This will enable readers to situate the topics discussed in the rest of the book, which deal with the DfES Professional Attributes Standards needed to meet the 2007 Standards for the award of Qualified Teacher Status (QTS). Select the department you want to search in. All Departments Alexa Skills Amazon Devices Amazon Global Store Apps & Games Audible Audiobooks Automotive Baby Beauty Books CDs & Vinyl Clothing, Shoes & Accessories Women Men Girls Boys Baby Computers Electronics Garden Gift Cards Health, Household & Personal Care Home Home Improvement Kindle Store Kitchen & Dining Luggage & Travel Gear Luxury Beauty Movies & TV Musical Instruments Pantry Food & Drinks Pet Supplies Prime Video Software Sports, Fitness & Outdoors. Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (Revised 2008). The standards and requirements in this document replace those in Qualifying to Teach and have the same legal standing. Only trainee teachers who have met all of the standards will be awarded QTS. The document is relevant to anyone involved in initial teacher training (ITT), including trainee and qualified teachers and those who employ and support newly qualified teachers (NQTs). All those involved in initial training should have access to it. (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation. Communicating and working with others.

Professional Values and Practice

Professional Values and Practice book. Achieving the Standards for QTS. By James Arthur, Jon Davison, Malcolm Lewis. The professional code of the General Teaching Council lists eight new standards, each of them analysed here in detail using questions and activities to describe what trainee teachers need to know, understand and demonstrate as they work towards Qualified Teacher Status. Each of the eight standards cover the following issues: expectations, diversity and achievement, personal and professional values, values in the classroom, values, rights and responsibilities in the wider community, the community of the school.