are very different from the Teachers' Standards and so are not equivalent. They added that ToDs are expected to maintain competence against both sets of standards and this was the basis for the development of the CPD platform. The CPD section on their website incorporates a record of MQ competencies. The ease of the interactive 'tick box' system allows professionals to make quick reference to each relevant MQ competency when they make an entry detailing training, courses, research and practice and then reflect on how this is balanced across the wide range of required skills. These are currently being reviewed. The final document was submitted at the end of March, but due to Covid-19, a response will most probably be delayed. However, I still felt driven to find some way to enable the documents to be amalgamated or, at the very least, to work together. One of my annual appraisal objectives was 'To align the Teachers' Standards with the Mandatory Qualification for Hearing Impairment Competencies in order to ensure relevance to the QToD specialism and therefore allow a more accurate reflection of good practice'.

I was determined to find a way and found that some competencies fitted easily with some of the suggestions in the Teachers' Standards Guidance on Suitable Evidence. For example, Teacher Standard 5 ensures that teachers are able to adapt their teaching to respond to the strengths and needs of all pupils and to 'know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively'. This fits in nicely with MQ 4.7 Language modification and language development to 'Know how to adapt general and technical vocabulary, when it is appropriate to do so, using strategies to accelerate language development'. Another example is Teacher standard 6 which ensures teachers make accurate and productive use of assessment. This works with MQ 4.12 Informal and formal assessment of language to 'Make effective use of specialised informal and formal assessment techniques, including the sensitive and focused use of observation, supported by, for example, developmental scales and skills checklists'. A further example in which the Teachers' Standards and the MQ

ANNUAL APPRAISAL: PLANNING AND REVIEW STATEMENT FOR CENTRALLY EMPLOYED TEACHERS

Teacher:

Reviewer:

Date of Meeting:

Standard	Teacher's assessment:		Reviewer's assessment:	
	Met M	Unmet U	Met M	Unmet U
1 Set high expectations which inspire, motivate and challenge pupils. MQ 1.4				
<p>Include evidence of:</p> <ul style="list-style-type: none"> • Safeguarding MQ 2.10 • Ensure learning is in a safe environment MQ 5.11 • Pre and post tutoring sessions enabling curriculum access and consolidation dependent on good liaison with mainstream school staff. • Lessons incorporate extended 'lifeskills/real life/relevant' tasks involving families. • Pupil Aspirations and Thoughts templates (PAT) • Regular informal formative assessment results shared with pupil and comparison of previous data celebrate results. • Effective deployment of support staff-clear objectives on FIP, modelling teaching strategies, formative assessment strategies. • Advice/report regarding acoustic/organisation environment • Behaviour support-school and home • Attitude to learning • Extracurricular inspiration • Acknowledging/celebrating achievement-ethnicities, cultures and abilities (SEN) • Positive teacher/pupil relationship • Innovative and creative interventions-multisensory and multimedia • Effective use and allocation of support staff MQ 8.10 • Student voice • All age all key stages-service provision early years, home schooled, primary, secondary, specialist, special schools, further and higher education. MQ 2.3 • Clear differentiated targets which challenge and inspire with associated strategies regular review and outcome criteria for success • Closing the gap. • Being interested in and committed to the individual child -lesson observation, evidence of consistency of FIP-introduced, implemented, reviewed/evaluated and relevance to PAT (pupil voice.) • Social and emotional/well being support-impact of deafness on social interactions, shared understandings, understanding of the world, Theory of Mind. MQ 5.2 • PSHE MQ 6.11 • Optimising listening skills via audiological technology MQ 5.4 • Develop balance between targeted support and developing independent learners MQ 5.8 developing problem solving and thinking skills MQ 5.18 understand their own hearing loss/manage their equipment independently MQ 6.10 • Importance of language development on social and emotional development. MQ 6.1 inability to 'overhear' has negative impact on deaf child's maturity linguistically, emotionally, socially MQ 6.5 how to help deaf learners develop social and emotional skills MQ 6.9 • Supporting friendships MQ 6.12 MQ 6.13 				

Standard	Teacher's assessment:		Reviewer's assessment:	
	Met M	Unmet U	Met M	Unmet U
2 Promote good progress and outcomes by pupils.				
<p>Include evidence of:</p> <ul style="list-style-type: none"> • Lesson plans/evaluations • Provision mapping MQ 5.25 • Modelling for mainstream staff with regular liaison/observe MQ 8.13 and analyse others working with deaf learners give constructive feedback MQ 8.14 • Optimum learning environment-room acoustics optimum (listening environment MQ 5.10), lighting, classroom management MQ 5.1 • Assessment FOR learning-plan/do/review/ use targets to develop criteria to assess MQ 5.13 • Learning outcomes inform a range of teaching strategies to achieve them MQ 5.14 • Pupil voice/feedback "I have met my target." • Short term targets tracked against longer term targets • Scrutinizing classwork to build on prior knowledge, plan next steps and inform progress • MPFDB evidence and next steps (fridge cards) how to help families of deaf babies and young deaf children enable access to family language and life MQ 6.7 • Baseline assessments • Plan teaching approaches which overcome barriers to learning-impact of deafness/physical and social environment MQ 5:12 • Develop expressive and receptive language skills in deaf learners MQ 4:6 • How deaf children learn and impact on teaching • Differentiation • Understand principles of successful transition MQ 7.1 • Transition planning for deaf school leavers opportunities/appropriate information, advice, guidance to enable student informed decisions MQ 7.4 about future and implications for future career choices MQ 7.2 • Preparation for adulthood-further and higher education training, employment, access to work, disability benefits. MQ 7.5 • Rights of deaf learners MQ 8.1 				

Competencies align is Standard 1 which requires teachers to 'Set high expectations which inspire, motivate and challenge pupils', which is almost identical to MQ 1.4 'Have high expectations of the achievement and behaviour of deaf learners including a commitment to ensuring they can achieve their full potential'. This was all well and good but this snug fit between the two documents very often seemed elusive.

My first step was to brainstorm a comprehensive list of examples reflecting the role of an advisory peripatetic QToD with a list of tasks which fit broadly into each standard with a view to having the same purpose as The Teachers' Standards Guidance on Suitable Evidence. One example of the many ways QToDs can ensure they are meeting standard 1 is 'Good use of resources and support staff'. This, in turn, equates to MQ 8.10

whereby QToDs are required to 'Direct and oversee the work of support staff, ensuring that they have, or are acquiring, the appropriate skills and understand the targets of deaf learners, and are clear about their role in helping them to achieve these'.

In the same way that one aspect of standard 2 can be achieved by 'Intervention and impact-evidence of interventions in place. Even if outcomes or progress is limited, is there evidence of actions?' (TES) it can also be achieved by 'Providing an optimum listening environment' (MQ 5.10). In addition, as IEPs contribute to achieving this standard, an equivalent intervention to achieve it would be by creating individualised 'fridge cards' in the same style as provided by the Monitoring Protocol for Deaf Babies (now superseded by Success From the Start) (MQ 6.7 Supporting early language: 'Know how to help

1. Professional qualities and attributes

Knowledge and Understanding - Relationships with deaf learners and their families

1.1. Early support, Keyworking TS: 8

Understand the principles of an Early Support and keyworking approach

Examples

- <https://www.batod.org.uk/information/working-with-families-of-newly-identified-infants-with-hearing-loss-10-years-on-from-newborn-hearing-screening/>
- BATOD Magazine March 2018 **Family Support**
- <http://meshguides.org/guides/search/node/early%20support>
- <https://dera.ioe.ac.uk/1929/1/informed%20choice%20families%20and%20deaf%20children%20-%20professional%20handbook.pdf>

Working in Partnership Conference

- informed choice families and deaf ch
- Barriers to engagement in early
- Decision making in the education of ch
- Old challenges, changing contexts F
- Parent-to-parent support for the fam
- quality-standards-e arly-years.pdf
- Working with early support principles.p
- Early years funding.pdf

5.10. Optimal listening environment TS: 2

Promote optimum listening and learning environments for deaf learners.

Examples

- Acoustic standards in schools.pdf
- How acoustically friendly is your class
- A sound education for all-acoustics &.p
- Acoustic treatment for preschool provis
- Acoustics MESH guide.pdf
- Assessing the classroom-reverbera
- How acoustically friendly is your class
- Acoustics in Wales.pdf

the families of deaf babies, children and young people ensure that their family language and life is accessible.’)

An exception to this cross referencing can be applied to MQ competency 3: Audiology in practice, which details highly specialised skills and cannot be generalised to teaching skills. However, these important skills can be recognised in their entirety within standard 3: ‘Demonstrate good subject and curriculum knowledge’.

This document now enables our team to understand how their practice meets the requirements of each standard, but at the same time links directly with the MQ competencies.

I then moved on to compile a reference document detailing information, research, magazine articles and website links related to each competency. This will be an ongoing project, requiring continual updating and has now become a joint task for the whole team. Many BATOD magazine articles have been included in addition to MESH guides, government legislation documents, Somerset SEND strategies, guidance and information as well as research articles.

The team have appreciated the fact that they can now look at the two documents simultaneously and see how they can be cross referenced throughout, enabling them to examine research, study good practice, become informed about new legislation, guidelines and innovations and to ensure they are striving to be the best teachers and the best Qualified Teachers of the Deaf by meeting the requirements of both.

References

TES. (n.d.). Retrieved from www.tes.com/teaching-resource/teachers-standards-guidance-on-suitable-evidence-6293096



Linda Felix is a Lead Advisory Teacher (QToD) and Educational Audiologist with Somerset Hearing Support Team.

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Aetiology
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Teachers' Standards and MQ Competencies

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