

**Mapping the
Milestones and Standards
in a Teacher's Career**

on behalf of

**The General Teaching Council
for Wales**

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1. Introduction

The General Teaching Council for Wales is the statutory, self regulating professional body for teachers in Wales. In seeking to raise the status of teaching and teachers by maintaining and promoting the highest standards of professional practice and conduct, it has formed a task group which has been charged with devising a Professional Development Framework (PDF) on behalf of the profession.

To date, the PDF task group has focused on four broad areas:

1. The professional milestones which may be met throughout a teacher's career and those standards which currently exist within each milestone;
2. Professional recognition and accreditation;
3. The recording of professional development or academic activity and the movement of the teacher through the various milestones;
4. Quality assurance and the accreditation of providers.

Initial research and discussion has concentrated upon the milestones a teacher is likely to meet as they progress through their teaching career, and those standards which must be met within each milestone. As the milestones and their accompanying standards have been developed by, and come under the auspices of different organisations, there is a lack of coherence in the way the milestones and their standards are set out. This has also led to a distinct lack of comparability between the milestones. Consequently, it is difficult to determine whether the milestones are;

- Coherent, particularly as each standard is achieved.
- Progressive in terms of career experience and development routes for teachers as they move on in their career.

The focus of the work undertaken has been to;

1. Analyse each of the milestones.
2. Assess the standards which exist within each milestone.
3. Develop a set of generic headings.
4. Assign the identified standards to the generic headings.

In order to illustrate the above:

An initial skills matrix (see over) was produced which listed the current milestones and the generic headings used within their frameworks. This was analysed for commonality, and a set of generic headings to be used in the GTCW mapping exercise were proposed. These headings were submitted to the GTCW team along with those proposed by DfES and the PDF Task Group. Once the draft generic

headings had been agreed with GTCW a practice mapping process followed by a full mapping exercise took place.

This has enabled the production of a report outlining the coherence of the standards between the headings and the milestones and the difficulties assigning each standard within each milestone to a generic set of headings.

The activity plan for the process is outlined below

1. To research and gain a full picture of the current position by assessing the current milestones and their key competences (generic headings) and gain an understanding of the overlap and coherence.
2. To propose a series of model options in terms of key competence headings, against which the milestones can be mapped.
3. To carry out a draft mapping exercise, and submit for discussion with the GTCW team.
4. Following feedback to conduct a full mapping exercise, and prepare a report detailing the process and its findings.

Milestones and Stepping Stones

The milestones and their standards can all be mapped as a series of career progressing 'Stepping Stones'. These directly relate to the career progression 'jobs' within a school setting which are readily recognised by all teachers. It must also be noted that career progression can take place through curricular or pastoral routes, with the milestones for the pastoral route being less formally defined at present.

The headings decided upon must reflect the diverse career pathways. Equally, they must recognise the quantum leap in the established milestones from subject/team leaders to headship.

There are currently a number of key milestones along which a teacher can progress through their career. Whilst four of the milestones are statutory, (with a fifth becoming statutory on 2005) other milestones are advisory. The milestones could be directly related to and mapped against a series of '*stepping stones*' to which teachers relate, in their personal career progression routes.

The possible progression route is outlined below;

Stepping Stones	Milestones
NQT Classroom teacher	QTS (s) WAG
Classroom teacher	Registered Status (s) WAG /GTCW
Classroom teacher	Induction (s) WAG
Teacher post 3 years	Performance Threshold Assessment (s) UPS 2 UPS 3 DfES
Curriculum coordinator	Subject leader (a) TTA
Team Leader (curriculum / pastoral)	Team leader (a)
Head of Department	SENCO (a) TTA
Assistant Head	
Deputy Head	
Headteacher	Headteacher (a/s) WAG

S = statutory A = Advisory

Each of these milestones and their skills or competence frameworks will be individually mapped against the agreed generic headings.

Establishing the Generic Headings

Following analysis of the generic headings currently in use within each of the milestones and feedback from the PDF Task Group three options were proposed;

Option 1

Followed the ten headings identified by DfES in a similar exercise carried out during 2001.

- Knowledge and understanding
- Planning and setting expectations
- Teaching and managing pupil learning
- Assessment and evaluation
- Pupil achievement
- Relations with parents and the wider community
- Managing own performance and development
- Managing and developing staff
- Managing resources
- Strategic leadership

These ten headings have been used to map the existing standards for teachers in England and can be found on a '*Teachers Standards Framework*' – DfES /0647/2001.

Option 2

The PDF Task Group identified the proposed headings (November 2003):

- a) pedagogy, leadership /management
- b) pedagogy, leadership/management, research and reflection
- c) pedagogy, leadership/management, reflection, knowledge and understanding, communication, pupil achievement and raising standards.**

Option 2 will focus upon the proposed headings outlined in **(c)** to provide coverage across both operational and strategic standards.

Option 3

Was a considered response following analysis of the standards referred to in the existing professional milestones.

The proposed headings aim to cover the range of skills acquired and required as a teacher progresses through their career. Teachers will meet each milestone and its required standards as determined by their own specific chosen career route. Each main standard has a series of essential criteria to be met in order to achieve that standard. However, it must be recognised that progression between the milestones

involves moving from a mainly operational to a more strategic skill set. This should be reflected in the mapping exercise, in the early milestones those generic headings which represent more operational skills will have a heavier emphasis than those of a more strategic nature.

Proposed Headings

1. Knowledge and understanding (own specialism/s).
2. Communication – pupils, parents and peers.
3. Planning, monitoring and evaluating – curriculum, teaching, achievement and pupil progress.
4. Leadership and management – staff, curriculum, classroom and resources .
5. Developing staff, self and pupils.
6. Accountability – resources and strategy

Following discussion with GTCW staff it was decided that the above headings would be amended to for the initial draft mapping exercise;

- Professional Characteristics
- Knowledge and understanding
- Communication
- Pupil Progress – planning, teaching, monitoring and evaluation
- Leadership and management
- Developing staff and others

Further feedback was sought from the GTCW team following the initial mapping exercise as to the suitability of the chosen headings and their 'fit' to the standards. This feedback indicated that one further change would be necessary, the final headings would now be

- Professional Characteristics
- Knowledge and understanding
- Communication
- Pupil Progress – planning, teaching, monitoring and evaluation
- Leadership and management
- Developing oneself and other staff

Mapping grids were produced for each of the milestones setting their standards against the generic headings (see attached).

The Mapping Process – Feedback

1. Following completion of the draft mapping process there are a number of key issues which will need to be considered before the final mapping process is completed and the results published.

2. The generic headings were comprehensive and allowed for a full mapping of all of the standards within each milestone.
3. The generic headings as they stand provide for a full mapping of both the more operational milestones (QTS and Induction) as well as the strategic milestones (Headteacher).
4. A comparison of the Milestone maps illustrates the progression from an operational skill base to a strategic skill base can be clearly seen, this indicates that the choice of generic headings is suitable for this purpose.
5. There is an inevitable discussion which will emerge as a number of the standards would fit into more than one of the generic headings, with the key decision necessary as to which heading provides the best fit.
6. There is some discrepancy in the 'house style' of the terminology and wording of the standards as would be expected as they have been produced by different organisations.
7. There is some overlap and similarity in wording within some of the standards within each milestone which leads to the possibility of repetition and 'fit' into more than one heading.
8. It will be necessary to carry out a further editing process once agreement has been reached about the efficacy of the process. This will enable a continuity of wording and a comparability to emerge across the milestones.
9. It may be possible, following discussion and agreement, that a further editing process takes place, many of the individual milestone maps are very long and in their present format not user friendly.
10. If this process is to be meaningful to teaching staff the milestones will need to be linked directly to the key stepping stones each teacher recognises as part of their career progression.
11. There will also need to be a recognition that there is a wide gulf at present between the milestones of SENCO and Subject Leader to that of Headteacher with no interim milestone.
12. There are also no milestones relating to those staff who progress along the pastoral career progression route.

Recommendation

Following presentation to and discussion by the PDF task Group, feedback can be used to further amend each Milestone Map and a full matrix produced for further discussion.