

# Jargon buster

<b>Ability grouping:</b>	<i>pupils may be organised into groups according to individual ability assessed by various tests. Pupils may be grouped into 'sets' where it is possible to be in a higher or lower set according to their ability in each separate subject. When pupils are 'streamed' by ability there is less flexibility than with setting, with pupils placed in a higher or lower group for all subjects across the curriculum.</i>
<b>Academic curriculum:</b>	<i>the range of subjects taught in school which can lead to external qualifications such as GCSEs and A levels.</i>
<b>Academic tutoring:</b>	<i>part of the role of being a form tutor (see below) where the academic progress of individual pupils is regularly monitored and discussed.</i>
<b>Academies:</b>	<i>publicly funded independent state schools with the freedom to set their own curriculum, school day, term dates and conditions of employment for staff.</i>
<b>Assessment:</b>	<i>gathering and recording information regarding pupil progress and attainment. The process of defining the development of knowledge, skills and understanding.</i>
<b>Behaviour management:</b>	<i>relates specifically to the strategies the teacher has in place to ensure pupils behave in a manner which enables everyone to engage in learning.</i>
<b>Classroom management:</b>	<i>the wider context of managing the whole learning environment, with attention to risk assessment and the health and safety of the pupils. Thus, it includes consideration of the arrangement of the tables and chairs, pupil access to books and other resources, general classroom rules such as being out of one's seat, storage of pupils' bags and coats to prevent accidents, and safe arrangement of electrical equipment to avoid pupils tripping over electrical cables.</i>
<b>Coaching:</b>	<i>in the school context, support provided for a teacher's professional learning and development, often focusing on specific skills and goals. The word is sometimes used interchangeably with 'mentoring' (see below).</i>
<b>CPD:</b> Continuing Professional Development	<i>the expectation that once qualified, teachers will continue to further their professional development by engaging with courses, conferences and other activities to keep abreast of developments in both the specialist subject and education in general.</i>

<b>CTCs:</b> City Technology Colleges	<i>these were established in urban areas in the early 1990s to enable pupils to focus on technology-based subjects, including mathematics and science, working in close liaison with local businesses.</i>
<b>Curriculum:</b>	<i>the subjects taught in schools (academic curriculum) and aspects relating to non-academic subjects like PSHE (the pastoral curriculum; see Chapter 8).</i>
<b>Cyberbullying:</b>	<i>threatening people via use of texting, Facebook, Twitter or other computer-based technology.</i>
<b>DfE:</b> Department for Education	<i>the government department responsible for education and children's services in England.</i>
<b>Differentiation:</b>	<i>tailoring planning and teaching to meet individual needs so all pupils in a group have the best possible chance of learning.</i>
<b>EAL:</b> English as an Additional Language	<i>applies to pupils whose first language is other than English.</i>
<b>EBacc:</b> English Baccalaureate	<i>a school performance measure indicating how many pupils achieve grade C or above in the core academic subjects (English, mathematics, history or geography, the sciences, a language) at Key Stage 4 in government-funded schools.</i>
<b>Emotional intelligence:</b>	<i>the capacity to be aware of, control and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.</i>
<b>e-safety:</b>	<i>making people aware of the hidden dangers of the internet and social media.</i>
<b>Evidence-based teaching practices:</b>	<i>term used to describe the use of (e.g.) educational research and practitioner inquiry to influence teaching and learning.</i>
<b>Faith schools:</b>	<i>schools associated with a particular religion. They can be academies, maintained or free schools.</i>
<b>Form tutor:</b>	<i>having responsibility for a group of pupils beyond subject specialist teaching.</i>
<b>Free schools:</b>	<i>schools funded by the government but free to develop their own curriculum and priorities.</i>
<b>Grammar schools:</b>	<i>in local authorities where grammar schools still operate, pupils have to pass an exam to gain entry to a grammar school. This test is known as the 11+ and pupils who achieve a high enough pass mark in this test are awarded a place at a grammar school. Some schools have retained the word 'grammar' in their title even though the 11+ exam is no longer a requirement for entry, having been abolished in particular areas of the country.</i>

<b>HNC:</b> Higher National Certificate	<i>Level 5 vocational qualification awarded by further and higher education providers.</i>
<b>HND:</b> Higher National Diploma	<i>Level 5 vocational qualification awarded by further and higher education providers.</i>
<b>Horizontal grouping:</b>	<i>pupils organised into similar age groups for both subject teaching and form tutoring.</i>
<b>ICT:</b> Information Communication Technology	<i>a broad range of communications technologies that will store, retrieve, manipulate, transmit or receive information electronically in a digital form.</i>
<b>IEP or ILP:</b> Individual Education/ Learning Plan	<i>plan or programme compiled for pupils with particular learning needs.</i>
<b>Inclusion:</b>	<i>teaching approaches addressing the needs of pupils with a variety of backgrounds, abilities and needs.</i>
<b>Independent schools:</b>	<i>these schools lie outside government control and funding; they charge fees for pupils to attend the school and many operate an entrance exam system.</i>
<b>ITE:</b> Initial Teacher Education	<i>the term used for the period of qualifying to become a teacher, usually involving school experiences and working towards Qualified Teacher Status (QTS).</i>
<b>Key stages:</b>	<i>In England the curriculum is divided into stages according to pupil age. Key Stage 1 relates to year groups 1 and 2 (ages 5–7). Key Stage 2 covers Years 3–6 (ages 7–11). Key Stage 3 is taught in the early years of secondary school, Years 7–9 (ages 11–14), although some secondary schools only follow Key Stage 3 in Years 7 and 8. Key Stage 4 is the GCSE years of 10 and 11, although some schools begin Key Stage 4 work in Year 9. Key Stage 5 relates to the post-16 curriculum.</i>
<b>LDO:</b> Leadership Development Officer	<i>new ‘Teach First’ student teachers (see below) are assigned an LDO to support them through the training programme. These are usually teachers who have recently completed the Teach First pathway into teaching.</i>
<b>LSA:</b> Learning Support Assistant	<i>LSAs work closely with teachers to support pupils in their learning. See also ‘Support Staff’.</i>
<b>Maintained schools:</b>	<i>state schools that are ‘maintained’ by a local authority. These schools follow the national curriculum and national terms of employment for staff.</i>
<b>Mentor:</b>	<i>a named teacher with responsibility for supporting the learning and development of the student teacher.</i>

<b>Mentoring:</b>	<i>in the context of a school, the process by which an experienced teacher supports the learning and development of a student teacher.</i>
<b>National curriculum:</b>	<i>a set of subjects and standards used by primary and secondary schools (although academies, free schools and independent schools do not have to follow the national curriculum).</i>
<b>NCTL:</b> National College for Teaching and Leadership	<i>currently allocates the number of teacher training places to accredited providers as well as performing a wider role in teacher and leadership development.</i>
<b>NQT:</b> Newly Qualified Teacher	<i>The term used to describe teachers during their period of induction after being recommended for QTS. This period is normally one year for those working full time.</i>
<b>Ofsted:</b> The Office for Standards in Education, Children's Services and Skills	<i>inspects and regulates services that care for children and young people, and services providing education and skills for learners of all ages.</i>
<b>Paradigm:</b>	<i>an example or model of an expected norm.</i>
<b>Pastoral curriculum:</b>	<i>non-academic curriculum which addresses the well-being and safeguarding of pupils, including PSHE (see below).</i>
<b>Pedagogy:</b>	<i>the principles and practice of teaching.</i>
<b>Personalised learning:</b>	<i>learning which addresses the specific individual needs of the individual learner.</i>
<b>PGCE:</b> Postgraduate Certificate in Education	<i>level 7 teaching qualification with a minimum of 40 credits at Masters level. Sometimes the acronym is shown as <b>PostGCE</b> (Postgraduate Certificate in Education) to distinguish it from the <b>ProfGCE</b> (Professional Graduate Certificate in Education) which is a level 6 qualification so does not have any Masters credits.</i>
<b>PGDE:</b> Postgraduate Diploma in Education	<i>some providers which award up to 120 credits at Masters level call the qualification a 'Diploma' in Education rather than a 'Certificate' in Education.</i>
<b>PPA:</b> Planning, Preparation and Assessment	<i>10 per cent of a teacher's timetable is set aside for PPA. During the induction year PPA should account for 20 per cent of the timetable.</i>
<b>ProfGCE:</b>	<i>level 6 teaching qualification that is also generally called PGCE.</i>
<b>Professional subject association:</b>	<i>subject organisations which support subject specialist teaching and learning, eg NATE (National Association for the Teaching of English); ASE (Association for Science Education); HA (Historical Association); GA (Geographical Association)</i>

<b>Professional tutor:</b>	<i>generally a senior member of school staff with responsibility for working with mentors, NQTs and student teachers in the school.</i>
<b>Progress 8:</b>	<i>a means by which pupil progress and attainment are calculated using data from the same eight subjects from the end of primary school to the end of secondary education.</i>
<b>PSHE:</b> Personal, Social, Health and Economic Education	<i>aspects of the non-academic curriculum. In some schools this also includes Citizenship so the acronym may appear as PSHCE.</i>
<b>Pupil data:</b>	<i>a wide range of information kept about individual pupils that is used to monitor progress against predicted results.</i>
<b>Pupil premium:</b>	<i>additional funding for schools to enable them to support pupils deemed to be at a disadvantage in order to raise their attainment from reception to Year 11. Schools which have pupils on the Free School Meals (FSM) register, and 'looked after' children (LAC) are eligible to receive this funding. Schools decide how the money will be spent.</i>
<b>Pupil voice:</b>	<i>the views of pupils are sought and addressed through a school council or similar group.</i>
<b>QTS:</b> Qualified Teacher Status	<i>successful completion of a training pathway, where competence in the Teachers' Standards has been achieved, leads to the recommendation of QTS. After the successful completion of an induction year, with evidence of maintained competence in the Teachers' Standards, QTS is ratified. QTS is needed in order to work in a local authority school in England.</i>
<b>Reflection:</b>	<i>in the context of a school, this is the process by which teachers think through what they have done and review decisions and choices made before planning for future teaching.</i>
<b>Reflexivity:</b>	<i>in the context of reflecting upon teaching episodes, the teacher's analysis of him/herself and the impact the 'self' has on the scenarios being reflected upon.</i>
<b>Resilience:</b>	<i>the capacity to deal with the ongoing day-to-day challenge of working in a demanding role as well as specific challenging events.</i>
<b>Safeguarding:</b>	<i>ensuring protection against danger, injury, etc (Collins English Dictionary).</i>
<b>School council:</b>	<i>a body of elected representatives (usually teachers and pupils) who ensure that issues are raised and addressed before they become problems (Leibling and Prior, 2005).</i>
<b>School Direct:</b>	<i>the pathway into teaching where you apply to a lead school to undertake your training.</i>

<b>SCITT:</b> School-Centred Initial Teacher Training	<i>a cluster of schools providing a training programme to award QTS.</i>
<b>SENCO:</b>	<i>Special Educational Needs Co-ordinator.</i>
<b>SEND:</b> Special Educational Needs and Disability	<i>a general term referring to an extensive range of individual pupil learning needs.</i>
<b>SKE:</b> Subject Knowledge Enhancement	<i>the term for courses run to provide extra subject knowledge beyond the QTS programme, usually but not exclusively before the PGCE/QTS programme commences.</i>
<b>Social media:</b>	<i>Facebook, Twitter, etc.</i>
<b>Subject pedagogy:</b>	<i>the principles and practices recommended for teaching a particular subject in school.</i>
<b>Subject tutor:</b>	<i>an individual subject specialist with responsibilities for monitoring and advising student teachers during their ITE.</i>
<b>Support staff:</b>	<i>people who offer additional support to teachers. They may be called Teaching Assistants (TAs) or Learning Support Assistants (LSAs). Other specialist staff may be available for specific support, eg educational psychologist, counsellor, dyslexia support, support for visually or hearing impaired pupils.</i>
<b>Teachers' Standards:</b>	<i>the national standards that define the skills and attributes expected of both student teachers and qualified teachers in England.</i>
<b>Teach First:</b>	<i>this is an educational charity recruiting high-achieving graduates to work in schools located in areas of economic deprivation where there is a local achievement gap between poorer children and their wealthier peers.</i>
<b>TEFL:</b>	<i>Teaching English as a Foreign Language.</i>
<b>TESOL:</b>	<i>Teaching English to Speakers of Other Languages.</i>
<b>UCAS:</b> Universities and Colleges Admissions Service	<i>currently administers the application process for ITE courses; this process will be changing in 2017.</i>
<b>UTCs:</b> University Technical Colleges	<i>these have been established to offer 14–18 year olds a curriculum focusing on technical and scientific subjects. Working in partnership with a local university and local employers, the aim is to develop scientists, engineers and technicians for future types of employment.</i>
<b>Vertical grouping:</b>	<i>pupils organised into mixed age groups for form tutoring. Subjects are rarely taught to mixed age groups.</i>

**Voluntary aided schools:**

*these are usually faith schools and the religious organisation is likely to own the land and buildings. The governing body employs the teaching staff and decides the school's admissions policy.*

**Voluntary controlled schools:**

*these schools are run by the local authority which employs the teaching staff and sets the admissions policy.*

**Well-being:**

*the condition of being contented, healthy or successful (Collins English Dictionary). In some schools 'happiness' is now a subject on the curriculum.*

**REFERENCE**

Leibling, M and Prior, R (2005) *The A-Z of Learning*. Abingdon: RoutledgeFalmer.