

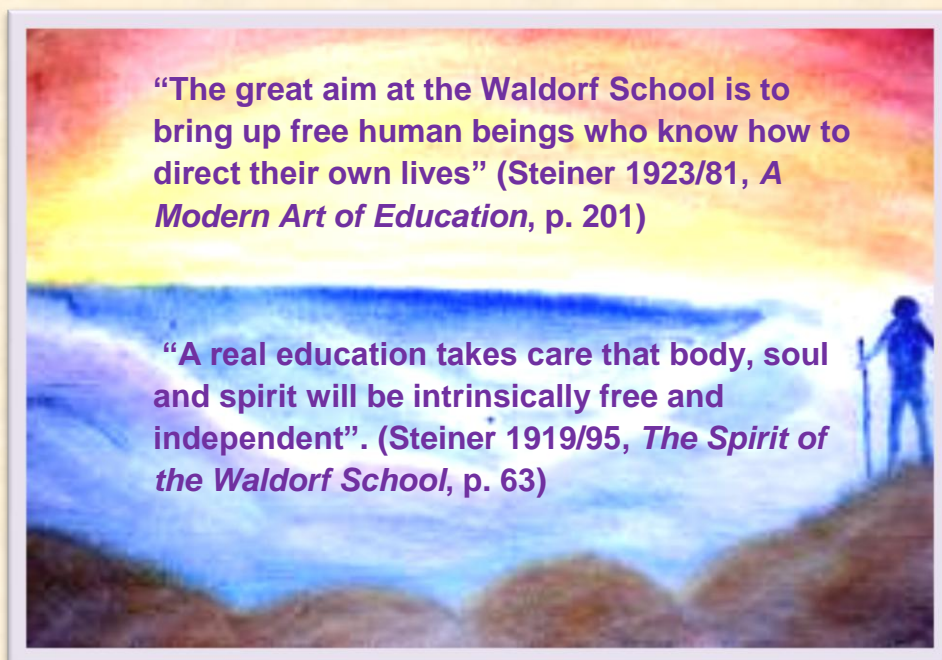
Steiner Education Diploma:

The Teacher as a Creative Researcher

A Teacher Training Course and CPD Modules in the South West

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Rationale and Aim

Steiner or Waldorf Education is arguably the largest independent schools movement in the World. With school initiatives and kindergartens, of varying sizes and stages of development, on every major continent, in 60 different countries, it is arguably the most culturally diverse form of education on the planet. As well as there being Steiner Schools and settings in Britain, USA and Europe, there are schools and initiatives in Brazil, South Africa, Columbia, Serbia, Israel, China, Kyrgyzstan, Russia and Kenya, just to mention a few. According to the “World Waldorf List 2016” there are 1848 Steiner / Waldorf kindergartens and 1048 Steiner

/ Waldorf schools around the World. As such, Steiner / Waldorf schools are in continuous need of well-trained teachers and the ongoing development of existing teachers. Due to the special nature of this form of education, this requires its own type of teacher education.

Potential Participants

At the same time, due to this global growth of Steiner/Waldorf schools, there is an increasing need for practicing teachers to engage in ongoing research in their field. This growth of schools brings with it new relationships with many rich cultures and therewith the need to research the global interconnection and relevance of Steiner Education. Also, with the increasing changes occurring on a national level, new approaches to curricula require research. It also has to be mentioned that the inception of government supported Steiner Academies in Britain calls up the requirement to research the connectivity between Steiner and Mainstream education.

Due to this, the Diploma aims to meet the need to train new teachers as well as provide the ground for continuing professional development of existing teachers interested in researching their practice. This is done by having a research approach to Steiner Education, something that is of value to potential as well as practicing teachers. The Diploma is also open to those who are simply interested in this type of education or who may be parents or administrators, etc. Some may wish to participate in the whole Diploma or one or a few Modules from it.

The Diploma Design: The Teacher as a Creative Researcher

The idea of “The Teacher as a Creative Researcher” might conjure up the image of the lonely researcher exploring dry old text books in a library. The idea in the context of this Diploma is very different. Research is meant here as a creative activity which can happen in any kind of media, such as in practicing arts, music, designing curricula or in philosophical ideas, moral virtues, meditation and personal

transformation. The aim of this Diploma is to engage participants in this diversity of media and expand the notion of research particularly in the context of Steiner Education.

It also has to be noted that one of the most significant of Steiner's ideas about teaching in a Steiner / Waldorf School is that there is no fixed curriculum. Consequently, the teacher is called upon to be creative in researching and producing their own. This research then becomes the basis of all educational creativity in Steiner Education at whatever level. The Diploma provides a foundation in this by introducing the rich variety of research methods proposed by Steiner and how they are applied educationally, artistically and philosophically. It compares and contrasts these research methods with mainstream and alternative approaches and explores them in the context of curricula, child development and pedagogy.

The design of the Diploma also aims to increase participation in a new approach to Steiner / Waldorf Teacher Training. It does this by:

- 1) Having a more flexible structure that will appeal to more than those wishing to become class teachers; it will also include provision for prospective kindergarten and upper school teachers;
- 2) Having a more simple delivery pattern that will also improve recruitment of part-time students; thus enabling them to work and study.
- 3) More crucially the Diploma strives to approach Steiner Education from a research perspective but which at the same time is central to the creative practice of the teacher.

The Diploma aims to provide a general and specialist training in Steiner / Waldorf Education. It is designed to be entirely equivalent to the level of a mainstream PGCE, which requires the successful completion of a minimum of 120 points at levels 6 & 7. As such it is of a similar design to a PGCE, using the University module concept, but moulded to meet the needs of the content and methodology of Steiner / Waldorf education.

The study will involve a general training in all areas and will provide an integrated

holistic approach to Steiner education covering all the years. The principles will be introduced on a general level, but also the specialisms will also be included on a foundational level.

The specialist element is provided through School Experience modules. Those wanting to become kindergarten teachers will spend their time in the School Experience module gaining experience in the kindergarten. Those wanting to be class teachers will spend their time in the context of that level of schooling. A prospective upper school teacher will participate in their specialist lessons for their subject.

Module Leaders:

The module leaders for the Diploma are: Dr Robert Rose (Philosophy and Anthroposophy, Diploma Co-ordinator); Cathy Day (Curriculum), Annemarie Stibbe (Arts and Crafts), John Burnett (Specialist Curriculum and Pedagogy topics), who worked together from between 10 and 20 years on the BA (Hons) in Steiner education at the University of Plymouth. There will also be contributions from the Staff at the South Devon Steiner School in special topics and School Experience.

Robert Rose originally trained as an electrical engineer and went on to obtain PhD in the philosophy of creativity in evolution. He studied and was a co-worker in natural science at the Goetheanum, Switzerland where he focussed on Steiner's approach to natural science. He worked as a trainer of science teachers in Steiner Schools before becoming the modules leader for philosophy and anthroposophy on the BA in Steiner education. He has written three books, the latest defending Steiner Education against its critics. This has been translated into German and is supported by the German Union of Steiner / Waldorf Schools.

Cathy Day spent twenty years as a class teacher at the South Devon Steiner school and has worked many years with one to one tutoring and has an interest in the twelve sense and learning difficulties. She has an in-depth knowledge of Steiner Education and is currently a trustee of the school with responsibility for School Policy.

Annemarie Stibbe has a long established career as an artist and art therapist. She has helped train the artistic skills of young teachers for many years and runs her own art studio at her home. She taught art on the BA in Steiner education for over ten years and enabled prospective teachers to achieve the artistic potential that is much valued in Steiner / Waldorf Schools and which is central to its practice.

John Burnett has twenty years experience teaching in Steiner / Waldorf Schools, first as a lower school class teacher, then as an upper school English teacher. He then worked as an advisor for the Steiner / Waldorf Schools Fellowship before becoming the course director for the BA (Hons) at the University of Plymouth for 20 years. During this time he also obtained an MA in Education. John went on to become the course director of a Steiner Education course in Taruna College, New Zealand. He has since been a schools advisor and consultant in New Zealand and Australia.

There will also be a number of mentor teachers at the school where you chose to do school experience who will provide opportunities for you to observe, reflect, review and practice Steiner Education.

Admission Qualifications

Each applicant will be treated as an individual and we will do our best to help everyone to find their own pathway independently of normal qualifications. Every application will be considered on an individual basis. But this depends to some degree on what level the prospective teacher intends to teach on:

Kindergarten and Lower School: If you intend to an early year's educator and teacher in the Kindergarten or Lower School, normally a minimum of two A-levels in any subject, plus GCSE's across a wide range of subjects would also be a possible entrance point. Other qualifications and experience will also be considered such as HNDs and HNCs or other NVQ 3 or 4 qualifications will be considered on their merit.

Upper School:

If you intend to teach in the Upper School, normally a BA / BSc (Hons) degree in the subject you expect to teach in. For example, a prospective history teacher will be expected to have a history degree or closely allied subject.

DBS (formerly CRB): All participants will be required to obtain for themselves a DBS check before they can do the school experience modules or enter a teaching position. Please check this with the school concerned.

Diploma Structure:

The Diploma is designed around two basic requirements: to meet the needs for well trained Steiner / Waldorf Teachers and the need for professional status equivalent to a mainstream PGCE and QTS (see appendices 1 & 2). As such it will incorporate the “benchmarks” of the Association of Steiner Waldorf Teacher Educators as well as the basic conditions of a PGCE (see Appendices 1 & 2).

Each module has three basic elements: philosophical, educational and artistic. The weekend seminars are designed around this as well as the assignments.

The Diploma will be organised around eight areas of study with the ninth School Experience Module being a kind of integration of the whole and the entry into a practical school experience situation; or, for those who prefer, this can be done as a project:

- 1) The Teacher as a Creative Researcher: Methods and Beings 1 (20 pts).**
- 2) The Teacher as a Creative Researcher: Methods and Beings 2 (20 pts).**
- 3) Child Development: Theories and Practice (20 pts).**
- 4) Teacher Self Development and Education (20 pts).**
- 5) Curriculum Philosophy and Practice: Nature and Science (20 pts).**
- 6) Curriculum Philosophy and Practice: Humanities, Culture and Society (20 pts).**
- 7) Curriculum Philosophy and Practice: Moral Education: Spirituality, Religion and Philosophy (20 pts).**
- 8) The School as a Social Organisation (20 points).**
- 9) School Experience or Project (60 pts).**

The modules will be supported by individual study and assignments; typically this may mean around 12 hours per week. The 60 point School Experience module is about 24 weeks of School Experience. In the case of a project, this would require

the submission of a 12,000 word dissertation. The Diploma has 220 points of Higher Education learning equivalent to levels 6 and 7 on the National Qualifications Framework (NQF) depending on previous education.

For those seeking equivalence with a mainstream PGCE, the Diploma will have a dual level of learning and assessment. For those without degrees, year 1 will be assessed at an introductory level equivalent to the first and second years at a University; year 2 will be assessed at PGCE levels 6 & 7. For those with degrees, both years will be assessed at PGCE levels. Like a PGCE the Diploma will require the equivalent of 24 weeks of placement in a school spread over two years. Alternatively, the school experience module may be done in a third year or spread over 3rd and 4th years. There may be other options depending on individual circumstances.

Unlike the PGCE, the Diploma requires 220 points of Higher Education learning rather than 120 points. The taught modules of the first and second years of the Diploma will constitute 160 points on levels 6 and 7 on the NQF, more than the equivalent to a PGCE. There is also a 60 point School Experience module which can be done across years 1 and 2 or across a number of years. It may also be done in a third year. The extended character of the Diploma is due to the special nature of Steiner Education and the need for its teachers to have particular knowledge and skills. By contrast, in Mainstream the PGCE is constructed assuming a simple continuity between the students own education and that of teaching. This means that PGCE students are taught modules on professionalism and largely how to structure and form subjects they already know to a sufficient degree. A Steiner teacher on the other hand needs to acquire knowledge and subjects that have distinctive characteristics. This is partly due to the fact that Steiner teachers have no fixed curriculum and are encouraged to be creative in producing their own. A part of this is also the teachers own path of self-development and an extended knowledge of world views and contemporary culture and society.

Diploma Format and Delivery:

It is intended primarily as a two year part-time Diploma with a third year school experience option or the equivalent. For the taught modules, this will

be done over weekends, usually about every month, with eight weekends in each year of the course 9 till 5, with four sessions of about 1.5 hours. There will be two weekends per module for the taught courses. The two year timetable is as follows:

Year 1	Module
Weekend 1	The Teacher as a Creative Researcher 1 part 1.
Weekend 2	The Teacher as a Creative Researcher 1 part 2.
Weekend 3	The Teacher as a Creative Researcher 2 part 1.
Weekend 4	The Teacher as a Creative Researcher 2 part 2.
Weekend 5	Child Development: Theories and Practice part 1.
Weekend 6	Child Development: Theories and Practice part 2.
Weekend 7	Teacher Self Development and Education part 1.
Weekend 8	Teacher Self Development and Education part 2.

Year 2	Module
Weekend 9	Curriculum Philosophy and Practice: Nature and Science part 1.
Weekend 10	Curriculum Philosophy and Practice: Nature and Science part 2.
Weekend 11	Curriculum Philosophy and Practice: Humanities, Culture and Society part 1
Weekend 12	Curriculum Philosophy and Practice: Humanities, Culture and Society part 2
Weekend 13	Curriculum Philosophy and Practice: Moral Education: Spirituality, Religion and Philosophy part 1.
Weekend 14	Curriculum Philosophy and Practice: Moral Education: Spirituality, Religion and Philosophy part 2
Weekend 15	The School as a Social Organisation 1
Weekend 16	The School as a Social Organisation 2

For the School Experience Modules: about 12 weeks equivalent in a school or educational environment each year with intensive involvement. Over the two years of the Diploma this will add up to 24 weeks in a school, the equivalent to a PGCE.

There may also be the option to complete the School Experience modules in a third year. This may be done by having a 24 week placement in a school.

Module Study and Delivery Styles:

The modules will also be open to participants who may not be intending to do the whole Diploma.

- 1) Of these, one option is to participate in the modules complete with assessment or merely be present at the weekend(s) of their choosing.
- 2) The other option is through self-study or distance learning, for which materials will be provided such as video links, power point presentations, module summaries and reading literature. It is also possible to carry out an assignment.
- 3) It is also possible to do the Diploma by self study but which would also include 24 weeks of School Experience in a location of your choice. As in 2) study materials will be provided.
- 4) Should there be insufficient participants for a given module, those wishing to do the whole Diploma will do the taught module through self study as by distance learners. As in all cases though, 24 weeks of School Experience will need to be done in a location of your choice.

Below is a brief description to the different types of module intended for the Diploma as per the above design. Each module will comprise of three learning styles: Philosophical, Educational and Artistic. This is reflected in the day structure of each weekend:

	Saturday and Sunday
Session 1 9 to 10-30	Philosophical aspects of the module
	Coffee
Session 2 11 to 12-30	Educational Aspects of the Module
	Lunch
Session 3 13-30 to 1500	Artistic Aspects of the Module
	Coffee
Session 4 15-30 to 1700	Conversations and Reflections on the module theme
1800 -	Evening meal at a local?

The Modules:

1) The Teacher as a Creative Researcher: Methods and Beings 1 (20 pts).

This module will introduce the idea of the teacher as a creative researcher. The module provides a beginning of this from the perspectives of educational principles, educational philosophy and art. This and the following module provide a kind of foundation for all the coming modules and will introduce the idea of the “research circle”.

2) The Teacher as a Creative Researcher: Methods and Beings 2 (20 pts).

In this module, we will consider this idea further and look at the wide variety of research methods available in contemporary society and Steiner's own ideas about research methods. The diverse research methods suggested by Steiner have a direct affect on how the curriculum can be implemented and justified in the context of modern society. These methods provide a ground for the creative activity of the teacher.

3) Child Development: Theories and Practice (20 pts).

A central concept in Steiner Education is that of Child Development. In fact, it would be fair to say that without Steiner's distinctive interpretation of this that there could be no Steiner Education. This module introduces and researches the different ideas of child development philosophically, educationally and artistically.

4) Teacher Self Development and Education (20 pts).

Fundamental to the whole of Steiner education is the notion that teachers are on a path of Self-Development cognitively and morally. This is no random suggestion as it plays a central part in the educational process and how we relate to children, other teachers and parents. We will consider, for example, the practice and role of personal qualities such as openmindedness, equanimity, positivity, focus, will power, etc. We will also research the role of meditation for an educator. These qualities as well, as others, are also much discussed in contemporary society but rarely seen, unlike with Steiner Education, in the context of schools and a teacher's personal qualities. It was Steiner's view, on the other hand, that these qualities should be central, not just for the teacher's personal and professional life, but also for children's learning.

5) Curriculum Philosophy and Practice: Nature and Science (20 pts).

One of the most fundamental areas of a teacher's professional research is the Nature and Science curriculum. Steiner had many ideas about how to approach these in relationship to child development and suggested distinctive methods according to the particular being of nature. This module considers these as well as researches them in the context of other modern views. Contrasts will be made with

the national curriculum and asks the question: are these ideas about nature and science studies complementary or conflicting paradigms?

6) Curriculum Philosophy and Practice: Humanities, Culture and Society (20 pts).

This module considers those areas of the curriculum that are to do with Culture, Society and Humanities. Generally, these are the created products of the human being. Consequently, this module researches topics such as the principles of history education, language learning, culture and social education. We will consider Steiner's ideas of social renewal, their relevance today and their connection to education.

7) Curriculum Philosophy and Practice: Moral Education: Spirituality, Religion and Philosophy (20 pts).

Steiner once described moral education as being the pinnacle of all education. This aim puts Steiner Education in stark contrast with those types of education which see the aim of education as preparing the child for the global "market place". The module considers Steiner's own distinctive views on moral education as well as connects to the religion, spirituality and philosophy curriculum. We will look at the teacher's role in spiritual and moral education and how their own path of self-development interlinks with the different phases of child development. We will also look at other researchers' views on this topic and how Steiner Education may relate to them. This module will try to show how Steiner Education can make a unique contribution to the ongoing discussion about moral and spiritual education and that it is not a mere adjunct to education generally but is constitutive of a good education as a whole and could positively permeate all subject areas.

8) The School as a Social Organisation (20 pts)

Steiner Schools are not just places where subjects are learnt, they are also social organisations. This means that they exist within the national and global social context. This module explores the place of Steiner Schools within the economic, legal/political and cultures of our time and how they are influenced and influence social realities around them.

9) School Experience and/or Research Project (60 pts)

This module is essentially practical and involves actual engagement, *observation* and *practice* in Steiner Waldorf schools. The larger part of these modules focuses on gaining experience in Steiner Waldorf schools or equivalent educational settings. Study sessions may be included in these modules, focusing on aspects of pedagogy and analyzing classroom experience. Practice normally involves a substantial *placement* in a Steiner Waldorf School leading to you taking increasing responsibility for Main Lesson (block) teaching. Successful completion of teaching practice is an essential requirement for the student intending to teach in a Steiner Waldorf school. A *professional reference* is produced on the basis of your classroom work, identifying strengths and weaknesses and indicating directions for further development and teaching potential. This module may also involve a project which could also include a significant school experience component. This may also provide a specialised pathway for upper school teachers such as English, science, mathematics and for kindergarten and class teachers. These modules would enable the students to gain experience in kindergarten, Middle School (7-14) and Upper School (14-18) and provide a specialised pathway for those requiring it.

Normally, these modules will take place during the two years of the taught modules and accompany them. As mentioned, there is also the option to do these modules in a third year placement. This would involve placement in a school with an experienced teacher as a mentor. Please note that with this option the Diploma will only be granted on the successful completion of these modules and only thereafter can the participant become a qualified Waldorf teacher.

Assessment and its Modes

Assignments set by tutors provide the principal vehicle for assessment of student performance in relation to each of the modules.

The Diploma is assessed according to three distinct but inter-related assessment modes:

(1) Conceptual / Cognitive Mode

(2) Aesthetic / Artistic Mode

(3) Practical Mode

Different aspects of the work on the Diploma lend themselves to assessment according to one or other of the above modes. Traditionally, academic work in Higher Education tends to be assessed in the form of essays and written submissions. This lends itself to be assessed in the conceptual-cognitive mode which is most commonly used as it is the easiest to quantify in terms of marks and grades. At the same time, there are viable student experience and forms of learning which need to be assessed in different ways; for example, the ability to work effectively and practically in a group context or the learning associated with development in an artistic activity: these can be better assessed through one of the other modes. Although it is far more of a challenge to realise such assessment in terms of raw marks, the use of alternative assessment modes is an aspect of the Diploma which is invaluable to the education of a prospective teacher. Exploring and researching new forms of assessment are an important part of the Diploma.

Each 20 point module will have an assessment comprising the equivalent of 6, 000 words. This does not mean that this is the number of words produced but that the amount of work needed to complete the assignment. Each assignment will have three **equal** components: Educational, Philosophical and Artistic. The module is only completed by each student when the assignment has been successfully completed.

The 60 point School Experience module will be assessed according to the three modes of assessment and will be equivalent to 12, 000 words.

All of this will be explained in the Module Descriptors which you will receive just before the beginning of the Diploma.

Steiner Education Certificate or Diploma

In order to obtain the Steiner Education Certificate, the participant will need to obtain passes in all the taught modules. To obtain the Diploma, they will also need to pass the School Experience module(s). Only the whole Diploma gives the equivalent of Qualified Teacher Status for Steiner Schools.

For those who do not wish to do assignments they may receive an Attendance Note for the modules they attend.

Appendix 1:

Benchmarks of the Association of Steiner / Waldorf Teacher Educators (ASWTE) (Pronounced “Astay”)

Content, Benchmarks and Assessment Tasks

<p>Content</p> <p>The Diploma will include:</p>	<p>Benchmark</p> <p>By the end of the Diploma, students should be able to:</p>	<p>Assessment Tasks</p> <p>As demonstrated by:</p>
<p>The Evolving Human Being:</p> <p>Anthroposophical Perspectives</p> <p>Study of key texts, lectures, seminars and integrated throughout the Diploma</p>	<p>Demonstrate a developing understanding of the values and principles underlying Steiner Waldorf education</p>	<p>Written assignment Oral presentation</p>
<p>Child Development</p> <p>Child Observation & study</p> <p>Study of key texts, lectures, seminars and integrated throughout the Diploma</p>	<p>Demonstrate a broad understanding of the phases of child development through to adolescence and a detailed understanding of the period from 6 to 14 years</p>	<p>Written assignment Oral presentation Observation reports</p>
<p>The Curriculum</p> <p>Evolving in Steiner Waldorf Schools</p> <p>Study of key texts, lectures, seminars and integrated throughout the Diploma</p>	<p>Demonstrate a broad understanding of Steiner Waldorf education in relation to the needs of the developing child from birth to 18 years and a detailed understanding</p>	<p>Written assignment Oral presentation</p>

	of the approach in relation to the needs of the child from 6 to 14 years	
Principles into Practice: Methodology Study of key texts, lectures, seminars and integrated throughout the Diploma	Complete a range of educational tasks, informed by Steiner Waldorf principles and in keeping with effective pedagogical practice	Task performance
Arts in Education and Self Education Practice, observation, reflection, discussion	Engage positively in a wide range of artistic Experience Demonstrate understanding of their value in education and self education Present age-appropriate artistic tasks	Task performance Discussion contribution
School Observation and Teaching Practice Guided practice	Learn from observing the teaching-learning process Engage groups of children in appropriate pedagogical tasks Plan, assess, review and evaluate teaching and learning	Reflective journal Task performance and report
Self Development Lectures, guided practice, discussion, reflection, art work	Demonstrate a growing understanding of the power of the teacher's inner attitude, practice and presence	Written assignment Task performance and report

	Practice simple techniques for enhancing awareness, concentration and presence	
Inclusion, Differentiation Learning difference Lectures, seminars	Demonstrate an initial understanding of a range of learners' needs, including specific learning difficulties and learning styles Demonstrate an initial understanding of the role of differentiation in the classroom	Discussion contribution Written assignment

School Organisation Relational Aspects Lectures, seminars	Demonstrate an initial understanding of school organisation as manifest in Steiner Waldorf schools	Discussion contribution
Religion and Festivals Lectures, seminars, practice, reflection, art and craft work	Demonstrate an initial understanding of the role of religion(s) and festivals in Steiner Waldorf schools, in relation to the natural world, local culture, religion and ethnicity	Discussion contribution Festival design
Planning, Assessing & Recording Lectures, seminars, practice	Demonstrate an initial understanding of the value of assessment in teaching and learning,	Written assignment Assessment rubric Task performance Lesson plan

	<p>the role of recording and the form and function of annual reports</p> <p>Plan, assess and record aspects of the teaching-learning process</p>	
<p>Classroom Management: Promoting Positive Attitudes and Behaviour</p> <p>Seminars, observation, practice, reflection</p>	<p>Demonstrate a growing understanding of the practicalities of classroom organisation and the means through which positive attitudes and behaviour are promoted</p> <p>Demonstrate an appropriate attitude and approach in the classroom</p>	<p>Discussion contribution</p> <p>Lesson observation report</p> <p>Task performance</p>

Transferable Skills		
<p>Communication and Presentation</p> <p>Prepared and unprepared oral presentation</p>	<p>Listen attentively</p> <p>Speak cogently and clearly, employing imagery, with variation in pace, tone and volume</p>	<p>Task performance</p>
<p>Collaboration</p> <p>Group tasks, shared study</p>	<p>Collaborate and plan as part of a team, take the lead where appropriate, and to fulfil agreed responsibilities</p>	<p>Task performance</p>
<p>Initiative</p> <p>Integrated throughout the</p>	<p>Actively seek solutions to social, organisational and</p>	<p>Task performance</p>

course	educational problems	
Imagination Oral presentation, arts, Study of Man	Use vivid imagery to deepen and enliven understanding for oneself and others	Oral presentation Task performance
Empathy Reflection on the products of different arts Child observation and study Collaboration	Understand the role of empathy in education and self education Practice tolerance and openness in relation to diversity	Task performance Child observation report
Objectivity Self and peer appraisal	Distinguish between observation and judgment Offer a balanced appraisal of own and others' work	Self appraisal Oral peer appraisal Child and teacher observation reports

Appendix 2:

PGCE from: CANTERBURY CHRIST CHURCH UNIVERSITY: POSTGRADUATE INITIAL TEACHER EDUCATION (PITE) FRAMEWORK

3 AIMS OF THE FRAMEWORK

3.1 The aims of the PITE are to enable students to:

3.1.1 Develop and demonstrate a personal philosophy of education which is rooted in the university's core values of the power of education to transform lives, the promotion of creativity and innovation, core educational values such as honesty and integrity, equality of opportunity, and the need to provide individualised support to the development of young learners;

3.1.2 Demonstrate the highest professional standards and values, working productively with children, young people and adults and all those who participate in school communities and/or other learning settings;

3.1.3 Demonstrate secure professional and academic knowledge, skills and understanding, and develop and apply the transferable skills needed to research, prepare and teach unfamiliar material;

3.1.4 Ensure that all learners in their care benefit from well informed subject specialist and interdisciplinary teaching across the age and ability range;

3.1.5 Inform their teaching with an understanding of the processes of learning, and of the factors that affect learning processes, including learners' social, cultural, linguistic, religious, and ethnic backgrounds, gender, and the special educational needs which they may have;

3.1.6 Engage in creative teaching and learning, and aim for their teaching to have a transformative effect on the lives of the learners in their care;

3.1.7 Develop analytical skills, critical thinking and an understanding of the role of research in developing practice underpinned with principles derived from rigorous academic investigation;

3.1.8 Develop reflective practice in which a real symbiosis of theory and practice

underpins planning, the setting of expectations, teaching, monitoring, assessment and evaluation and enables them to take responsibility for their own professional development;

3.1.9 Demonstrate that they meet the relevant regulatory professional standards.