Mapping of the 2014 Professional Standards to the action research process

The 2014 Professional Standards for teachers and trainers in England set out clear expectations of effective practice in Education and Training. Therefore it is useful to look at your own professional development needs in relation to the standards. The following shows how the professional standards relate to the activity you undertake through action research.

Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

Standards	Practitioner-led action research process
1 **Reflect on what works best in your teaching and learning** to meet the diverse needs of learners	This is the starting point for action research.
2 **Evaluate and challenge your practice, values and beliefs**	Action research (as an extension of reflective practice) will require you to evaluate the effectiveness and/or efficiency of current practice (your own and possibly practice of others). It is also useful and, arguably, necessary to be aware of the impact of your own values and beliefs on your own practice and on the choices you make within your action research project.
3 **Inspire, motivate and raise aspirations of learners** through your enthusiasm and knowledge	This is a core aspect of the teaching role. An action research project should inspire, motivate and raise aspirations and, if so, you should consider how you would collect evidence of this.
4 **Be creative and innovative in selecting and adapting strategies** to help learners to learn	Action research will involve selecting and adapting strategies at the method (intervention) stage. It is reasonable to assume that these strategies will be creative and innovative.
5 **Value and promote** social and cultural **diversity, equality of opportunity and inclusion**	This should be a core principle of practitioner-led action research, ensuring that your process is ethical and complies with legislative requirements and principles of good practice.
6 **Build positive and collaborative relationships** with colleagues and learners	Action research will almost certainly require the engagement of others (colleagues and learners) and, therefore the ability to foster positive relationships and collaboration.

Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

Standards	Practitioner-led action research process
7 **Maintain and update knowledge of your subject and/or vocational area**	Action research is a more formalised process of action-based learning or critical reflective practice. It will therefore inevitably lead to the development of new knowledge and/or skills.
8 **Maintain and update your knowledge of educational research** to develop evidence-based practice	A critical awareness of antecedent research and professional practice is an essential early stage of the action research process.
9 **Apply theoretical understanding of effective practice in teaching, learning and assessment** drawing on research and other evidence	Your intervention will need to be justifiable in relation to antecedent research and practice, as above.
10 **Evaluate your practice with others and assess its impact on learning**	You will need to evaluate the impact of your intervention on learners and others engaged in the project.
11 **Manage and promote positive learner behaviour**	This is core aspect of all interactions with learners.
12 **Understand the teaching and professional role and your responsibilities**	You will need to ensure that your action research project is appropriate within the context of your teaching role and expectations of professionalism.

Professional skills
Develop your expertise and skills to ensure the best outcomes for learners

Standards	Practitioner-led action research process
13 **Motivate and inspire learners** to promote achievement and develop their skills to enable progression	This is a core aspect of the teaching role. Action research to improve the quality of teaching and learning will aim directly, or indirectly, to impact on achievement and progression.
14 **Plan and deliver effective learning programmes** for diverse groups or individuals in a safe and inclusive environment	This is a core aspect of the teaching role. Your action research project may focus specifically on effective learning that is inclusive and/or safeguarding.
15 **Promote the benefits of technology and support learners in its use**	Your action research project should embed technology within the research process and may also focus on technologies to support learning.
16 **Address the mathematics and English needs of learners** and work creatively to overcome individual barriers to learning	This is a core aspect of the teaching role. You should be aware of both naturally occurring and potential opportunities, in your action research project, to diagnose and overcome learning barriers relating to literacy and numeracy.
17 **Enable learners to share responsibility for their own learning and assessment**, setting goals that stretch and challenge	This is a core aspect of the teaching role. Your action research project might also empower learners to take greater responsibility for their own learning and assessment.
18 **Apply** appropriate and fair **methods of assessment and provide** constructive and timely **feedback** to support progression and achievement	This is a core aspect of the teaching role. Your action research project may also focus on assessment and feedback strategies.
19 **Maintain and update** your teaching and training expertise and vocational **skills** through **collaboration with employers**	Your action research project may involve employers to ensure that your project is relevant with regard to current practice within the workplace.
20 **Contribute to organisational development and quality improvement** through collaboration with others	Action research is a form of quality improvement. Your project will need the approval of an appropriate senior manager to ensure that it 'fits' with organisational development priorities.