**Draft professional standards for assisting teaching**

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| **Consultation response form**  | Your name: Organisation (if applicable):e-mail/telephone number:Your address: |

Responses should be returned by **14 March 2019** to:

Pedagogy, Professional Standards and A Level Branch

Pedagogy, Leadership and Professional Learning Division

The Education Directorate

Welsh Government

Crown Buildings

Cathays Park

Cardiff

CF10 3NQ

or completed electronically and sent to:

e-mail: professionalstandardsreview@gov.wales.

**Question 1 –** Do you agree that the values and dispositions, the five standards and their elements offer an appropriate shared purpose for those assisting teaching?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 2 –** Do you agree that the descriptors of effective practice (as well as the sustained highly-effective practice attached to each element) capture teaching assistants’ (TAs) and higher-level teaching assistants’ (HLTAs) roles?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 3 –** Do you agree that the descriptors attached to each element will support TAs and HLTAs to reflect on their practice and provide a focus for professional development?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 4 –** Do you think that it is appropriate for HLTA status to be dependant on the provision of evidence of having met the standards and relevant descriptors?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 5 –** Do you think that using the standards for assisting teaching will promote the importance of the role and help TAs and HLTAs to feel valued?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 6** **–** Do you agree that performance reviews, together with access to professional learning opportunities, are key to ensuring that the standards have the greatest impact on practice?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 7 –** Do you think that, as a matter of principle, the performance reviews of those assisting teaching should be made a statutory requirement as part of schools’ performance review policy (i.e. a compulsory appraisal process set out in legislation)?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 8 –** Do you consider the proposed timescale and the arrangements for introducing the new standards to be realistic?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 9** – We would like to know your views on the effects that introducing professional standards for assisting teaching would have on the Welsh language, specifically on:

1. opportunities for people to use Welsh
2. treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

**Supporting comments**

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**Question 10** – Please also explain how you believe the proposed standards could be formulated or changed so as to have:

1. positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
2. no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

**Supporting comments**

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**Question 11** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

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| Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: | [ ]  |