ASPIRATIONAL TEACHER EDUCATION FOR INSPIRATIONAL NEW TEACHERS! LESSONS LEARNED

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OVERVIEW

- Ofsted headlines
- Assessment Toolkit revisited
- Developing trainee resilience
- Mentoring Toolkit

THE OFSTED HEADLINE

Trainees hit the ground running as highly professional, resilient NQTs, take responsibility for their own and pupils' learning and make an immediate contribution to schools and through this are able to support meeting local and regional teacher needs.

NATIONAL FACTS AND FIGURES

- ✓ two re-inspections
- ✓ 52 stage 1 inspections
- ✓ seven HEIs
- ✓ 36 newly accredited SCITTs
- ✓ 9 established SCITTs
- ✓ six inspections of early years ITT
- ✓ two of ITE in FE.

COMPLIANCE ISSUES: C 1.3, 2, 3.2, 3.4

- ✓ Safeguarding: prevent, local risk
- ✓ Phonics (7-11 trainees)
- ✓ Breadth of the primary curriculum – progress
- ✓ Assessment against the Teachers' Standards
- ✓ Age phase designation
- ✓ Time spent and experience in two schools
- ✓ Partnership agreement
- ✓ Monitoring, evaluation and quality assurance.

COMPLIANCE: EYITT R 2.1, 2.2, 2.3, 2.4, 3.1,3.2

- ✓ Breadth of age phase experience 0-5
- ✓ Continuum of expectations and curricula
- ✓ Rigour and consistency of assessment against the Teachers' Standards (early years)
- ✓ Quality of alternative/contrasting placements
- ✓ Mentoring capacity in early years settings
- ✓ Lack of partnership engagement at all levels

EMERGING AREAS FOR IMPROVEMENT: ST1

- ✓ Accurate assessment against the TS
- ✓ Mentoring: assessment, feedback and target setting
- ✓ Shared vision and expectations: transparent interface
- ✓ Placements and scope and depth of practical experience
- ✓ Subject knowledge and curriculum pedagogy
- ✓ The leadership and management of the partnership.
- ✓ QTS: completions, employment, recruitment, safeguarding

STRENGTHS 2016-17

- ✓ High employment, valued by local schools, immediate contribution, local / regional need, resilience - 23
- ✓ Rigorous QA, monitoring, evaluation: responsive to feedback, cap. to imp. Strong leadership - 19
- ✓ Communication: shared Vision and priorities, transparent interface - 19
- ✓ Professional and personal attitudes of trainees / NQTs, responsible for progress theirs and all their pupils, reflective - 18
- ✓ Schools engagement in the partnership at all levels, draws on strengths – 14
- ✓ Pastoral care, personalised support and quality of relationships across partnership - 12
- ✓ Personalised, bespoke programme, use of assessment evidence 12

KEY MESSAGES IN THE TOOL KIT

- ✓ Trainees assessed against the TS in full, as a whole
- ✓ The full range of evidence – evidence bundles
- ✓ How well trainees' teach judged by impact on pupils' progress and learning over time: embed in all processes, FB and doc.s
- ✓ Over time - raises the significance of timely review points
- ✓ Professional judgments using all evidence against TS:
- ✓ All grades, comments and targets aligned: 4 point scale
- ✓ Part 2 consistently high quality – Safeguarding, prevent
- ✓ Overall RI = meet the TS and eligible for QTS
- ✓ Robust evidence of accuracy: moderation QA
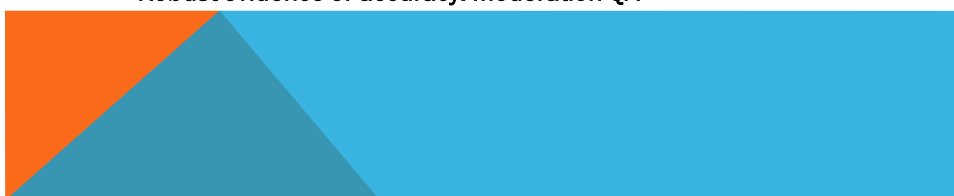
ROLE OF THE LINK TUTOR: LYNCH PIN

- ✓ Quality assurance: monitoring, eval., review and moderation – 360'
- ✓ Support for the trainee
- ✓ Support for mentor and school
- ✓ Strengthening the partnership
  - ✓ Shared vision and priorities
  - ✓ Consistency of mentoring and processes
  - ✓ Accuracy of assessment
  - ✓ Interface school and centre based training
  - ✓ School engagement in partnership

WEEKLY MEETING: KEY TO TRAINEE PROGRESS

- ✓ Evaluative rather than descriptive
- ✓ Focuses on the impact of teaching on the progress, learning and well being of ALL pupils: trainee presents and discusses evidence
- ✓ 'Triangulation' using evidence of what pupils have achieved and what can be done to support further progress
- ✓ Developmental, pupil focused targets revised or created and used to inform school- based training and independent study
- ✓ Subject / priority / TS specific discussion and guidance
- ✓ Links are made to the impact of training on the trainee

Context at University of Greenwich Primary ITE Partnership

Ofsted Stage One Feedback:

- ■ "There is a lack of variation of formal monitoring of trainees on placement beyond lesson observations:
  - work scrutiny activities are not always recorded or given the same value or importance as lesson observations, they tend to be part of other activities as opposed to formal monitoring. This tends to stop trainees articulating even more clearly the progress pupils are making as result of their teaching"

Stage Two: Final Report

- ▪ "Using feedback and suggestions from trainees, mentors and school leaders, the partnership has introduced its extremely thorough 'mentor and class teacher toolkit'. This has provided consistency, clarity and guidance for school-based training. Prompts for mentors to consult pupils about what they learn with the trainees, coupled with the sampling of their work, are used exceptionally well to assess the impact that trainees have on pupils' learning over time"
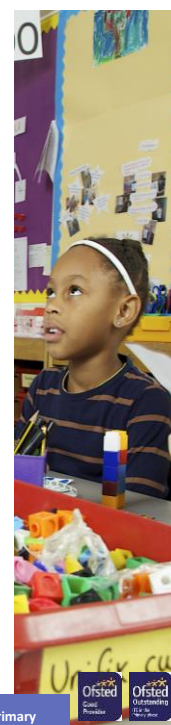
A tweak in language, approach & mind set

❌

Observation

✅

Review activity

A tweak in language…

On-going **review activities schedule developed** to review and assess student teacher **progress against the Standards** and the **quality of his/her teaching over time as shown by the impact on pupil progress and learning**.

The **full range of evidence** will be considered, **including** lesson observations, pupil interviews, reviewing pupil work samples, reviewing quality of feedback, reviewing class assessment data, monitoring the trainee's files (including lesson plans and evaluations) etc… Formal written and verbal feedback will be provided and relevant short term targets set.

A tweak in language, approach & mind set
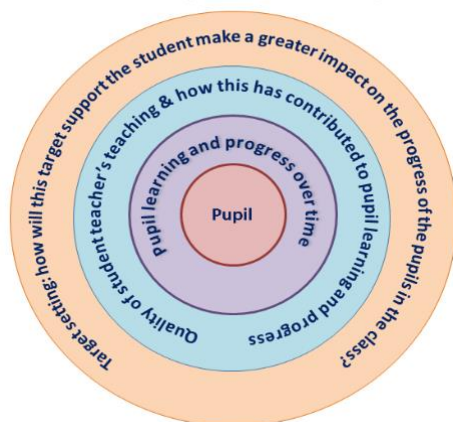
A tweak in approach
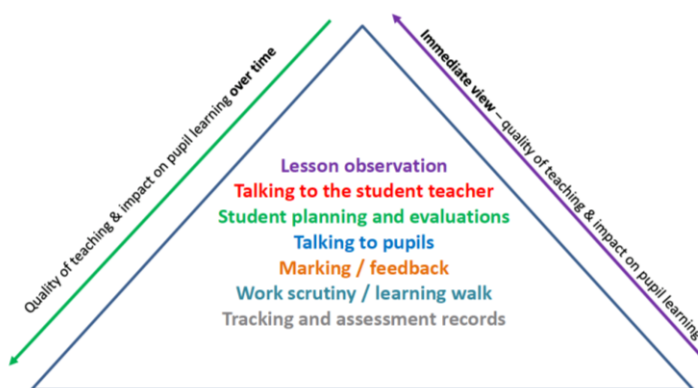
Supporting consistency in tweaks to approach

Mentor & Class Teacher Toolkit
Aims:

To support the Partnership in:

- Providing a **high quality experience** for student teachers that supports their personal and professional learning and development
- Drawing upon a **range of evidence** to inform monitoring of student progress
- Providing students with **high quality feedback** and **targets**

Mentor & Class Teacher Toolkit

Mentor & Class Teacher Toolkit

Other prompts:

- A review of learning – e.g. review of pupil work
- Undertaking a review meeting with student teachers:
  - Weekly
  - Post review activity
  - Interim assessment point
- Reviewing quality of teaching in foundation subjects
- Beyond outstanding

Recording the range of evidence

Quality of Teaching / Impact on Pupil Learning & Progress Feedback Sheet — UNIVERSITY of GREENWICH

Feedback from the Partnership 2016/17

	Strongly agree	Agree	Combined
The new Mentor & Class Teacher Toolkit' has supported me in undertaking my role	59%	41%	100%

- 'Provides really good guidance and starting points for using a range of evidence and how to provide effective feedback'
- 'It provides a good guide for me on how to deliver outstanding provision for my students'
- 'Fantastic! Not only going to use for mentoring students but also when observing other staff – in particular our NQTs and RQTs. Really comprehensive and will certainly share with colleagues'
- 'A fantastic resource! I'll be adapting for use with my NQTs'
- 'The toolkit is extremely comprehensive and be used across my school.'
- 'Some great resources for use in our staff meetings – e.g. the work scrutiny prompts. Really clear guidelines for structuring my meetings with my trainees and how to provide effective feedback'
- 'As a senior mentor this has been really useful for me to use with our mentors across our school to ensure consistency and good practice.'
- 'It's provided me with a greater understanding of how to undertake my role on a practical level'

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QUESTIONS & IMPLICATIONS FOR YOUR PARTNERSHIP

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