New models of teacher education:

collaborative paired placements

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About the Authors

Paul Wilson has been a mathematics teacher since 1980 and was the head of a very large mathematics department from 1991 to 2004. He has been involved in teacher education throughout his career, working as a school-based mentor with a number of universities and teaching on the BEd mathematics programme at Exeter University. He was part of the team that developed the PGCE pathway in secondary mathematics at the University of Plymouth. He joined UCP Marjon in 2004 as the PGCE mathematics route leader and since September 2010 has been the programme leader for BEd mathematics. He has been actively involved in the development of collaborative placements within the UCP Marjon partnership since 2007.

Allison Bolster began working at the Graduate School of Education(GSoE), University of Bristol as Lecturer, then Senior Teaching Fellow, in Education, in 2001. This followed a long and successful teaching career which included 10 years as a Head of Modern Foreign Languages (MFL) and school-based mentor for PGCE trainees. During her time as leader of the MFL team at the GSoE she wrote articles on Transition from Key Stage(KS) 2 to Key Stage(KS) 3 in MFL which were published in the national Language Learning Journal (LLJ). For the past three years (2008-2011) Allison has been working as Partnership Director for the PGCE at Bristol, and in this capacity she has run several projects on the use of Paired Teaching Placements which are referred to in the present publication. Recently retired from full-time work, Allison is now an Educational Consultant and will continue at the GSoE as Visiting Fellow, specialising in Mentoring and Coaching, Transition from KS2 to 3, and the use of Paired and Multiple Placements.

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Chapter 1
Introduction

In this Discussion in Education Series publication we review two approaches to paired school placements in secondary teacher education adopted by University College Plymouth, St Mark and St John (UCP Marjon) and the University of Bristol, Graduate School of Education (GSoE). Both of these approaches arose from our involvement in projects initiated by the Teacher Development Agency (TDA) and its predecessor, the Teacher Training Agency (TTA). The TDA aimed to recruit more trainees to redress the shortages of teachers in particular curriculum areas in England and Wales, particularly in mathematics and science. An increase in the number of trainee teachers requires a corresponding increase in the number of school placements, so the TDA sought to establish the capacity to accommodate extra placements in schools. The TDA Multiple Placement Project began in 2007 with the aim of supporting initial teacher education (ITE) providers 'to recruit to target in maths and science by improving the supply and quality of school placements through the use of multiple placements' (TDA, 2008:2). In its early documentation, the TDA describes a multiple placement as consisting of 'two or more trainees together on their final school placement' (ibid:2). Since schools commonly offered single placements in individual subjects, an increase in the provision of multiple placements in shortage subjects supports an increase in recruitment in these areas. Both of the projects addressed in this Discussion in Education Series publication were based on paired placements (i.e. two trainees from one subject area placed together). We discuss the general practical and theoretical issues surrounding multiple placements (and paired placements in particular) in the following chapter (section 2.1).

The UCP Marjon project began early in 2007 with a focus on developing mathematics placements. Over the course of the project, a model for operating paired placements (the driver-navigator model) was developed alongside more general guidance on the management of these placements. This model for placements has since been adopted more widely at UCP Marjon across other subjects and phases (the main aspects of the model are used by the primary education teaching team). Recently, other Higher Education Institutions (HEIs) are adopting the approaches suggested in the UCP Marjon guidance. This project and its outcomes are described in detail in the next chapter. The chapter also includes a review of theoretical and professional considerations underlying the project. It ends with references and several appendices relating to the project, including the partnership guidance to paired placements developed over the course of the project (chapter 2 Appendix A).

There were two projects at the GSoE. The first project ran from 2008-09 and was initially focussed on developing paired approaches to placements in Modern Foreign Languages (MFL) and science. The second project, which ran from 2009-10, explored in particular how these approaches could be used to support pupils' learning in schools facing challenging circumstances. In this project the partnership did not set out to develop a general model for operating paired placements, instead different approaches to paired teaching were explored and evaluated.

The GSoE project, the approaches used and the outcomes are described in the third chapter of this Discussion in Education Series publication, together with associated references and appendices.
Each of these projects involved the development of models of good practice, both in terms of the practicalities of managing paired placements (at school and HEI levels) and the approaches developed for operating as a pair of trainee teachers with a class.

Despite the differences in contexts between the schools, the subjects being taught and the pairing approaches being used, some consistent messages about paired placements emerge. Most important amongst these is our belief (supported by the outcomes of our projects) that well-managed paired placements offer an overall benefit to pupils, schools and HEIs. We review these benefits in the fourth chapter. In the same chapter we also compare and contrast the differences between the approaches used in the projects. We hope (and expect) that some of the ideas and practical approaches described in this section will resonate with colleagues from HEIs and schools, and encourage them to adopt paired approaches to school-based placements, across the full curriculum and age range in ITE.

References
TDA (2008) The Maths and Science Multiple Placement Project: Years 1 and 2. London: TDA

Chapter 2
Developing good practice in ITE using paired placements

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2.0 Context

Like many training institutions, we have recently experienced a rapid growth in the number of our mathematics trainees[1] at UCP Marjon. As a consequence there has been increased pressure on school placements. These were not abundant in the first place. Our school partnership's work in developing paired placements has proved to be very timely. In this account I describe how we have developed our model of paired placements and discuss the practice we have developed. Although the project described in this account has focussed almost exclusively on secondary mathematics placements, we believe that the approaches we have developed are broadly applicable across all phases and subject areas. I hope this account may encourage other partnerships to consider similar approaches.

Our school partnership became involved in a TDA initiated project in 2007 (Menendez and Oulton, 2007). Over the course of the project we have made 23 paired placements in 12 schools and a strong view has developed within the partnership that paired placements are generally more beneficial for pupils and trainees than single placements. Despite the demands placed on schools as a result of taking two trainees rather than one, there was also a view amongst partnership colleagues that paired placements were also beneficial to colleagues and the school (Wilson and Edwards, 2009). During the two years of the project, effective practice was identified and guidance as to good practice was drawn up and distributed within the partnership. Subsequent work with colleagues from other training institutions has resulted in this guidance being circulated amongst

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[1] *To avoid confusion, I use the terms* trainee *and* pupil *throughout this account rather than student which can be used for either.*

colleagues outside of our institution. Although the TDA-funded element of the project finished in the summer of 2008 the partnership continued it for one more year, during which time we continued to develop our practice, evaluating the impact on pupils, trainees, teachers and schools, and revising our guidance.

In the following account I will describe how we revised our guidance. In particular, I will review:

- school-based placements and the literature concerning these
- the project and its outcomes, up to the end of TDA funding and the resulting guidance
- the impact of using the approaches recommended in the partnership guidance in the third year of the project with a specific focus on pupils, trainees and schools
- the revised version of the partnership guidance in the light of our practice over the last two years.

2.1 School-based placements: a review

School placements exist for the benefit of trainee teachers, however, well-managed placements have the potential to confer significant benefits to schools. In the first part of this review I will discuss some issues arising from the school-based element of teacher training (sections 2.1.1 and 2.1.2). In the second part (sections 2.1.3, 2.1.4 and 2.1.5) I will review literature specifically concerned with multiple placements, making particular reference to Sorensen et al (2004) and Smith (2004).

In the UK since 1992, it has been a requirement that two-thirds of the time allocated to teacher training must be school-based (Department for Education (DfE), 1992) with HEIs and placement schools working in partnership to coordinate this. This has resulted in a number of outcomes:

- pupils are regularly 'exposed' to trainee teachers
- significant demands are made on schools, particularly those teachers working with the trainees
- trainees spend most of their courses as 'guests' in schools
- most of the trainees' professional learning occurs in school.

In recent years there has been a strong drive to recruit teachers in shortage areas (in particular mathematics and science). If the full level of recruitment targeted by the TDA were to be achieved, there would be a huge pressure on all schools to accept multiple teacher-training placements.

In light of these factors, the TDA has been promoting the development of multiple placements, drawing on evidence suggesting that they can confer significant advantages to pupils, teachers, schools and trainees (Burghes, 2004; Clemitshaw, 2004; King, 2004, 2006; Menendez and Oulton, 2007; Sorensen et al, 2004, 2006).

2.1.1 Schools' concerns

The involvement of schools in teacher training is voluntary and altruistic, ensuring the long-term provision of good teachers at the cost of extra pressure on staff and school resources. However, the higher level of involvement since 1992 offers benefits to schools. For school-based colleagues, work with trainee teachers involves a focus on practice, pedagogic knowledge, collaboration and reflection that contributes to teachers' professional development as embodied in the UK national standards for qualified teachers (TDA, 2008). King (2004: 199), referring to the mentoring of trainee

teachers, records "Many schools have been quick to see that the mentoring process promotes staff engagement with teaching and learning and can lead to school improvement and high pupil achievement". The Office for Standards in Education (Ofsted, 2003: 200) notes "Schools that participated in ITT partnerships almost invariably recognised the valuable professional development that accrued for teachers and departments when they were involved in training new teachers". However, from my experience as a teacher and as an HEI tutor, I have been very aware of schools' caution in offering placements to trainees.

As the pressure to meet examination targets has increased, schools have associated teaching placements with an element of risk. Hurd (2008) states "many schools welcome their enhanced role in training… In contrast, other schools appear reluctant to have more than a token involvement in school-based training" (ibid: 19-20). He describes how senior managers carefully control the exposure that pupils have to trainee teachers and that some schools "choose to stay out of ITT partnership arrangements altogether and many that do participate take steps to restrict the exposure of examination classes to trainee teachers". He notes that schools regulate "the number and distribution of trainee teachers among departments in order to prevent adverse effects on

teacher workloads and student learning", noting that they "tend to compete with school students for their teacher-mentors' time" (ibid: 20). Ofsted (2003: 20) notes "departments were sometimes reluctant to become involved in ITT because of concerns about the effects on pupils' achievement and examination results". Burghes (2004:6), discussing multiple placements, notes that head teachers "were concerned about possible negative reactions from parents". King (2006: 371), records that some schools "fear that pupils taught by too many trainee teachers will reduce pupils' examination performance. Some school mentors are concerned that two trainees would double their workload and that they would not be able to support the trainees adequately." John Dunsford (at the time general secretary of the Secondary Heads Association) summarises the situation: "Schools have to be aware of the potential for complaints from parents if they have too many students in their classrooms at the expense of teaching. But, on the whole, the benefits of taking on students far outweigh the disadvantages" (Times Educational Supplement (TES), 2005).

The fundamental focus of all school activity is the pupils' learning. There will be difficulty in providing useful teaching placements if they are perceived to be detrimental to pupils' learning.

We can identify two major concerns about attainment being jeopardised through:

■ exposure to teaching from inexperienced teachers, who not have yet met the minimum standards required of qualified teachers

■ the additional pressure on school staff to manage, support and assess trainee teachers.

2.1.2 Trainees' concerns

Accounts of trainee teachers' concerns during their placements emphasise the significance of personal, attitudinal and emotional factors on the progress of the placement (Caires and Almeida, 2005, 2007; Hopper, 2001; Maynard, 2000). Writing on his research with graduate trainees, Hobson (2002: 17) identifies "two of the main concerns of student teachers regarding their school-based experiences [are the] need for personal support and a safe environment within which they can work and learn". Graham and Roberts (2007: 408) observe "social interactions with school staff to be meaningful in developing their 'teacher self' and to be profoundly emotionally charged". Capel (1997), in a study of undergraduate Physical Education trainees' anxieties about teaching placements, concludes that "the greatest cause of anxiety and concern on both teaching practices was being observed, evaluated and assessed by the teaching practice supervisor" (ibid: 225). She suggests that these anxieties may be addressed by "talking to other students about teaching and developing a support group to discuss aspects of teaching found to produce anxiety" (ibid: 226).

Hobson (2002: 7) notes "…research has shown that trainees often have attitudes and approaches that can provide obstacles to their effective learning of teaching skill, such as a primary concern to be seen as 'competent' in the classroom and not to see themselves as learners". In the early stages of teaching, trainees' concerns are strongly focused on their

"identities as teachers" (Sivan and Chan, 2003: 191) and "personal adequacy and survival in class" (Poulou, 2007: 92). These accounts highlight the need for trainees, as they progress, to shift their focus from their own teaching persona (i.e. their identity as a teacher) to their pupils' learning.

2.1.3 Multiple placements

I start this section by referring to a TDA summary of the positive outcomes of the Multiple Placement Project in which we were involved (Menendez and Oulton, 2007). The following list has been abstracted from the TDA document and re-presented. The notes in italics are my additions.

For trainees:

■ mutual support in teaching

■ personal and emotional support

■ gaining deeper insights into learning

■ developing collaborative approaches

■ developing skills in peer mentoring

■ gaining deeper insights into professional development

■ being able to take on bigger challenges – *because of the benefit of using two teachers, schools have more confidence in placing pairs in more 'sensitive' situations*

■ increased understanding of Qualified Teacher Status (QTS) standards – *particularly those relating to collaborative practice.*

For pupils:

■ higher quality lessons – *because of enhanced planning and management*

■ improved behaviour management – *because there are two teachers in the room*

■ better targeted support to pupils in lessons and group work

■ better addressing of pupils' personal and learning needs.

For schools:

- fewer classes involved than with two separate placements – *since some are shared*
- enabling a wider range of classes to be allocated for teaching by trainees, including more challenging and higher achieving groups – *see the point about 'challenge' above*
- supporting departmental developments – *departments can plan specific activities or groupings using the pair of trainees*
- CPD opportunities – *including those relating to teaching standards (such as collaborative practice)*
- increased opportunities for recruitment – *more potential employees 'pass through' the schools.*

For mentors:

- being professionally challenged, enthused and developed.
- engaging in developmental activities in line with the TDA Standards, which have to be met to achieve QTS
- developing collaborative practice
- modelling good training practices.

For HEI tutors:

- maximising the effectiveness of good quality placements – *an opportunity to focus on the highest quality placements*
- promoting innovative ways to support trainees and mentors
- reducing travel time *(fewer visits to make)* and increasing support to trainees and mentors
- providing more opportunities to coach and support mentors
- increasing the opportunities for wider-based professional collaboration.

The TDA report (ibid) also highlights initial concerns, many of which were not subsequently realised during the project, or were addressed as the project developed:

- trainees would have insufficient 'solo' teaching experience
- conflicts could arise from differences between the trainees.
- school staff could be over-burdened
- pupils' confusion about collaborative practice could be detrimental to their learning (eg. who is leading the class?)
- difficulties with timetabling
- mentors would lack the necessary mentoring and coaching skills
- unless well-managed, the placements could impair trainee and pupil progress
- departments would not be able to accommodate the additional trainees physically
- schools could be resistant because of fears of additional workload and disturbance of the status quo.

These aspects identified by the TDA can serve as a checklist for the pros and cons of multiple placements. It is important to note that the TDA is concerned with making provision and enacting policy, consequently their advocacy of multiple placements may be seen as pragmatically as well as pedagogically motivated. Below I briefly review some accounts addressing the pedagogic aspects of multiple placements, later sections (2.1.4 and 2.1.5) focus on the work done by Smith (2004) and Sorensen et al (2004, 2006).

In his keynote presentation to the conference launching the TDA (at that time still called the TTA) multiple placements project, Sorensen (2006) noted

"Constructivist notions of learning through social activity and the emphasis on knowledge acquisition as a process of meaning making suggest that paired and multiple placements are more conducive to the learning of student teachers than the traditional single student placement". Hobson (2002: 6) also emphasises the importance of cooperative learning. "Support for the learning potential of school-based mentoring can also be found in Vygotskian and 'socio-cultural' perspectives, which tell us that human activities are rooted in social participation and learned not in isolation but with the assistance of others." King (2006: 372) states "One of the key arguments for trainees working collegially stems from Vygotsky's work with children but which is equally applicable here. His belief was that cooperation and interactions between learners forms the basis of deep learning."

Teachers are encouraged to promote socially-mediated approaches to learning. This is clearly illustrated in the Pedagogy and Practice resources (Department for Education and Skills (DfES), 2004), produced to support the professional development of teachers in approaches to teaching and learning. Teachers are also expected to operate collaboratively within schools. This is specifically addressed in the QTS standards 6 and 32, and is implicit in many of the other standards (TDA, 2008). To be consistent with this, one would expect collaborative practice to form an important element

of teaching placements. King (2006: 372) notes that "professional dialogue between teachers is important to teachers' learning and it is therefore reasonable to suppose that the more that this can be embedded during initial training the more likely it is to continue into the future".

The TDA's summary (Menendez and Oulton, 2007) is intentionally brief and does not detail how the various benefits it proposes may be achieved. However, the project documentation refers to sources where practicalities are addressed more specifically. Common strands run through these documents: prominent among these is the use of shared reflection. Burghes (2004) refers to "the collaborative practice model for reflection on lessons". Clemitshaw (2004) and Sorensen et al (2004) make explicit reference to reflective practice, drawing upon the work of Schön (1983). King (2006) and Parsons and Stephenson (2005) emphasise how reflective practice can contribute to collaborative approaches to teacher training. King (2006: 372) writes "Many teacher training courses in England ask their trainees to become 'reflective practitioners' … common sense suggests that this is likely to happen if trainees share and discuss their experience. Knowing about effective teaching and learning is more than simply observing classes, 'having a go' at teaching and then reflecting on outcomes. It includes extensive dialogue; talking with, and listening to, colleagues."

I shall now address two particular multiple placement projects whose outcomes informed the development of our own project: Sorensen et al (2004, 2006) and Smith (2004).

2.1.4 Sorensen et al: *Placements in Partnership Schools*

This University of Nottingham school partnership project was developed from earlier work involving several HEIs across the country (Sorensen et al, 2004) and focused on five areas: mentoring, teaching and learning, professional development, school improvement and situated learning. It began in the academic year 2002-03, initially working with fifteen students and three schools and expanded in subsequent years. Sorensen et al observe that most teacher education courses take a socio-cultural stance and they ask: "If this is the position taken by those involved in teacher education, shouldn't the structure of the courses seek to reflect these ideas? If teacher education courses focus on peer learning as a classroom strategy, shouldn't every effort be made to embed this in the mechanisms employed in the training year?" (ibid: 2). Since models of professional development tend to be collaborative, they argue that models of teacher education should be as well. They describe the relationship between the social construction of learning, collaborative reflective practice and context, drawing on Lave and Wenger's (1991) work on situated learning. They note the "strong arguments for the need to situate learning in

forms of social co-participation, as skills are developed through actually engaging in a process" and conclude that "the use of subject pairings would certainly seem to help bring theory and practice together through co-participation and dialogue" (Sorensen et al, 2004: 3).

Sorenson et al's project was evaluated using a variety of mechanisms, including case-studies of trainees and mentors and data-collection using a framework based on an adaptation of Maslow's (1970) hierarchy of needs. Evaluations of the project were encouraging, with the trainees "almost universally positive in all cohorts" about the "support provided at lower levels of the hierarchy: physiological, safety, love and belonging and self-esteem" (Sorensen et al, 2004: 7), relating to personal well-being, practical and emotional support. They note that "for some students the pairing was seen as vital in their getting through the course". At the higher levels of the hierarchy (self actualisation, knowledge and understanding: i.e. to do with knowing and doing) there was strong evidence of the benefits of the pairings in terms of gains in knowledge and understanding, and their ability to act as critical friends. Over the course of the project a number of collaborative practices were identified for development by the pairs, however the extent to which these were taken up varied, though "where pairing had worked in the fullest sense, students and mentors reported gains in all standards areas" (ibid: 14).

It was suggested that unevenness in adoption of the offered collaborative practices could be improved in future by a more rigorous process of preparation: "Several wondered why the university had not prepared them more fully for working as a pair. This accorded with some of the comments made in the case study schools, including some by mentors who felt they would welcome more guidance" (ibid: 11). Sorensen et al identify a number of other issues to consider further:

- the pairing itself: the capacity of the individuals to work together
- mentoring: whether to have one or two mentors and how this affects a mentor's workload
- timetabling: including the division between solo and paired teaching
- quality of learning: although there was evidence that pairing had enhanced the trainees' learning, this was identified as an area for further research
- time and resources: demands on the placement school.

These areas for consideration apart, the following statement summarises the broad outcomes of the project. "It is clear that there are benefits to be gained through the use of paired placements. Overall positive reactions to working in pairs have far outweighed negative reactions. This is true of the students working in pairs, their mentors and their tutors. At its worst, pairs worked separately with separate mentors and no benefits, other than some in relation to efficiency, arose" (ibid: 13 - 14).

2.1.5 Smith: *Developing Paired Teaching Placements*

This was a three year action research project, following the introduction of paired placements at Sheffield Hallam University in 1999, and involving 14 pairs of mathematics trainees overall. A central tenet of Smith's project at Sheffield Hallam University was that the extra support provided by a paired partner would support the professional learning of both trainees, helping them to "meet the challenge of involving pupils in more active learning experiences" (Smith, 2004: 100). For paired lessons "a hierarchical model of lead trainee-teacher and back-up trainee teacher… was chosen instead of an equal status approach" (ibid: 102), on the basis that this model would be clearer for pupils. Smith's model entailed the trainees experiencing both roles during the course of a week. Although it was felt impractical to share the planning of individual lessons jointly, a clear role was assigned to the back-up teacher in contributing to planning and assessment. A role in supporting individual pupils was developed for the back-up teacher during the course of the project. Feedback was provided by the class-teacher to avoid the potential problems with negative or ill-informed feedback that were anticipated if the pairs fed-back to each other. The tandem metaphor, with the implicit message that both participants contribute to the activity, was adopted to illustrate this way of working. "The tandem cycle is a useful simile here, where from time to time the tandem cyclists exchange places. Both cyclists have to work together, there is no free ride. Although they can discuss the route, only the one at the front can steer" (ibid: 104).

Evaluations of this project indicate that Smith's model of collaborative practice led to better collaboration, greater emotional support and richer, more varied lessons as a result of higher levels of risk-taking. The tandem metaphor helped to represent this model. One interesting outcome of this approach was that the back-up teacher can benefit more from observing a partner than from observing an experienced teacher. A trainee teacher is more likely to be aspiring to a level of 'conscious competence' (ibid:

111) and is unlikely to have reached the level of unconscious competence attained by experienced teachers. Experienced teachers manage their lessons with a smooth veneer, whereas the nuts and bolts show with trainee teachers. Thus it is often easier for a trainee teacher to perceive what is happening as a result of their partner's actions rather than those of the regular teacher, resulting in what Smith terms "learning from vicarious experience" from the lead teacher's successes (and otherwise!).

2.1.6 Summary

In our project we drew upon the recent work in developing multiple placements discussed above. In particular we took account of:

- the socio-cultural approach to learning to teach
- the model of the teacher as a reflective practitioner
- Smith's tandem metaphor
- the requirements of the standards for QTS
- a variety of approaches to managing multiple placements developed for similar projects.

2.2 The TDA project and the development of a partnership approach

The secondary mathematics team from our partnership became involved in the TDA project early in 2007. In the first phase of this project (in the school year 2006-07), the partnership tackled paired placements in a number of ways. These included team teaching (with the responsibility for leading the class either changing throughout the lesson or alternating the lead from lesson to lesson), and more rigid structures, in which one trainee always led a particular group supported by a partner. As the project progressed to its second and third phases (in school years 2007-08 and 2008-09 respectively) mentors developed and shared good practice (Wilson and Edwards, 2009; Wilson, 2011).

Common partnership approaches to good practice emerged. These were summarised in the partnership guidance for paired placements which was produced for the third phase of the project (ibid: Appendix 1). Our evaluations of the project focussed on similar groups to those identified in the TDA report described above (Menendez and Oulton, 2007). By the end of the second phase of the partnership project there was broad consensus that paired partnerships conferred benefits to pupils, to trainees and, if managed well, to schools, particularly when compared with two single placements (Wilson and Edwards, 2009; Wilson, 2011).

The first draft of the partnership guidance to paired placements (ibid: Appendix 1) was drafted in July 2008. Although there was no initial intention of being heavily prescriptive, the recommended approaches were welcomed and adopted across the partnership for the next year. The guidance provided some brief notes on the offers of paired placements, the pairing of trainees, the driver-navigator model (see section 2.2.3 for an explanation), time-tabling and mentor meetings.

2.2.1 Offers of paired placements

Our evaluations of the early stages of the project identified the potential benefits to schools and the HEI of establishing a regular, year-on-year pattern of paired provision to a core group of schools. The guidance indicates that this can be managed to build specific provision into the school curriculum, exploiting particular benefits offered by a paired placement (these are reviewed in sections 2.3.1, 2.3.3 and 2.3.4).

2.2.2 Getting the pairings right

Earlier in this account (section 2.1.2) I described the importance of personal and emotional support during school-based placements. As might be expected, the
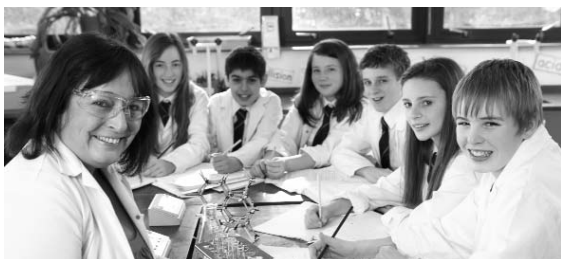
evaluations from the trainees emphasised the importance of the personal in the professional relationship between the paired partners. Evaluations from school staff had also indicated how differences between individuals' knowledge, skills, experiences and progress on the course could impact upon the effectiveness of the pairing (both positively and negatively). These issues of compatibility are addressed in the following statements from the original partnership guidance: "The key factor is the ability to work together. Empathy and trust are fundamental to successful pairings. Ability to complement the partners' subject strengths may be another consideration in making pairings" and "avoid using a very weak candidate in a pair". Experience of one particular placement, in which the frustration and anger of a failing trainee created difficulties for his paired partner (and the relationships with the school-based mentor), led the partnership to agree that "In the event of a pairing being unsuccessful we must be able to uncouple it".

A few colleagues within the partnership took the view that the pairing of trainees should not be affected by the nature of the relationships between the trainees, as teachers are professionally bound to cooperate with each other. However feedback from trainees (and the majority of school-based colleagues) emphasised the trainees' sense of vulnerability and indicated that the degree of intimacy between paired trainees was greater than that

between teacher colleagues. The partnership team took the view that pairs should be mutually supportive and certainly not antagonistic. Since the first of the trainees' two school placements occurs quite early in the course, we do not know the trainees very well at this stage. Consequently it is difficult to anticipate how they might interact with each other. However, before we finalise the first placements we request trainees, in confidence, to nominate peers with whom they feel they could work well and peers that they feel they could not work with. We use this information to review and, in the light of potential mismatches, modify the pairings we have made. It is easier to manage the pairings on the second placement as we know the trainees better. However, we collect the same information from the trainees in confidence, as in the first placement, to check our pairings.

2.2.3 The driver-navigator model
Several colleagues within the partnership had previously worked with trainees in pairs. The most common approach experienced by colleagues was for one trainee to lead the class and the other to act as a teaching assistant. All too often this led to one of the trainees adopting a relatively passive role throughout the lesson. The partnership team was concerned to ensure that our model of placements would require active approaches on behalf of both partners, as described in Smith's 'tandem' model (section 2.1.5). However, with a tandem both riders

contribute to the journey but only one determines the direction, whereas in the 'driver-navigator' model the navigator is actively identified in a role making decisions about the journey. The partnership guidance (see Appendix A) identifies the responsibilities of both trainees for the class. In particular it specifies the responsibility the navigator shares for identifying the learning outcomes associated with the objectives for lessons and planning how to assess these. The navigator takes the main responsibility for assessing the extent to which every pupil has achieved these outcomes during the lesson. The description of the navigator's role in assessment for learning was developed over several subsequent versions of the guidance.

Different approaches were used at the beginning of the TDA project to allocate the trainees' responsibilities for leading the lessons. Where the leadership responsibility for a particular class was shared, it was alternated either within or between lessons. It was observed that pupils sometimes deferred to one of the paired partners over the other, typically when one had a stronger presence in the classroom. This led to problems for both trainees. The partnership addressed this by adopting a model in which one of the partners took the lead for all lessons with a particular class, hence making the leadership role clear for all lessons with that group. In turn, these driver and navigator roles were reversed for work with another shared group.

2.2.4 Preparation before the placements

In its evaluation of the second phase of the project, the partnership team identified the need to prepare trainees more explicitly for their paired roles before the placement began. The specific areas identified were:

- reflective evaluation
- formative assessment
- mentoring and coaching (which at the time was a developing aspect of schools' professional development programmes).

In addition, the value of introducing the individual trainees to work with their paired partners before the placement began was identified.

Subsequent evaluations have stressed the importance of continuing to prepare the trainees for their paired role after the start of the placement, as well as beforehand at the HEI. In particular, it was recommended that in the early stages of the placement the school mentors model the role of the navigator, emphasising the level of collaborative participation this role entails (see section 2.4).

2.2.5 Timetabling and allocation of classes

In the early stages of the project, partnership schools experimented with patterns of allocation of trainees to classes. One of the issues that concerned school-based colleagues (and still does) was the balance between paired and solo teaching for each trainee.

Most colleagues believed that, in order to prepare them for their first year of teaching (when they would be much more dependent on their own resourcefulness), every trainee should have significant experience of solo teaching, whereas others (admittedly fewer) felt that the paired placements were of such developmental value that 'solo' placements were less useful. The broad consensus, reflected in the partnership guidance for both placements, was that every paired trainee's teaching commitment should comprise at least one solo teaching group, one paired class for which they are the driver, and another paired class for which they are the navigator. Because of the similarities between the mathematics departments' timetables in the schools involved, the patterns of allocation of pupils to teaching groups were also quite similar. The most common models are described in the guidance (see Appendix A).

2.2.6 Mentor meetings

The final part of the guidance (see Appendix A) draws upon good practice from the partnership in managing meetings between the school-based mentors and trainees. The guidance refers to the published partnership expectations (involving mostly solo placements across the range of disciplines) and indicates how the additional responsibilities of mentors working with a pair of trainees may be accommodated. A shared approach to the main body of the weekly supervisory meeting with the school-based mentor is recommended. It is suggested that both trainees share a 40-50 minute meeting with the mentor, instead of the practice for solo placements of allocating an hour to each trainee. This is in line with the collaborative ethos of the placements and has the additional benefit of making the mentor's workload much more manageable. However, it is acknowledged that trainees are likely

to require individual time with their mentors, so the guidance makes provision for the mentor to spend five to ten minutes with each of the trainees, possibly before or after the meeting. (In practice, a 'sandwich' model has generally been used: trainee A – trainees A and B – trainee B.) Of course, the partnership team was aware that circumstances could arise when greater confidentiality was required and this should be accommodated as necessary.

2.3 Evaluations of the project

By the beginning of the third phase of the project common approaches to paired placements were well established within the partnership. The partnership approach was not intended to be rigidly prescriptive and we accepted that details of practice might vary from placement to placement. However, the driver-navigator model was central to all paired placements.

In this phase of the project we evaluated the effectiveness of our placement approach, using a framework based on the outcomes identified from the literature and practice during the first two years of the project. Amongst the forms of evaluation we used were:

■ questionnaires for mentors, teachers and trainees
■ mentors' and trainees' comments and observations throughout the course and at mentor training sessions
■ an evaluation by the trainees based upon Maslow's hierarchy of needs
■ a visit by a colleague from another institution.

This mixture of methods combines qualitative and quantitative approaches, within a framework based on the development of practice. I must note here that, because of the nature of the opportunity samples involved (not least the small sizes and specificity to our partnership), it would be

inappropriate to use any of the quantitative data formally or to make inferences: it is used here in an illustrative capacity. The questionnaire can be found in Appendix B, and the data collected using the questionnaire in Appendix C. More details of the results of our evaluations can be found in Wilson (2011).

The questionnaire used at the end of phase three was the most systematic of our approaches to evaluation. From six paired placements, responses were obtained from eleven trainees (one trainee's placement was interrupted due to family circumstances), eleven teachers and seven mentors (two schools used two mentors). In order to explore the differences between solo and paired placements, the questionnaire departed from the usual Likert structure. Respondents were asked whether paired placements had a relatively negative, relatively neutral or relatively positive impact when compared with solo placements, or whether there were areas where paired placements had an absolutely positive impact (i.e. irrespective of comparisons with solo placements). Since our evaluations of the two previous phases of the project had identified more positive aspects than

negative, it is unsurprising that most of the aspects identified in the framework elicited positive responses. In fact, there was only one aspect of the framework which elicited a majority of negative responses: this was *reduced experience of solo teaching;* I discuss this in section 2.3.2.

Table 1 shows the framework used for the questionnaire. It shows the aspects of practice identified during the first two phases of the project as being affected by paired placements. These are arranged in columns determined by impact on particular groups. For example, column two consists of aspects evaluated by the trainees. The first entry concerns trainees *learning from each other.* In order to demonstrate the outcomes of the evaluations, the aspects are listed in rank order of numbers of positive responses. Many of these rankings are tied. The entries in bold type indicate aspects of pairing that were identified as positive in the majority of responses. Those that are underlined would be significant at the 5% level in a formal hypothesis test[2]. The entries in italics indicate where there were more than two negative responses.

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[2] *The proportion of positive responses to each item was tested using a one-tailed test at the 5% significance level. The null hypothesis was that the positive responses were no more likely than others (using the binomial distribution B(n, 0.5). The alternative hypothesis was that a positive response was more likely (i.e. the probability of a positive response was greater than a half). This was for all items, bar 'reduced experience of solo teaching' and 'inequality between pair in opportunities for experience' for which the proportion of negative responses was tested.*

Table 1: Evaluation framework: impact of paired placements on different groups

Pupils' learning (teachers' evaluations)	Trainees (trainees' evaluations)	School colleagues (teachers' evaluations)	School/ department (mentors'/managers' evaluations)
Support to individual pupils in the classroom	**Learning from each other**	**Opportunity to observe own classes**	**Focus for departmental reflection on teaching & learning**
Keeping pupils on task	**Opportunity to observe planned approaches in action**	**Amount of 'lower level' support needed by trainees**	**Degree of exposure of pupils to students**
Having an additional 'expert' in the room	**Mutual 'pastoral' support**	**Development of collaborative practice**	**Trainees' interaction with departmental team**
Addressing individual pupils' needs	**Feedback from partner**	**Continuity between students' and teacher's own teaching**	**Time departmental colleagues spend providing 'lower level' support**
Pupils' learning	**Relationship with partner**	**Own professional development**	**Impact on departmental timetable (compared with two solo placements)**
Pupils' response to paired roles	**Development of collaborative approaches**	**Teacher's long-term relationship with class**	**Opportunity for adaptation of curricular provision**
Responding to pupils' questions	Pupils' response to paired roles	**Opportunity to reflect on own teaching**	**Trainees' contribution to departmental professional development**

Table 1: (cont.) Evaluation framework: impact of paired placements on different groups

Pupils' learning (teachers' evaluations)	Trainees (trainees' evaluations)	School colleagues (teachers' evaluations)	School / department (mentors'/managers' evaluations)
Degree of exposure of pupils to trainees	*Differences in approach between partners*	**Amount of support required by trainees**	**Demand on members of department**
Planning for individual pupils	Opportunities for reflection	**Own workload**	Physical accommodation of students
Leadership in the classroom	Development of planning skills		Mentor's workload
Lesson planning	*Availability of support from mentor*		Amount of 'lower level' support required from mentor
Management of lesson	Paired evaluation mechanisms		Relationship between partners
Behaviour management	Opportunities for taking on greater challenges		
AFL approaches in the classroom	Preparation for teaching approaches for revised National Curriculum and Strategy		
Feedback to pupils	*Reduced experience of solo teaching*		
'Fresh' approaches	*Inequality between pair in opportunities for experience*		
Adaptation of curriculum to suit the class			
Consistency of classroom approach			
Assessment of pupil progress			

I now briefly outline the most positive responses from the evaluations (those underlined in the table). The trainees' responses indicate that *learning from each other* was a major benefit of paired placements (nine of eleven responses to this item were positive and only one was negative). Teachers were asked to identify aspects of paired placements that were beneficial to pupils. All of their responses to two particular items *(support to individual pupils in the classroom and keeping pupils on task)* were positive. Their responses strongly identified the following aspects of paired placements as beneficial to pupils: *pupils' learning, having an additional 'expert' in the room, addressing individual pupils' needs, responding to pupils' questions and pupils' response to paired roles.* Addressing aspects that were a positive benefit to colleagues, the teachers' responses identified the *opportunity to observe own classes.*

Our combined evaluations highlighted many ways in which paired placements can impact on different groups. These are discussed below. It is worth noting that all of the trainees' placements incorporated both solo and paired responsibility for teaching.

2.3.1 Impact on pupils

When paired placements were compared with single placements where trainees had no paired responsibilities, our evaluations identified benefits for pupils in several areas, including:

- Improved pupils' learning, through:
  - better lesson planning as a result of two trainees being involved
  - having an additional expert in the room
  - better management of lessons (with two trainees managing the class).

- Innovation in teaching and learning, through:
  - the added stimulus and confidence to be innovative, developing fresh approaches to suit the class.
- Increased support to individual pupils in class, through:
  - more than double the support (including answering questions) to individual pupils (since the supporting trainee can focus on helping pupils, rather than managing the class)
  - better monitoring and management of behaviour and capacity to keep pupils on task.
- Improved assessment (especially assessment for learning), through:
  - assigning a clear role for classroom-based assessment to one trainee and
  - increased opportunities for individual feedback to pupils.

The above are areas of possible benefit to pupils when paired placements are compared with solo placements. However, during the project we also sought to identify possible areas of absolute benefit to pupils, irrespective of a comparison with a solo placement. From our evaluations, these included *having an additional 'expert' in the room* and *responding to pupils' questions.*

I have described many areas where our evaluations have identified benefits to pupils. In section 2.1.1 I referred to concerns about pupils being taught by trainees. Our evaluation framework addressed four areas of potential concern arising from paired rather than solo placements. These were *consistency of classroom approach, pupils' response to paired roles, degree of exposure of pupils to trainees and leadership in the classroom.* None of these aspects received

negative responses from the teachers. The results indicate that the teachers involved did not identify any disadvantages to their pupils from the paired placements, in fact they suggest that paired placements can bring more benefits to pupils than solo ones.

2.3.2 Impact on trainees

In the evaluations a number of benefits of the paired placements emerged concerning the impact on trainees. These include the following.

- *Mutual support*
  Trainees regularly identified the practical and emotional support they provided to each other as important aspects of paired placements *(learning from each other, mutual pastoral support* and *relationship with partner* were identified as positive aspects of the pairing). In describing these benefits, a commonly heard phrase was 'being in the same boat'. Support ranged from reassurance and companionship, to helping each other with routine issues (relieving the mentor from lower-level demands) to learning and developing their approaches together. As described in section 2.1.4, paired placements can play a major role in addressing trainees' needs, especially those at the more fundamental levels of Maslow's hierarchy of needs (Sorensen et al, 2004). Nine trainees completed a light-touch evaluation, introduced at the end of the second placement (Wilson, 2011), in which they assessed themselves against the domains of Maslow's hierarchy (1970). This form of evaluation was not introduced until the end of the placement, influenced by the approaches of the partnership team at Southampton University (Wilson and Edwards, 2009). The trainees were relatively unfamiliar with the hierarchy, however the results broadly confirm that the pairings made positive contributions to the safety needs, esteem

needs and the need to know and understand levels of the hierarchy, in line with the results at Southampton (ibid).

- *Development as a classroom teacher*
  In section 2.1.3 I refer to socio-cultural approaches to learning. The evaluations highlight the value of *learning from each other*. There are advantages in joint involvement in planning and evaluation. In particular, there is a clear benefit from one trainee being freed from direct leadership of the lesson and being able to *observe planned approaches in action* and evaluate them. As described in section 2.1.5, there are benefits from watching a less polished performer. *Feedback from a partner* who is aware of the intended mechanics of the lesson can promote deeper reflection, leading to better planned lessons. There were increased opportunities to take on greater challenges, although these were not widely reported by the trainees (who may have been unaware of the more limited opportunities they would have had on a solo placement). For example, throughout the project, pairs of trainees have been able to teach more sensitive classes (examination groups etc.) that would normally be denied to them. This was because departments felt greater confidence in a pair. This also had advantages for pupils and schools where this enabled the creation of new, smaller teaching groups.

- *Development of professional skills*
  The TDA (Menendez and Oulton, 2007) suggests that paired placements can make an important contribution to developing aspects of professional practice, in particular those required to meet the QTS Standards (TDA, 2008). As expected, the evaluations record that paired placements contribute to the *development of collaborative*

approaches, including those needed in the classroom to provide an integrated curriculum in line with the reforms to the National Curriculum (Qualifications and Curriculum Development Authority (QCDA), 2010).

More negative aspects of paired practice were identified by the trainees than any other group. This might have been anticipated, considering the relative vulnerability and insecurity of trainees, combined with a desire to impress on the placement (see section 2.1.2). There were several strongly individualistic members of this cohort who accepted paired placements out of expedience, when they would have preferred solo placements (the location of the placement and the particular schools were important factors in this). This is reflected in the responses. However, only one aspect of paired placements was reported as negative by a majority of respondents and that was *reduced experience of solo teaching* (six out of eleven respondents), reflecting some partnership mentors' concerns (section 2.2.5). This reinforces the importance the partnership places on giving trainees a mixture of solo and paired placements. In a similar vein, four trainees indicated that *inequality between the pair in opportunities for experience* was a negative aspect of the placement.

The evaluations identify a number of important factors which influence how successful paired placements are for trainees.

■ *Compatibility of paired partners*
Throughout the project, our evaluations have identified this as a major factor (arguably the major factor) in the success of a paired placement. Pairings were most successful where there was empathy, trust and confidence, and least successful where these factors were missing. This was particularly important in reporting back and evaluating with partners. In one case, during the second year of the project, this was done without empathy and mutual understanding. As a consequence of this, the effectiveness of the pairing suffered. This prompted us to revise the partnership guidance to be more specific about evaluation and feeding-back. Similarly, one of the trainees' domestic circumstances affected him throughout the course and the evaluations from his pairings indicate that the pairing was less effective as a result. Our evaluations reinforce the emphasis the partnership places on making careful choices in pairing trainees.

■ *Experience of solo teaching*

Trainees and colleagues in school remained divided as to whether having a significant proportion of paired teaching in a placement was the best preparation for full time teaching (see above and section 2.2.5). At one extreme, it was argued that trainees need to be given as realistic an experience as possible of what they will face in the first year of teaching, and that this is best done through solo teaching. At the other extreme, it was argued that the improved learning in a paired placement more than offset any possible disadvantages of reduced solo experience. It was pointed out that reforms to the teaching profession have made it more collaborative, and that traditional views that a school placement is all about learning to 'stand on one's own feet' (learning through attrition) were rather outdated. Although all of the placements included sole responsibility for at least one class, establishing an appropriate balance between solo and paired teaching was an area of concern for the majority of trainees and mentors.

2.3.3 Impact on teachers

The evaluation revealed a number of possible benefits to class teachers arising from a paired placement. However it should be noted that the teachers contributing to the evaluations were those working with trainee teachers, and who are likely to have a more positive disposition to working with trainees than those who choose not to work with them.

■ *Class teaching*

Many supervising teachers described how the better management of the lesson (as a result of having two teachers working with the class) allowed them to take the *opportunity to observe their own classes,* enabling them to get to know their classes better.

■ *Professional practice*

The close involvement with trainee teachers promoted teachers to *reflect on their own teaching and professional development.* This has been particularly marked in the area of *collaborative practice.*

■ *Workload*

Although there were initial concerns from school staff that working with trainee teachers would *increase their workload,* the evaluations indicate that paired placements help to reduce the need to provide *lower level support to the trainees.* This suggests that paired placements may well place lower demands on supervising teachers when they work with that teacher's class.

Our earlier evaluations had identified four aspects that might be affected adversely by paired placements:

- continuity between trainees' and teacher's own teaching
- the teacher's long-term relationship with their class
- the amount of support required by trainees
- the teacher's own workload.

There were no negative responses to the first three cases in our evaluations. Only one teacher indicated that paired placements had a detrimental impact on their own workload. Taken generally, our evaluations indicate that the paired placements were far more advantageous for teachers (and pupils) than solo ones.

2.3.4 Broader impact on the department and school

Mentors and heads of department from the school were asked to evaluate the broader impact the paired trainees had upon the department and school.

- *Contributions to the department*
  As discussed in section 2.3.2, the evaluations revealed examples where the advantages of pairing gave departments sufficient confidence to use them to *adapt curricular provision* (e.g. through creating additional teaching groups, although this raises questions about allocating legal responsibilities to staff for supervising the group). It was also observed that working with trainees gives the department a *focus for reflection on teaching and learning.* Where trainees worked together to develop innovative approaches, these were felt to be of benefit to the professional development of the department. In a few cases the trainees led departmental training in these approaches. Although a solo trainee may be able to make a *contribution to the professional development of the*

department, the support of the pairing provides the trainees with extra confidence and encouragement to take on these challenges.

A number of broader issues were identified arising from offering paired placements. These are discussed below.

- *Interaction with colleagues*
  On the whole, paired trainees *interacted well with the departmental team.* However, it was felt that, if there was tension between the trainees, it could affect colleagues working with them. It was also observed that the pairing of close friends led them at times to becoming exclusive, and consequently not interacting as would be expected with departmental colleagues.

- *Colleagues' workload*
  Working with trainee teachers can contribute to *mentors' workloads,* however in most cases the increase in workload (compared with a solo placement) can be redressed through joint mentor meetings. Additionally, although a paired placement incorporating elements of solo work will involve more supervision from colleagues than a single placement, the evaluations indicate that pairing may help to reduce some of the demands upon members of staff because of the *reduced need to provide lower level support.* The results to items focussed on management and logistical issues (from the mentors' responses), although generally positive, are not as positive as those to items which focussed on individuals' professional practice (from the teachers' responses, see section 2.3.3). This suggests the possibility that paired placements may be more beneficial for supervising teachers on the whole, rather than mentors and other departmental managers in particular.

■ *Organisational issues*

Concerns were described earlier in the account that trainee teachers can have an adverse effect on pupils' learning. Schools strive to minimise pupils' exposure to trainee teachers, to ensure that classes are not used twice, and that particular vulnerable or sensitive classes are not used at all. Paired placements incorporating elements of solo work necessarily involve exposure to more pupils and make *greater demands on the timetable* than single placements. This places extra logistical pressure on departments. The *physical accommodation* of two extra bodies (with laptops and other equipment and no room of their own for storage) can also place additional demands upon a departmental area (especially in smaller departments). Reassuringly, however, the responses do not indicate problems in these areas.

■ *Departmental logistics*

In many cases, the mutual support within the pairing meant that departmental staff were less occupied with providing *lower level support,* addressing basic issues, and were better able to focus on more important developmental issues. However, our evaluations indicate that the demands placed on *mentors' workloads* in supporting two trainees were significant. As regards allocation of teaching groups, where possible, some schools sought to give trainees similar solo groups so that their collaborative approaches could be extended to their solo groups as well. However, it was not always possible (or even desirable) to give both trainees equivalent solo classes, so the trainees' timetables were not always the same. This sometimes presented different opportunities to the individual trainees, and some trainees felt they were disadvantaged in comparison with their partners.

2.3.5 External review

It was observed that the degree of adoption of these approaches varied across the different placement schools and pairings of trainees. In a TDA-initiated visit to explore how the paired placements worked in practice (Wilson, 2011), Andrew Porter (from the University of Portsmouth) noted that there was a 'continuum of collaboration' across the placements, ranging from operating as a teacher and assistant at one end of the spectrum to full collaborative participation as envisaged in the partnership model at the other end of the spectrum.

2.3.6 Summary

Our evaluations of phase three of the project were in line with our previous evaluations and indicate that our placement model works well for pupils and schools. Although positive on the whole, the trainees' evaluations highlighted some areas for development. Their evaluations supported the emphasis the partnership places upon careful pairing of trainees and ensuring that both placements include solo teaching. However the lack of uniformity in adopting the collaborative approaches proposed in the guidance indicated that more specific training in these approaches was needed.

2.4 Revision of the guidance

The partnership guidance was reviewed and revised at the end of the third phase of the project in light of our evaluations (this revised version is in Appendix A). This revision incorporated developments to the partnership approach. A general reference to coaching and mentoring in the original guidance was replaced with more specific delineation of the trainees' roles. In particular the driver-navigator model was described in much greater detail, identifying the responsibility for both trainees to be involved in the planning, teaching and evaluation cycle.

- The guidance is explicit about the navigator's responsibilities, stating that the navigator's contributions and evaluations should be made in full awareness 'of the rationale behind all the components of the lesson'. Joint responsibility in planning for differentiation and addressing individual needs is emphasised.

- Approaches to assessment for learning are described, with the navigator being assigned the main role in assessment, specifically being required to assess how well each pupil has performed against each of the planned learning outcomes.

- A mechanism for joint evaluation is described. The guidance stresses the importance of empathetic, constructive and informed evaluations with clearly agreed areas for the navigator's feedback and emphasising the driver's control over the process.

Another major addition to the initial guidance relates to the role of the mentor. This was not explicitly identified in the evaluations at the end of the third phase of the project, but arose from the reviews of the paired placements the following year by the mentors and the trainees. As in other years, mentors had highlighted that trainees took a long time to adjust to working within the driver-navigator model. It was observed that work before the placement had been less effective in preparing the trainees for collaborative practice in school than situated work with the HEI tutor on school visits. Mentors and trainees suggested the development of school-based approaches involving the mentor in preparing the pairs for collaborative practice. These involve the mentor leading a gradual, phased introduction of the driver-navigator approaches during the early stages of the placement, with the mentor modelling the role of the navigator, especially in evaluations, feedback and the assessment of every pupil. This requires the regular training of mentors in the approaches entailed in this model, as well as their continued involvement in the review and development of the partnership model.

2.5 Summary

Within our partnership, we have found the adoption of the approaches to paired placements described in our guidance to be very effective in a number of ways. Our experiences suggest that, amongst many other benefits:

- pupils benefit more from paired placements than from solo ones
- school-based colleagues benefit from the opportunities for collaborative professional development opportunities provided by this model of working

- schools are likely to find that having a pair of trainees is more beneficial than one, and have the opportunity to deploy the pair of trainees in a creative way to enhance the curriculum
- trainees benefit from learning together and the mutual support they provide for each other on a number of fronts
- the institutions benefit from the development of good practice in partner schools and the increased availability of this high quality school-based training.

The partnership model described in this account has, on the whole, been used for secondary mathematics placements. However, many aspects of these approaches have been here have been used in science, modern foreign languages and religious education placements. Within our partnership we are now extending these approaches more formally across all of our school placements, in both the secondary and primary phases. Similarly, other HEIs are starting to show an interest in our model and are considering adopting these approaches. We hope this brief account of our partnership model will be helpful to other partnerships as they consider their approaches to school-based placements across the full range of phase and subject areas.

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Appendix 2.A
UCP Marjon Secondary Partnership: guidance on paired placement

Beyond the considerations we always make when placing trainees (such as care commitments, access to transport, location, personal needs, etc.), we have found that some particular approaches to secondary paired placements are very constructive. This guidance is not intended as a straight-jacket and schools may vary the way they manage their own practice, but we have found the following to be useful. In particular guidance is given for operating within a pairing based on the 'driver-navigator' metaphor. These notes refer explicitly to practice with mathematics placements, details (especially timetabling considerations) will need to be adapted to suit other PGCE routes.

Planning
- Schools and UCP Marjon to agree on regular paired placements, so that schools can make regular, recurring curricular arrangements to accommodate these. There is a core group of schools which will take on paired placements year on year.
- Best possible details of placements to be made available to schools as soon as possible and updated as opportunity allows.

Pairings
- The model used for operating within a paired placement is based on the driver-navigator model; in which both partners have a responsibility for the class, but different roles. This approach is explored later in this document.
- The key factor in pairing trainees is the ability to work together. Empathy and trust are fundamental to successful pairings. Ability to complement the partners' subject strengths may be another consideration in making pairings.
- We should avoid using a very weak candidate in a pair.
- It is anticipated that pairings will be changed between placements, however, we may wish to maintain effective pairings over both placements. School-based mentors will be able to guide the college tutor on pairings for Placement B.
- Some trainees may wish to have a solo placement after a paired placement.
- Trainees will be consulted in confidence over possible partners for Placement B, in particular to identify potentially 'difficult' pairings.
- In the event of a pairing being unsuccessful we must be able to uncouple it.

College based preparation
- Experience of working together at college.
- Reflective evaluation.
- AFL techniques.
- Feedback protocols: the pair of trainees should have an agreed format for feeding-back to each other, which should reinforce the positive and constructive side of the feedback.

Role of the mentor in managing the pairing

As may be expected, effective pairings are highly dependent on careful management by the mentor at school, as well as preparation at college. Our evaluations identify the importance of a carefully managed introduction of the driver-navigator approaches. Several important considerations have been highlighted.

- Mentors should be trained in the approaches employed for the driver-navigator model.
- Mentors should be actively involved in regular review and development of this way of working.
- It is important for the mentor to model the recommended approaches when first working with a pair. In particular, modelling the role of the navigator in the following important aspects: evaluation, feedback and assessment of every pupil.
- Over the first few paired lessons, mentors may find it helpful to manage a gradual introduction to the approaches to be used.

Timetabling
- At least two shared classes, one led by each trainee. In general each trainee will have at least one solo class in each placement.
- Each trainee's 'lead' teaching to have included both KS3 and KS4 classes over the placements.

- At least 30% non-contact time on each placement.
- Where trainees are making good progress, the mentor, professional tutor and trainee may negotiate additional teaching experience, beyond the initial contact time. This does not have to be additional classes (e.g. help developing functional maths, small group support, preparing resources, planning or leading a part of the integrated programme in Years 7 and 8 etc.).

Models for placements

(Note: periods, time allocations and proportions of timetable are approximate, based on a typical 25 period week with each class taught for 3 periods a week, which is a typical mathematics curriculum model).

Placement A
3 **Class model:** 2 shared and 1 solo
   Teaching contact: 9 periods, 9 hours, 36%
   Lead teaching: 6 periods, 6 hours, 24%
4 **Class model:** 2 shared and 2 solo
   Teaching contact: 12 periods, 12 hours, 48%
   Lead teaching: 9 periods, 9 hours, 36%

Placement B
4 **Class model:** 2 shared and 2 solo
   Teaching contact: 12 periods, 12 hours, 48%
   Lead teaching: 9 periods, 9 hours, 36%
5 **Class model:** 4 shared and 1 solo
   Teaching contact: 15 periods, 15 hours, 60%
   Lead teaching: 9 periods, 9 hours, 36%
Alternative 5 Class model:
   2 shared and 3 solo (suitable for later in Placement B for successful trainees)
   Teaching contact: 15 periods, 15 hours, 60%
   Lead teaching: 12 periods, 12 hours, 48%

Mentor meetings

- One regular, programmed mentor meeting (quite possibly after school) for both trainees (with typically a 40-50 minute main agenda). Because of the progressive expectations and experiences of the trainees as the placement progresses, most agenda items for a paired placement will be common to both and a three-way exchange will be beneficial.

- The opportunity for individual 5-10 minute 'private' meetings to follow the main meeting.

- See partnership guidance for 'solo' mentor meetings. This format has suited mentors and trainees on the project.

The driver-navigator model: An approach to working in a paired placement

Classroom roles

In order to present a consistent approach to pupils, one trainee takes the lead during the lesson (the driver) the other (the navigator) assists the driver in planning, supporting pupils and general classroom management. This helps to develop effective practice in collaborative work with colleagues and strategies for classroom management (particularly those that address classroom management through planning, working with individuals and positive interaction with the pupils).

Planning

The trainees share responsibility for planning the paired lessons. This does not mean that each trainee has an equal input into the production of the actual lesson plan (this is impractical and may deny some trainees important opportunities to develop their own approaches to lesson-planning). However the following principles should apply.

1. Both trainees are responsible for managing, reviewing and revising the progression of lessons throughout the unit of work.

2. Both trainees are responsible for identifying learning objectives, associated learning activities and the learning outcomes for each lesson. This means that the navigator is fully aware of the rationale behind all the components of the lesson and is able to be pro-active in the lesson.

3. Both trainees are responsible for identifying strategies for differentiation and mechanisms for the inclusion of individual pupils.

4. The detailed 'schedule' section of the lesson plan should clearly identify the roles and tasks assigned to the navigator.

5. Trainees, jointly, should review (and, if necessary, revise) the plan before the lesson.

6. Trainees will decide in advance those aspects of the lesson to focus upon for the evaluation. The driver will identify the precise focus for feedback. Specific questions to be answered after the lesson form an observational focus for the navigator during the lesson. At least one aspect of professional development against the QTS Standards should be addressed within this focus.

Assessment of learning

Trainees jointly identify the learning outcomes associated with the objectives for that particular lesson and identify the mechanisms that they will use to assess the pupils' work during the lesson against these objectives.

- During the lesson the navigator will take the main responsibility for assessing the extent to which every pupil has achieved the learning outcomes.

- After the lesson, the navigator is responsible for reporting back to the driver on how well pupils have performed against the identified outcomes.

Evaluation

The watchwords for this sensitive aspect of the paired placement are empathy and trust.

- In order to support the evaluation of the lesson, it is suggested that the navigator makes some notes on the lesson evaluation form during the lesson.

- Feedback should be positive and constructive. The pair of trainees should have an agreed format for feeding-back to each other which should reinforce the positive and constructive side of the process. Feedback should concentrate initially on pupils' learning. The driver should lead this process, feeding-back on outcomes and objectives.

- Specific areas for feedback should be agreed at the planning stage (see note 6 on Planning). The navigator is responsible for feeding back on these areas, keeping to the focus for feedback.

- A review of pupils' learning (based on their achievement of the learning outcomes) is a fundamental component of the evaluation. This informs progression in planning and plays an important role in setting the objectives for future lessons.

- Positive feedback should, as a priority, directly address the agreed areas for evaluation but may also touch upon other aspects of the lesson, outside of the agreed focus for evaluation.

- Constructive critical feedback is difficult to manage. If in doubt – don't say it! The navigator should only offer critical feedback within the remit of the expressly agreed areas for evaluation. However, in the debriefing the driver may find it useful to ask for feedback outside of this area, in which case critical issues may be identified. This should be managed sensitively by both parties.

- Both partners should use the evaluation to inform future planning of lessons, both in terms of progression through the unit of work and in terms of developing their professional practice as measured against the Standards.

- It is helpful to make reference to the Standards when evaluating a lesson. This helps to identify good practice and accentuates the positive aspects of the lesson. It also helps trainees to get to know the Standards.

- Trainees should be careful not to give an impression to the pupils that they are assessing each other. Care should be exercised in observation and note-taking. Use of checklists, lesson observation pro-formas, Standards records etc. can easily convey this impression and is often best avoided.

Appendix 2.B
Questionnaire used for evaluation of paired placements

I'm analysing the impact of paired placements on pupils, schools, teachers and trainee teachers. Since the project doesn't readily lend itself to a quantitative approach, much of the evidence I've collected has been qualitative and, at times, anecdotal. This is an attempt to put this analysis on a more rigorous basis; to see if, in practice, paired placements confer the benefits ascribed to them.

These sheets review your *specific experiences of the recent paired placement* at your school rather than your general opinions. There are four simple tick sheets addressing aspects of paired placements that have previously been identified as either beneficial or problematic for pupils, schools, teachers or trainee teachers. This exercise is not concerned with evaluating the impact of school placements per se, its focus is on evaluating our model of paired placements. The first three columns directly compare experiences of paired and unpaired placements. The fourth column, if used, identifies aspects of our paired placement practice that provide *absolute* benefits, i.e. benefits when compared with 'normal' teaching by experienced qualified teachers, rather than relative benefits in comparison with other forms of trainee placement.

For example, consider the very first positive aspect addressed on the 'impact on pupils' sheet.

Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Pupils' learning				

If it is your experience that the pairing of trainees in your class has:

■ reduced the level of individual support provided to your pupils (compared with that offered by an unpaired placement), you should tick the *relatively negative* box

■ not been of any particular benefit (compared with that offered by an unpaired placement), you should tick the *relatively neutral* box

■ increased the level of individual support provided to your pupils (compared with that offered by an unpaired placement), you should tick the *relatively positive* box

■ increased the level of individual support provided to your pupils (regardless of comparison with that offered by an unpaired placement), you should tick the *absolutely positive* box.

Impact on pupils' learning (to be completed by class teachers)

School:……………………………………………………………………………………………………

Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Pupils' learning				
Lesson planning				
Planning for individual pupils				
Management of lesson				
Support to individual pupils in the classroom				
'Fresh' approaches				
Having an additional 'expert' in the room				
Responding to pupils' questions				
Behaviour management				
Keeping pupils on task				
AFL approaches in the classroom				
Assessment of pupil progress				
Addressing individual pupils' needs				
Feedback to pupils				
Adaptation of curriculum to suit the class				
Consistency of classroom approach				
Pupils' response to paired roles				
Leadership in the classroom				
Degree of exposure of pupils to trainees				

Comments

In particular…

Impact on colleagues (to be completed by class teachers)

School:………

Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Continuity between students' and teacher's own teaching				
Teacher's long-term relationship with class				
Opportunity to observe own classes				
Opportunity to reflect on own teaching				
Own professional development				
Development of collaborative practice				
Amount of 'lower level' support needed by trainees				
Amount of support required by trainees				
Own workload				

Comments

Impact on department (to be completed by mentor/HoD)

School:………

Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Degree of exposure of pupils to students				
Physical accommodation of students				
Impact on departmental timetable (compared with two solo placements)				
Opportunity for adaptation of curricular provision				
Trainees' interaction with departmental team				
Trainees' contribution to departmental professional development				
Focus for departmental reflection on T&L				
Mentor's workload				
Amount of 'lower level' support required from mentor				
Demand on members of department				
Time departmental colleagues spend providing 'lower level' support				
Relationship between partners				

Comments

Impact on trainees (to be completed by trainees)

School:………

Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Mutual 'pastoral' support				
Learning from each other				
Development of planning skills				
Opportunity to observe planned approaches in action				
Feedback from partner				
Paired evaluation mechanisms				
Opportunities for reflection				
Development of collaborative approaches				
Preparation for teaching approaches for revised NC and Strategy				
Availability of support from mentor				
Opportunities for taking on greater challenges				
Reduced experience of solo teaching				
Relationship with partner				
Differences in approach between partners				
Inequality between pair in opportunities for experience				
Pupils' response to paired roles				

Comments

Appendix 2.C
Results of evaluations

Results of evaluations by class teachers of the impact of paired placements on pupils (11 teachers from 6 school placements)

Class teachers on pupils Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Pupils' learning		1	7	3
Lesson planning		4	5	2
Planning for individual pupils		3	4	4
Management of lesson		4	6	1
Support to individual pupils in the classroom			7	4
'Fresh' approaches		5	5	1
Having an additional 'expert' in the room	1		5	5
Responding to pupils' questions	1	1	3	6
Behaviour management		4	5	2
Keeping pupils on task			8	3
AFL approaches in the classroom		4	6	1
Assessment of pupil progress	1	6	3	1
Addressing individual pupils' needs		1	9	1
Feedback to pupils		4	5	2
Adaptation of curriculum to suit the class		5	5	1
Consistency of classroom approach		6	4	1
Pupils' response to paired roles		2	8	1
Leadership in the classroom		3	6	2
Degree of exposure of pupils to trainees		2	7	1

Results of evaluations by trainees of the impact of paired placements on their professional learning (11 trainees from 6 school placements)

Trainees' evaluations Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Mutual 'pastoral' support	1	2	3	4
Learning from each other	1	1	7	2
Development of planning skills	2	5	4	
Opportunity to observe planned approaches in action		3	6	2
Feedback from partner	1	3	5	2
Paired evaluation mechanisms	2	6	3	
Opportunities for reflection	2	5	2	2
Development of collaborative approaches	2	3	5	1
Preparation for teaching approaches for revised NC and Strategy	1	8	2	
Availability of support from mentor	3	5	1	2
Opportunities for taking on greater challenges	1	6	2	1
Reduced experience of solo teaching	6	3	2	
Relationship with partner	1	3	4	3
Differences in approach between partners	3	3	2	2
Inequality between pair in opportunities for experience	4	6	1	
Pupils' response to paired roles	1	5	4	1

Results of evaluations by class teachers of the impact of paired placements on themselves and colleagues (11 teachers from 6 school placements)

Class teachers on colleagues Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Continuity between students' and teacher's own teaching		3	4	4
Teacher's long-term relationship with class		3	5	3
Opportunity to observe own classes		1	6	4
Opportunity to reflect on own teaching		3	4	4
Own professional development	1	2	7	1
Development of collaborative practice	1	2	4	4
Amount of 'lower level' support needed by trainees		2	8	
Amount of support required by trainees		3	7	
Own workload	1	4	4	2

Results of evaluations by mentors of the impact of paired placements on the department and school (7 mentors from 6 school placements)

Mentors on department Aspect	Relatively negative	Relatively neutral	Relatively positive	Absolutely positive
Degree of exposure of pupils to students		2	4	1
Physical accommodation of students		3	3	
Impact on departmental timetable (compare with two solo placements)	1	2	3	1
Opportunity to adaptation of curricular provision		3	4	
Trainees' interaction with departmental team	1	1	3	2
Trainees' contribution to departmental professional development		3	3	1
Focus for departmental reflection on T&L		1	4	1
Mentor's workload		4	3	
Amount of 'lower level' support required from mentor		4	2	1
Demand on members of department		3	4	
Time departmental colleagues spend providing 'lower level' support		2	4	1
Relationship between partners	1	3	2	1

Chapter 3
The use of paired placements by Grade A providers in Schools Facing Challenging Circumstances

Allison Bolster, University of Bristol, Graduate School of Education

3.0 Introduction and background to the project

The GSoE was recently (2011) rated, once again, as an 'Outstanding' provider of Initial Teacher Education and Training (ITET) by the government's inspection body, OFSTED. In the previous inspection schedule we were already designated as 'Grade A Provider', which effectively means that the academic calibre of the trainees we take on and the outcomes they achieve were deemed outstanding. In 2009-10 we made a successful bid to the TDA to run a project aimed at showing how effectively Grade A providers could work with Schools Facing Challenging Circumstances (SFCCs): schools which have certain difficulties, usually connected to the socio-economic status of their pupil intake. These difficulties may derive from a poor attitude towards academic success, often reflected in challenging behaviour and disappointing examination results. Such schools – and there are a number of them in the Teacher Training Partnership we enjoy at the GSoE – have been set specific government targets in terms of improving the numbers of Grades A* to C their pupils receive in GCSE examinations. We have always had a policy of working with a very wide range of schools, including well-managed schools in challenging circumstances. What we wanted to test out in our project, however, was specifically whether placing our trainees to teach in such schools not singly, as is the usual practice, but in pairs, could have a beneficial impact on these schools and their pupils, as well as on the trainees themselves.

3.0.1 Previous experience with paired placements

At the GSoE we firmly believe that collaborative teaching by trainees has benefits for the trainee, the mentor, and above all the pupils – especially in challenging classes. This belief was reinforced as a result of a TDA paired placement project which I had already run in 2008-09. Success in this initial project involving ten of our partnership schools piloting paired placements in the areas of science and Modern Foreign Languages (MFL) (see Appendix A) had been particularly marked in the case of a highly challenging Year 8 class which was team-taught for the whole month. The mentor at the school, School 2 (see section 3.1.1), observed ''The benefits in my estimation far outweigh any challenges that do arise''.

In this small-scale study run in 2008-09 we observed that:

- pupils had more individual support, particularly on ICT and writing tasks. Trainees – acting as Learning Support Assistant (LSA) – could assist learners without disruption to the main teaching activity
- pupils responded well to different teachers: they readily accepted having two teachers, so trainees could defuse otherwise difficult situations
- two trainees could more easily target disruptive elements to keep them on task, so there were far fewer interruptions
- as a result, pupils could focus better and produced higher quality work.

A school based mentor observed that:

> 'The benefits of being in a paired placement have been very obvious in the way they've worked with that class … It means that the lessons are very thoroughly planned and

> have a lot of interactive activities that possibly a teacher on their own with a challenging group… would not be able to plan for … or execute so effectively … So we've actually found that some of the work that the children have produced…has been of a higher standard than they could normally produce, because of the extra support available.' (MFL mentor, School 2, 2009)

3.0.2 Using paired placements with SFCCs

As outlined above, following the success of the small scale project in 2008-09, my science colleague Neil Ingram and I subsequently launched a second TDA-funded project (2009-10), which was specifically focused on Grade A providers working with Challenge schools and SFCCs. Another difference from the previous project was that in this second project we aimed to trial paired placements during our long spring placement in schools, although once again targeting the two subject areas in which we specialise: MFL and science. Our previous project had taken place during the short four week summer placement. Many mentors were more reluctant to have team-teaching in the main teaching practice as they felt it might impact unfavourably on trainee progress and assessment. Despite this, our hypotheses were that:

1. pairs of trainees will also benefit from being placed in pairs in their main teaching practice
2. benefits of being team-taught by trainees will impact favourably upon longer-term pupil outcomes
3. ultimately this will lead to a beneficial impact on school improvement, especially in SFCCs.

3.1 Methodology

Our methodology was fundamentally qualitative, as can be seen below (section 3.1.3). At the GSoE we prefer that trainees teach some shared classes, amounting in our project to a minimum of one or two shared classes over a whole timetable, but that they equally have a substantial amount of solo teaching (this is sometimes referred to as 'the 'Y-shaped model'). Schools were at liberty to utilise any of the modes of collaboration and/or modes of team-teaching detailed below, which were adapted from Arthur et al's (1997) earlier work on mentoring in secondary schools.

a. Modes of collaboration:

- observing and being observed teaching (either direct, using video or video conferencing) involving: each other, mentor, other teachers
- collaboratively teaching: with each other, mentor, other teachers and/or LSAs
- collaborative planning: with each other, mentor, other teachers
- collaborative assessment: sharing practice and moderating work together, with mentor or other teachers
- collaborative resource development
- and others, including cross curricular collaborations.

b. Modes of team-teaching:

- classroom assistant mode: 1 student leads, 1 acts as LSA/general support
- linear sequence mode: students take responsibility for different phases of the lesson
- class division mode: each student teaches a different section of the class.

3.1.1 Identifying the schools

Ultimately, after a series of correspondence, seven partnership schools for the one year postgraduate certificate in education (PGCE) at the GSoE agreed to take part. It was agreed that where the school itself was not a Challenge school, the initial teacher trainees would all have to team-teach at least one group with highly challenging behaviour within that school, in order to measure the impact of pairs of trainees on such classes. There would also be scope to compare the impact of pairs of trainees within different contexts. Eight pairs of trainees in science and MFL were placed in the schools for their long spring term placement, and one school – an inner-city Bristol Academy with Challenge status (School 1) – was the hub of the project, with a pair of trainees in science and also a pair in MFL. There was a wide diversity in type and location of the other schools taking part, and this diversity reflects the usual range and nature of our school partnerships:

1. an inner-city Academy with Challenge status (School 1)
2. a Challenge school in Somerset (School 2) – science

3. a Challenge Academy in the Marches (School 3) – here one science trainee from Bristol was paired with one science trainee from another HEI

4. a successful school in a Bristol satellite town (School 4) – science, two paired classes, one challenging, one upper set

5. a successful rural Language College (School 5) – MFL – two paired classes, one highly challenging, one upper set

6. a Language College in south Bristol (School 6) – MFL – two paired classes, both highly challenging

7. a semi-rural school near Bristol (School 7) – MFL – two paired classes, both highly challenging.

3.1.2 Other collaboration

Pairs of trainees also collaborated in other ways across the placements, for example in coaching and mentoring examination classes, and co-production or sharing of resources. As part of the project, schools were reimbursed for the equivalent of one extra mentoring session per school mentor per week over the ten week term. The two University tutors (one for science, and myself as tutor for MFL) who were running the project also made four extra monitoring visits to each school, partly to help mentors unused to working with pairs in their training, and partly to evaluate the impact of each pair of trainees on their classes.

3.1.3 Tracking progress

A presentation and handouts on the rationale, benefits and methodology of paired placements was given to all participating trainees before the start of the spring term, and also to various groups of school mentors in meetings during the previous autumn term. Progress was subsequently monitored by the project co-ordinators, largely through observation of pairs team-teaching classes and giving oral and written feedback to trainees, as well as discussing issues with school mentors. Some MFL lessons were filmed, and where possible, pupil results in tests and

examinations were scrutinised to try to measure impact between the start and end of the project. Questionnaires designed by the trainees (see an example of those used in School 7 in Appendix B) were also distributed to certain classes, to evaluate pupil responses to being taught by pairs of trainees at the start and end of the project. However, the main evaluation took place through short semi-structured interviews conducted by the project co-ordinators wth all trainees and their mentors after the project had ended.

3.2 Results of the project

Benefits were reported by all the main stakeholders, from the trainees and their school-based mentors to the pupils themselves. The university tutors observed some outstanding practice in relation to diffent modes of team-teaching with challenging classes and/or within Challenge schools. Class teachers also reported significant gains in terms of the relationships formed between pairs of trainees and their pupils in a number of challenging classes. Most classes involved seem to have reacted very positively (as exemplified by the questionnaire results shown in Appendix B). All trainees interviewed believed, without exception, that they had benefitted from taking part in a paired placement, and one pair of trainees, who had both been given jobs in their placement school (School 7), even expressed the desire to continue team-teaching in their induction year as a Newly Qualified Teacher (NQT). School mentors have been very positive about the project in general; to quote Teacher L, School 7, where as indicated (Appendix B) the project was very successful: 'having two wonderful people in the department is better than having one, really!'

3.2.1 Science and MFL – general benefits

The micro-planning of a lesson provided an opportunity for shared responsibility that led to more realistic and supportive planning. Trainees reflected

on those interactions with pupils that went well and those that did not. Strategies for dealing with named individuals were developed collaboratively, and the non-active partner (NAP) assumed responsibility for the house-keeping chores, such as taking the register, and (in science) getting practical kit ready and distributing/collecting it, and briefing the LSA.

3.2.2 Science – extending the range of activities with hard-to-manage classes

Some of the activities in science lessons which were facilitated by the team-teaching of a pair of trainees included:

■ role playing
■ two activities running simultaneously
■ support for individuals and small groups
■ using break out areas for small groups
■ active engagement of pupils
■ support for assessment activities
  (Assessing Pupils' Progress)
■ dynamic deep questioning (see below).

3.2.3 Science – dynamic deep questioning

The science tutor observed a lesson on photosynthesis at Challenge School 2 in which questioning was engaged in by both trainees working as a team. Pupil behaviour was enhanced by this paired technique, with one of the trainees reporting:

'The pupils never know which of us will talk to them next, so they have to stay focussed on task.' (Trainee K, 2010)

The university tutor, Neil Ingram, noted the empathy which had developed between the pair of trainees as well as their increased self-confidence, each trainee feeling confident enough to interrupt and ask questions to steer the conversation in a new direction.

He reported:

'The teachers are … becoming confident enough to accept the prompting gracefully and work with it. It is like watching England's midfield when they are working at their best!'

And further:

'A stunning question from P about what would happen if the stomata all closed is a real deepening moment that stretches the most able. K runs with this and there is a real buzz from the class. This is a most effective moment of teaching, which both teachers have created together'.

3.2.4 MFL – extending the range of activities with hard-to-manage classes

As tutor for MFL, I observed a number of very effective language lessons in which pairs of trainees collaborated in an extremely positive way. This led to:

■ opportunities for more adventurous teaching, e.g. team-games such as Battle-Ships each team led by one teacher (School 7, School 5)
■ far more opportunity for group work in otherwise hard-to-manage classes. For example, in one class some excellent pupil oral work was managed by putting them into four groups: teacher, teaching assistant and two trainees (School 5)
■ far more opportunity for essential oral work by students in general – often this oral work can be avoided, because of fears that the liveliness it engenders can make the class harder to manage (Schools 7, 5, 6)
■ far more pupil engagement because of these more lively methods, sustainable due to the extra vigilance of extra adults in the class (all schools)

- far more individual attention for pupils, leading to more and better work from them (especially in Schools 5 and 7)
- where one trainee was British and the other a native speaker of the target language, there was substantial mutual support in terms of complementing the cultural knowledge and linguistic skills of each partner (Schools 5 and 7)
- pairs of trainees could model dialogues and other activities together for the pupils (School 5).

3.2.5 Case study, MFL: Challenge Academy, 'hub' School 1

One class in particular (a Year 11 language class of very mixed attainment in Challenge School 1) made significant progress in attitudes and achievement because of being taught by a 'triad' comprising the teacher and two trainees. The class members had a very wide predicted attainment range of A*-G, and it had previously been very difficult for the class teacher, working alone, to differentiate for each individual. This situation was made even more difficult as there was substantial examination preparation, oral work and coursework to be done. During the project, the class was divided into three small groups, and teacher and the two trainees taught by using a 'carousel 'approach, rotating the language skills for each group. Each of the two trainees plus the class teacher were in charge of separate activities: reading, listening, speaking or writing. Each group came to each of the three 'teachers' in succession to be coached intensively by them in each particular language skill.

3.2.5.1 Advantages for pupils

The most able group was stretched in terms of effort and level, also teachers were able to increase the use of the target language with this group, and the pupils undertook more oral work and practice. Pupils of intermediate and lower attainment also made real progress because of the virtually one-to-one attention they received in their small groups. As a result of the individual attention, and the quality of their relationships with the trainees and the class teacher, the pupils had higher self-esteem, and less embarrassment about expressing themselves in the target language or even about showing that they were making an effort:

> *'When A, a very bright girl, would answer normally the other students might be quiet, but when they were in individual groups, they were all confident enough to speak, to answer, to have a go, and also not to feel daft if they didn't know something and be able to get help, that was really good.'*
> *(Teacher LM)*

Teachers reported that pupils of lower attainment would often be giving up by this stage of the GCSE year – however, it was much easier to keep them focused with the individual attention and encouragement of three expert adults in the class.

The class teacher and main mentor were particularly excited by the effect this had on one such pupil, who had been predicted to attain a grade F:

'K – he tried very hard and was saying at the end "Oh I'd love to get a D" because he was feeling encouraged enough to go for that, whereas previously if it had just been me he would have been looking at his prediction of F and going "Oh this is hard I'm just going to give up" – and he didn't give up!' (Teacher LM)

3.2.5.2 Advantages for teachers and impact on the Challenge school

Some of these pupils were hard to handle in other subjects, but all reacted very positively to the shared scenario, and the enthusiasm of the trainees, one of whom was male and the other female. Male teachers tend to be rare in MFL classrooms, and some pupils reacted better to a male trainee, others to a female. The class teacher's own relationship with her pupils had improved, and she and her colleague, the subject mentor, felt very fortunate to have been involved in the project:

'It (paired placements) does help! I've been won over! It felt like a luxury! It's been great! ... Yes, it does help Challenge schools, in languages particularly, we have particularly long lessons, and it would help to have this kind of support in any situation' (Teacher LM)

'It's just been really positive – I don't see how it could be negative' (Teacher C)

3.2.5.3 Advantages for trainees

Academically, they had the unusual experience on teaching placement of full teaching at GCSE, with class teacher guidance, in all skills, and at all levels. Emotionally, 'the best thing about the paired placement was the "stuff around it"' (Trainee J) because the relationship with the other student gave emotional support and helped build confidence, particularly important perhaps in a school where quite a lot of challenging behaviour was encountered with other classes. They were emphatic about how much they had learnt from each other: Trainee R valued her partner's

'way with the children – he was very patient, very reassuring, and I'm always worried about being condescending or patronising and I think because I'm concerned about it I tend to do it – it's like a vicious circle – but being able to watch J has been good in that way' (Trainee R, School 1)

The conclusion (from a pair who initially were unenthusiastic about working collaboratively) was:

'We worked so well together, had lots of fun as well, lots of encouragement, resources, ideas, learnt to co-operate' (Trainee J)
'It's a lot better than it sounds – we've really helped each other – make as much out of it as you can – you can learn more from it than from experienced teachers in some ways' (Trainee R)

3.3 Recommendations

As reported above, the overall effect of the paired placements was very positive, some trainees going so far as to advise others to make the most of the experience:

> *'every teacher would like a partner in crime in the classroom – it's got to be better!'*
> *(Trainee A, one of the pair from School 7 who hoped to continue some team-teaching as NQTs)*

However, there are some caveats, as well as some recommendations.

3.3.1 Some caveats

- Understandably, success did depend to some extent on the quality of the trainees involved. This was notably the case in school 1, where as reported above, one of the pairs was extremely strong.
- Trainees stressed the interpersonal skills involved: the importance of getting to know their partner, to communicate well and often, and to be prepared to negotiate and compromise.
- Trainees do not need to have identical skill sets, but they do need to be complementary. In science a mixture of subjects (e.g. biology and physics) is preferable, as it can lead to mutual scaffolding of knowledge in each subject.

- This can work in languages too; each trainee can offer a complementary main and a second language (for example one can have main French with subsidiary Spanish and the other the reverse), or a native speaker can enhance the language skills of a paired trainee brought up in the UK education system and able to offer insight in that area.
- Male and female pairings seem to work well, too, to help engage different members of classes, but equally trainees' different styles can be complementary, helping to engage individual pupils with different personalities and needs.

Getting the balance right – what to watch for:

- The balance between solo and collaborative teaching: both trainees need to be equally committed.
- The balance between being an active and non-active partner: beware of trainees who prefer to take a 'back seat' role, consistently preferring to act as LSA than to lead lessons.
- Very dominant/submissive pairings: trainees who become reluctant to teach on their own, who become dependent upon on their partner, particularly with hard-to-manage classes.
- The balance between the pairs of trainee teachers and LSAs, in terms of ensuring a full briefing takes place in advance, and deciding who is ultimately responsible for managing the lesson.

■ The need for trainees to have individual feedback as well as joint, which has implications for mentor time. Although some mentoring sessions can be shared on a 10/40/10 minute basis (Wilson, 2011), certain tasks such as preparation for individual job applications for two trainees were reported to be particularly time-consuming.

3.3.2 Diffusion of responsibility

A particular caveat is the question of diffusion of responsibility (as described below). Each 'lead activity' needs hosting by an 'active partner' and the NAP needs to be engaged on different tasks:

'both teachers are fully absorbed with small groups, each is thinking that the others are acting as the 'eyes and ears' of the group. As a result, some low level disruption is missed and the class teacher intervenes. This was a very minor incident, hardly worth recording, except that it prompts me to think about diffusion *of responsibility. Paired teaching is most effective if both partners accept that they have to be just as vigilant as they would be if they were teaching alone.'* (N.I., course tutor)

This need for both teachers to take full responsibility for classroom behaviour at all times was observed also in School 6. Here, the trainees worked very well as a team in terms of their planning and sharing of each lesson, but there was sometimes a gap left in terms of who had ultimate responsibility for the group's behaviour. The advice from all the trainees on how to manage a paired partnership emphasised the importance of planning for behaviour management. They stressed the importance, when planning in advance, of:

■ deciding who leads
■ delineating roles and activities
■ most importantly, deciding what behaviour to accept.

Consistency in behaviour management was, in their view, even more important when teaching in pairs than when teaching solo.

Clearly, the above recommendations serve to emphasise the need to ensure time and opportunity for training, for both student teachers, school mentors, and University Tutors (UTs), in order to sensitise them to the opportunities provided by collaborative teaching and how best to maximise them.

3.3.3 The need for training and sensitisation

Since the TDA paired placement project at the GSoE in 2009-10:

- all UTs have had presentations and handouts on how to operate paired placements, and their benefits
- a policy document on paired placements (Appendix C) is part of our course documentation
- all school mentors, both Professional Tutors (PTs) and Associate Tutors (ATs), have had the opportunity of training at meetings since 2009
- information on our policy on paired placements, the opportunities provided by collaborative teaching, and how to maximise the benefits are now included in our:
  - main student handbook
  - annual partnership agreement
  - lectures to all student teachers at the start of the academic year.

In short, as Partnership Director at the GSoE I have endeavoured to embed the principle of paired placements in our partnership model.

3.4 Benefits of paired placements for the HEI

As a result of this work we are keen to draw more challenging schools into partnership with us and to develop the paired collaborative working model further, extending the paired teaching model to other schools in our partnership. Relationships with all the schools involved (especially School 1) have become closer, partly due to the intensive university tutor input and collaborative mentoring across the spring term. Although none of the schools involved in this project were new to our partnership, one (School 3) had been marginal to the partnership and is now far

more closely involved. There is also now far more acceptance of the principle of paired placements among UTs, PTs and ATs across the partnership.

3.4.1 Working with Challenge schools

At the time of writing, we have maintained our number of trainees in the challenging schools included in this project and have (in one case, in science, School 3) increased those numbers. We have also just started a partnership with another Challenge Academy in Bristol where we have two paired placements, one in maths and one in English, where there is a lot of enthusiasm for collaborative working and interest in how we ran the project last year.

3.4.2 Extending the number of paired placements

Almost 100 students this year (2010-11) (i.e. nearly half our cohort of 250 trainees) have been involved in paired placements: a substantial increase on previous years. The majority of these paired placements are in science and MFL, although all subject areas are involved. Placing of science students has been much easier this year due to the increasing numbers of science pairings in the partnership. Given the success of the pairing at School 3 between one student from Bristol and one from a different HEI, we are also currently trying to get other partnership schools to agree to some collaborative pairings between HEIs in science and MFL. The trainees currently placed in pairs are also benefiting from the experiences of the students in the project in two ways: through more closely targeted and focussed training within the University; and through the greater experience of the school-based mentors in supervising paired and collaborative working.

3.5 Conclusion: general recommendations

Given the reluctance of some head teachers to view the collaborative teaching project as a benefit to classroom practice, it might be helpful to extend the project to NQTs working in their first schools. This could allow their schools to assess the educational benefits of collaborative teaching within a managed and controlled framework. Both MFL trainees taken on as NQTs in School 7 were keen to continue to share some classes should the timetable (and school ethos) allow.

Certainly, both university tutors involved in the project are convinced of the benefits of collaborative teaching of challenging classes and would like to see this model embedded as practice within the teaching profession. This could be effected by better use of all the available adults, from ITE trainees to LSAs. In fact collaboration, in all its guises, is becoming an increasingly valued aspect of all practice in schools:

'Collaboration and partnership are a way of life. People work together. There is a consistent approach which is supportive. People are not left to sink or swim. People are available to each other. Team teaching, mentoring, peer coaching, joint planning and mutual observation and feedback are a normal part of the everyday life of the school.' (MacBeath and Stoll, 2001: 154)

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Appendix 3.A
Paired placements in MFL and science: expedient or valid learning experience?
A report on a GSoE paired placement project 2008-09

In February this year (2009) some colleagues and I at the GSoE embarked on a TDA project funded by their annual Recruitment and Retention Challenge Grant (RRCG). As Partnership Director for the PGCE at the GSoE, my brief was to increase capacity of school placements for our large number of Initial Teacher Education (ITE) trainees, particularly in science and MFL. One part of the project – in which we were later joined by the University of the West of England (UWE) – involved filming vignettes* (see below) demonstrating examples of ITE good practice, showcasing the very real benefits of ITE in relation to school improvement and pupil learning outcomes (University of Bristol/UWE, 2009). The other part of the project aimed to promote and develop opportunities for trainees in our priority subjects, as indicated above, to undertake collaborative (paired) teaching on school placements. Our immediate objective was to improve placement capacity for our 60 scientists and 40 linguists by increasing the number of paired placements offered by schools. However, our overarching aim was to pilot ways of improving still further the quality of the training experience offered by schools, through focusing on collaboration. The project took place during the latter half of the spring term and the summer of 2009. Nine schools were identified to take part, five for MFL, four for science, and subject mentors from each were invited to take part in a series of three workshops. It should be noted here that the aims of the science and the MFL workshops were rather different. The science

department at the Graduate School has been involved in piloting paired placements for some time, and had already developed a small but loyal network of schools which regularly take on pairs of trainees. The aim for science then became to research with some of those schools ways of turning joint placements, where two student teachers in the same department have two separate teaching timetables, into paired placements, where at least some of the lessons are taught collaboratively (this is known as the 'Y-shaped' model, with a central stem of shared teaching and two branches indicating some separate teaching as well). However, in modern languages (my own specialist area) any joint placements previously used had been an expedient only; up to this point no efforts had been made to explore the possible pedagogical benefits – for both trainees and pupils in schools – of collaborative teaching. I will then in this article mainly concentrate on the methodology and outcomes of the project as related to MFL, in the hope to encourage other novices to the concept that the benefits of increasing collaboration in the classroom really can be considerable.

A focus of the MFL course at the GSoE is to ensure that all trainees have the opportunity to teach both their first and second languages while on school placement. Where this has been difficult to arrange, we use the short four-week school placement in the summer as an opportunity to give trainees this experience in a different school. The four-week final

placement is also an opportunity for all sorts of creative project work by trainees in schools; therefore an ideal period for innovation. My first step then was to identify five student teachers who needed further linguistic experience and who could, for the four-week summer placement, be transferred as part of a 'pair' to a different school offering both the required language and the opportunity to trial some collaborative teaching techniques. Having gained the ready approval of ATs (mentors) at five loyal partnership schools, I arranged three two-hour paired placement workshops; an initial introduction for mentors only, a second workshop for both trainees and mentors where they could start collaboratively planning paired activities for the summer placement, and a third, to be held after the summer placement, where mentors and trainees could review the experience and identify future priorities.

The first workshop, at the end of March, was held for mentors alone. They had previously had a presentation at an AT meeting from our then local TDA representative, David Dickson, about the TDA multiple placements project (MPP) (Dickson, 2009) and as a starter I gave them a chance to openly discuss their own preconceived ideas and expectations about the pros and cons of paired placements. They were then introduced to evidence from previous research by the TDA (2008), focusing firstly on the benefits of paired placements for all interested stakeholders (trainee, Higher Education Institute (HEI), school, school mentor and most importantly for pupils), and then on different modes of collaboration. Following Arthur et al (1997, as cited in Dickson, 2009), this encompassed classroom assistant mode, linear sequence mode, pre-teaching observation mode, planning/teaching split, and class division mode. As a plenary the mentors had the opportunity to identify together (in pairs!) various aspects of trainee collaboration at different stages in the school placement cycle, along with strategies to maximise benefits and overcome problems. The change of attitude which took place among mentors during this

workshop, from initial caution to enthusiastic espousal of certain techniques (such as 'pre-teaching observation mode' in particular), was very marked. This technique involves observation of a peer (or mentor) teaching, subsequently using the same plan and materials to teach another class oneself, and was to prove a very popular model for the summer experience, as we shall see below. I am now in fact convinced that experienced mentors in schools need only a relatively short time to reflect upon alternatives to the present status quo in ITE in many HEIs nationally – that is, the single trainee (or class) teacher in front of one classroom mode – to start 'thinking outside the box'.

The second workshop took place just before the short final summer placement, and this time each group of three (comprising mentor, Student x and Student y) worked together. After a short recap on the advantages and possible challenges of paired placements as identified by mentors in the previous session, additional research input was provided from the Universities of Bristol, Bath Spa and UWE Paired Placements Project (Science) (Partnership Development Schools, 2008). Mentors and trainees were then very keen to get on with decisions on which collaborative strategies to try out, and came up with five very different plans. School A would only receive Student y on one day a week, and Schools B and C would also have a limited time-span to work in, as Student y would be present for one week only. In Schools D and E both trainees were to work together for the whole month, allowing more scope for experimentation. In all schools there was to be collaboration on production of resources and work on assessment, but in addition:

- In School A peer observation and feedback (also requesting pupil feedback as part of a Student Voice agenda), was to be the main project.
- In School B, along with pre-teaching observation, with use of video and mutual deconstruction, a cross-curricular focus was to be a jointly planned and executed in a German and geography lesson.

- In School C, a focus was to be joint teaching of a Year 7 group in which one trainee would act as teaching assistant/LSA.
- In School D, a high-achieving Language College, three collaborative projects were planned: one with a challenging Year 10 where one trainee acted as LSA; another with a shared Year 7, collaboratively delivering cross-curricular French and history lessons; and a third involved Italian input into a special 'Gifted and Talented' (G&T) day for incoming Year 6 pupils.
- In School E, a school with quite a challenging intake, there was to be mutual observation and feedback for each trainee at KS4 (one teaching French, the other Spanish), and also some collaborative work with a small group of G&T Year 8 students. The most exciting challenge, though, was 4 weeks' collaborative teaching of a particularly difficult low-ability Year 8 group which the mentor would have deemed unsuitable for a trainee to teach solo.

The third workshop took place in June, after what was to prove a very successful four-week project, although there were inevitably some initial problems. These were particularly associated with the extra length of time spent by students, initially, on collaborative planning; a problem exacerbated by the timing. By the end of the ITE year, trainees had developed their own teaching styles and therefore the need for compromise during planning was perhaps even greater that it might have been at the autumn induction period. However, the very need to 'unpick' and explain their own ideas was a valuable learning experience for the trainees, as they later readily agreed. Another initial problem exclusive to the project (and which resolved itself with time) was the need for the five new students to establish themselves in a short time with classes of which they had little or no prior knowledge. However, that said, the evaluation of the paired placement project in MFL which took place during Workshop 3 was, overall, extremely positive.

After a brief summary presentation from each school on what they had achieved over the month, trainees and mentors were asked to discuss and feed back their initial hopes and fears, how they had worked through any difficulties, and outcomes of the project including pupils' reactions and their own views now on pairing, with any implications for future practice and policy. School mentors had found the experience valuable in terms of enhancing their own skills for Continued Professional Development (CPD), but confirmed that consideration needs to be given to managing the physical time for mentoring two students. However, they were very pleased to find that having a pair of students, rather than impacting negatively on their overall workloads, enabled greater trainee independence from the mentor. The value of this peer support, both emotional and practical, was strongly confirmed by the student teachers, and is also a regular feature of the literature on multiple placements (Dickson, 2009). As indicated above, trainees had initially found it difficult to share data and communicate thought-processes during joint planning, and the coordination of behaviour management also took time to establish. Many skills such as negotiation, diplomacy and perseverance had been practised, and peer feedback with its need for honest professional dialogue proved especially useful. However, both trainees and mentors agreed that time and space for sharing ideas and collaborative planning needs to be factored in to paired trainees' school timetables. It was also felt that time and space might have been more problematic had the project taken place in the longer spring placement practice, although having a longer period would have helped with continuity. It was suggested that paired placements might work best in the autumn placement, if trainees were carefully matched. However, by the end of the summer project there had clearly been immense gains, particularly in Schools D and E, where there had of course been more time for development.

The trainees from Schools D and E were filmed, both in the classroom and with their mentors, for the DVD on 'Advantages of ITT for schools, trainees, and tutors' mentioned above∗, and some of their mentors' comments from that filming are included below. These trainees were well-matched high achievers who learnt and refined many professional skills from working together.

> 'They have worked together so magnificently … they've been able to reach a much higher standard in their individual teaching through working as a pair…' (MFL mentor, School D).

Skills learnt included the communication and team-working so valuable for the 21st century teaching workforce, mutual access to each others' subject knowledge and previous professional experience, and not least the ability to share and exchange, and thereby develop, teaching ideas and resources, producing lessons that were extremely well-planned and engaging.

They had also given each other both moral and practical support in terms of behaviour management in lessons, with excellent results in terms of pupil outcomes. This success was particularly marked in the case of the challenging Year 8 class in School E which was team-taught for the whole month. The mentor reported that pupils had more individual support, particularly on ICT and writing tasks. The trainee in the role of LSA could assist learners without disruption to the main activity. Pupils had readily accepted having two teachers, (and this was also the case in other classes, from the least to the most able) responding differently to each with the result that the trainees could defuse otherwise difficult situations. Lessons, already more dynamic, therefore had fewer interruptions, and pupils could focus better and produce higher quality work because two trainees

could more easily target disruptive elements to keep them on task:

> 'The benefits of being in a paired placement have been very obvious in the way they've worked with that class … It means that the lessons are very thoroughly planned and have a lot of interactive activities that possibly a teacher on their own with a challenging group…would not be able to plan for … or execute so effectively … So we've actually found that some of the work that the children have produced … has been of a higher standard than they could normally produce, because of the extra support available.' (MFL mentor, School E).

To conclude, I would like to quote the MFL mentor from School E once again:

> 'The benefits in my estimation far outweigh any challenges that do arise.'

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Appendix 3.B

Recruitment and Retention Challenge Grant (RRCG) 2009-2010, Languages Paired Teaching: A questionnaire survey conducted with pupils in paired placement School 7

This questionnaire review of a paired placement was conducted with a Year 9 (pupils aged 13-14) lower attaining French group after one term's teaching by a pair of trainees, 1 male UK-born, 1 female French native speaker, just before Easter 2010.

There were 18 pupils in the group, 9 male (M1- M9), 9 female (F1-F9).

Questions

1. *Have you enjoyed being taught by two teachers?*

■ Answer: Over half the class (10/18) replied 'a lot', 6 females and 4 males, and 5 more declared they had enjoyed it a little

■ Reasons very frequently quoted: A combination of enjoyment of stimulating game activities (run by two teachers in teams), and greater help and encouragement leading to more learning –

- 'Because it was different and it was fun but sometimes it was hard to understand but overall I really enjoyed it' (comment from F1)

- 'Because you learn more and one can teach and the other goes round making you understand' (comment from M2)

- F4 replied 'not at all' – 'Cuz (because) two lots of work(!)'

2. *"I feel I have learnt a lot in languages this term."*

■ Response: Almost the whole class agreed (15/18)

3. *How often have you had fun in your languages lessons this term?*

■ Answer: The vast majority of the class (14/18) replied: 'Almost every lesson', or 'Every lesson'

4. *Rate the (usual) behaviour in your class; has the behaviour in your class improved while being taught by two teachers?*

■ Response: 16/18 replied that usually 'some individuals behave badly', with 2 more asserting that usually 'everyone behaves badly'

■ 14/18 were of the opinion that behaviour had improved 'a little' while being taught by two teachers

5. *Rate your behaviour in languages classes; has your behaviour improved while being taught by two teachers?*

■ Responses: 'I always behave well' from 9/18 (F1,F2,F5,F6,F7,F8,M7,M8,M9); 'I often behave well' from 4/18 (F3, M1,F4,M6); 'I sometimes behave badly' from 6/18 (M1,M2,M3,M4,M5, F9). M1 ticked two options.

■ 11/18 agreed that their behaviour had improved 'A little', while M2 explained that it was 'Because more te(a)cher(s) to see what you('re) doing'(!)

6. *There were 13 positive comments in reply to this question, to which just 4 pupils failed to respond: 'According to your experience, what are the advantages of being taught by two teachers?' Characteristic responses were:*

■ 'It makes it easier to ask a teacher because when there is only one it is very difficult' (comment from M5)

■ 'You learn more and understand more' (M2)

■ 'You can play fun games/you learn a lot from 2 teachers rather than 1' (F1)

■ Only 1 pupil, M8, denied any advantages

7. *In answer to the next question: 'According to your experience, what are the disadvantages of being taught by two teachers?', only 5/18 answered, as follows –*

■ 'Sometimes it's difficult to understand what they are saying, but it's still good' (comment from F1)

■ 'You get caught misbehaving more' (from F5), and this was echoed by F9, M7 and M8 – '(They) gang up on you'

■ 'More eyes to spot you, contradictions' (from M9)

8. *The question: 'Would you like to be taught by two teachers again?' got an overwhelmingly positive response. 13/18 agreed, with 3 more unsure and a very small minority, 2 pupils made negative responses.*

9. *Reasons given for responses to Question 9 were largely as for Question 1, ranging from greater enjoyment to greater understanding. Here is a selection –*

■ 'Because it was fun and very different' (from F1)

■ 'I enjoyed it' (F2)

■ 'Because it was legend' (F3)

■ 'Because you learn and understand more' (M2)

■ 'Because you can learn more in a small amount of time' (M3)

■ 'As it is fun and you(r) answers get answer(ed) quicker' (F5)

■ 'Because I find it easier' (F6)

■ However, M8 was dissatisfied: 'Sir is annoying'!

10. *There were 3 responses to the final invitation: 'Any other comments?'*

■ M8 was still dissatisfied: 'I believe if I had these teachers at GCSE I would drop out!'

■ However, M2 disagreed entirely: 'I really like sir and miss'

■ F1 was keen for more: 'Hope we have two teachers again'

Appendix 3.C
Procedure and policy on the use of paired placements at the GSoE

There is a very wide variety of different types of experience available in our partnership schools: all schools are unique, have their own particular atmosphere, ways of working, and ethos. This is one of the reasons why students have a statutory entitlement to experience in (at least) two different types of schools.

This diversity extends to the kind of situation in which they find themselves teaching from one school placement to the next. The majority of students at the GSoE will experience solo placements in at least one of their placement schools.

Joint placements

Some student teachers will find themselves in a joint placement. This describes a situation where two (or even more) trainees are placed in the same subject department within a school, but each has an entirely separate timetable. In science, for example, a physicist and a biologist might find themselves working independently within the same faculty. Some of the benefits of paired placements also extend to joint placements; in particular, increased possibilities for emotional and practical support between trainees.

Paired placements

However, there has been a shift in perception in recent years about the benefits of paired placements, and we at the GSoE have been making increasing use of them – with very promising results. A student teacher can be allocated to a paired placement in either the autumn, spring or summer teaching blocks. Trainees in any subject may find themselves in a pair, but particular use of paired placements at the GSoE has been made in science and MFL, also in citizenship, music and English.

It is important to stress here that the model of paired placement employed by the GSoE and our partners does not usually involve the sharing of a whole timetable. Our experience has shown that it is important for trainees to have some classes which are taught solo – the 'Y 'shaped model. A paired placement is, therefore, like a joint placement except in one important respect: the trainees involved will have one or two shared classes, and may collaborate with each other in other important respects too.

How paired placements work

1. Modes of collaboration:

- Observing and being observed teaching (either direct, using video or video conferencing) involving: each other, mentor, other teachers.

- Collaboratively teaching: with each other, mentor, other teachers and/or LSAs.

- Collaborative planning: with each other, mentor, other teachers.

- Collaborative assessment: sharing practice and moderating work together, with mentor or other teachers.

- Collaborative resource development.

- Others, including cross curricular collaborations.

2. Modes of team-teaching:

- Classroom assistant mode: 1 student leads, 1 acts as LSA/general support.

- Linear sequence mode: responsibility for different phases of the lesson.

- Class division mode: each teaches a different section of the class.

- (Adapted from Arthur et al, 1997).

Findings from research supporting the use of paired placements

Impact on pupils and schools from previous research

- Using pairs/groups of student teachers for cross-curricular, Gifted & Talented and other projects.

- Academic and pastoral one-to-one coaching and mentoring.

- Work as LSAs.

- Far greater possibilities for differentiation, and group work (particularly beneficial with Year 11 groups who can have intensive skills/content coaching when differentiated into three or more ability groups, to be led by class teacher in conjunction with two trainees.

Mutual learning; insights from previous research

Research on benefits (Nottingham, Dr Peter Sorenson, from Dickson, 2009)

- Year 1 – Strong evidence of benefits in terms of emotional support

  - Time and resources a barrier, but '2 easier than 1'.

  - Lack of awareness limited some use, lack of training an issue.

  - Nearly everyone involved felt that pairing was supportive of learning.

- Year 2 – 81% of students were positive on the use of paired placements.

  - Major gains were mentioned by most students in terms of the lower levels of Maslow's hierarchy.

  - Those students who had actively prepared for the use of the paired placements had often achieved the higher levels.

  - Higher levels were most often attained where students shared at least one teaching group.

Overall issues

- Nature of pair – no pattern re: sex, age, class, race or strength of student (but strong views!); support for mixed degree background to help subject knowledge development.

- One mentor or two: both potentially successful; 'senior' and 'junior' model useful; meetings together and separate as appropriate.

- Timetables: shared groups important for moving to higher levels; degree of sharing?

- Time and resource: investment issue to allow proper planning.

Planning lessons:

'He was full of ideas… but so, well, disorganised… to start with it drove me mad but when we were open about it things got much better… I suppose we kind of complemented each other… I'm sure my lessons became much more varied and interesting through his ideas… I also think I helped him to organise his lesson plans better, he told me that anyway…early on he kept running out of time… just unrealistic really… when we got to know each other better we could say these things… I learnt many different strategies from him, more than my tutor… or mentor…'

'She was brilliant… I found it really hard at first… I just wanted to have a go… I mean, I did think you needed to plan but, well, why write it all down?… I always ran out of time at the beginning, Year 7 was a nightmare… but sharing that class helped so much… I had to be planned so we could work together… we shared ideas… I think that helped us both… I like to get kids involved, you know, role play and silly, well, models I suppose… it all takes time, but I know now that good planning can make it happen… she was just so, 'structured' in her thinking… but maybe too controlling… I think I helped her loosen-up a bit…'

Classroom management:

'We took it in turns to start with, they were terrible. They just wouldn't listen… I think us both having a mare helped in a way cos we had to stop and think… finally we spoke to our mentor and decided to try some team teaching… sometimes this was just one of us dealing with the usual suspects but we also sometimes split the lesson and the group… I think it was working like this that got them more settled… we also gave them more attention… when we gave them a choice of ways of learning it went really well… we tried out things, you know those ones we looked at last term at uni and we got some good ideas from a school session too… sometimes they worked… it was the variety that really helped though… I think we both got lots better with managing things…'

'They were my worst group but it was OK with us being in it together… at least it wasn't just me who had a problem… we had support [at the school] but they just seemed to be able to do it, experience I suppose… the best bit was splitting the group, we could do so much more… I think we got to know them better and how to react… it made us organise better… they tried to take advantage at the start but we put a stop to that! … it was good to find out, when she was away near the end, that they were still better with me on my own… I must have learnt something…'

(Dr. Peter Sorensen, University of Nottingham).

RRCG University of Bristol Paired Placements Project 1: 2008/9 Results, with a Challenging class, School E

Success was particularly marked in the case of the challenging Year 8 class in School E which was team-taught for the whole month: 'The benefits in my estimation far outweigh any challenges that do arise.' (mentor, School E)

■ Pupils had more individual support, particularly on ICT and writing tasks; trainee (LSA) could assist learners without disruption to main activity.

■ Pupil response to different teachers: readily accepted having two teachers, so trainees could defuse otherwise difficult situations.

■ Two trainees could more easily target disruptive elements to keep them on task – less interruptions.

■ Pupils could focus better and produce higher quality work.

■ 'The benefits of being in a paired placement have been very obvious in the way they've worked with that class… It means that the lessons are very thoroughly planned and have a lot of interactive activities that possibly a teacher on their own with a challenging group… would not be able to plan for… or execute so effectively… So we've actually found that some of the work that the children have produced… has been of a higher standard than they could normally produce, because of the extra support available.' (MFL mentor, School E).

RRCG University of Bristol Paired Placements Project 2: 2009/10

■ University tutors (A.B., N.I.) have observed some outstanding practice in relation to diffent modes of team-teaching with challenging classes and/or within Challenge schools.

■ Class teachers have reported significant gains in terms of how some challenging classes have been taught by pairs of trainees, and how those pupils have responded.

■ Most classes involved seem to have reacted very positively (questionnaires in School B2 for example).

■ At least one pair of trainees, who have both been given jobs in their placement school (B2), would like to continue team-teaching in their NQT year.

■ All trainees interviewed believe, without exception, that they have benefitted from taking part in a paired placement.

■ School mentors have been highly complimentary about the project in general.

Examples

Science

- The micro-planning of a lesson provides an opportunity for shared responsibility, that can lead to more realistic and supportive planning.

- Trainees can reflect on those interactions with students that went well, and those that did not.

- Two heads are better than one.

- Strategies for dealing with named individuals can be developed.

- In a class where both partners know the pupils names, then the NAP (non-active partner) can assume responsibility for the house-keeping chores such as

  - Register.

  - Getting practical kit ready.

  - Distributing practical kit.

  - Organising the collection of the practical kit.

  - Briefing the TA/LSA. It is perhaps worth planning for this eventuality. A briefing sheet might help the TA/LAS to work in a more effective way if he/she knew what the objectives of the practical were.

  - Managing (if necessary) the other adults in the class.

Science – extending the range of activities with hard-to-manage classes

- Role playing.

- Dynamic deep questioning.

- Two activities running simultaneously.

- Support for individuals and small groups.

- Using break out areas for small groups.

- Active engagement of pupils.

- Support for APP activities.

Science – questioning

- 'Good open questions from P on why photosynthesis is essential for life. This gives the opportunity for some girls to give very detailed answers. I do like the way that the questions are a mixture of open and closed questions. The kids are getting fully engaged here and are straining to answer the questions.'

- 'The teachers feel confident enough to interrupt and ask questions to steer the conversation in a new direction. This is the most difficult interplay of all: the teacher who received the question must not feel 'inadequate' at the prompting; it is a natural consequence of working as a team and not a criticism of an individual performance.'

- 'The teachers are also becoming confident enough to accept the prompting gracefully and work with it. It is like watching England's midfield when they are working at their best!'

- A stunning question from P about what would happen if the stomata all closed is a real deepening moment that stretches the most able. K runs with this and there is a real buzz from the class. This is a most effective moment of teaching, which both teachers have created together.

- Trainee says: 'The pupils never know which of us will talk to them next, so they have to stay focussed on task.'

- 'It is interesting to see the development in this pair. Each teacher is quite caring and supportive of each other. This creates a sense of cohesion.' (N.I.)

MFL – extending the range of activities with hard-to-manage classes

■ Opportunities for more adventurous teaching, e.g. team-games such as Battleships, each led by one teacher (School B2, School K).

■ Far more opportunity for group work in otherwise hard-to-manage classes; for example, in one class some excellent pupil oral work was managed by putting them into four groups (teacher, teaching assistant, two trainees, School K).

■ Far more opportunity for essential oral work by students in general – often this might otherwise be avoided as too 'stirring' an activity (Schools B2, K, S).

■ Far more pupil engagement because of these more lively methods, sustainable due to the extra vigilance of extra adults in the class (all schools).

■ Far more individual attention for pupils, leading to more and better work from them (especially in Schools K and B2).

■ Where one trainee was British and the other a native speaker, lots of support for each other playing to individual strengths (Schools K and B2)

■ Pairs of trainees could model dialogues and other activities together for the pupils (School K).

■ One class in particular – a very mixed-ability Year 11 class, MFL, in Challenge School (M) – has made significant progress in attitudes, achievement and attainment because of being taught by a 'triad' comprising teacher and two trainees.

There is also strong evidence from research at other institutions as well as the GSoE of the emotional and practical support trainees can offer each other, when placed in pairs. Trainees can gain mutual access to each other's subject knowledge and any previous professional experience, and are able to share and develop ideas and resources. Behaviour management, especially of challenging classes, can to some extent be improved by mutual support and collaboration – but it is important to agree on expectations beforehand! It is also important to note the value of a paired experience in promoting team-work skills such as communication, collaboration and negotiation – all highly-rated in the Standards for Qualifying to Teach.

Advice from former students placed in pairs includes some of the following: the professional relationship developed within the pair is vital, so they need to get to know their partner from the outset; and try to value and learn from others' strengths and abilities which may differ from theirs. Eventually students should be able to find out what works best for them as a pair and make the most of the opportunity to experiment.

A final word…

Many of the advantages and, indeed, types of experience outlined above can be taken advantage of by collaboration (including team-teaching) with the AT or the class teacher or LSA. In fact collaboration, in all its guises, is becoming an increasingly valued aspect of all teaching practice:

'Collaboration and partnership are a way of life. People work together. There is a consistent approach which is supportive. People are not left to sink or swim. People are available to each other. Team teaching, mentoring, peer coaching, joint planning and mutual observation and feedback are a normal part of the everyday life of the school.'

References

Dickson, D. (2009) Issues and Developments. *A presentation to MFL ATs at University of Bristol, 28 February 2009*

MacBeath, J. and Mortimer, P. (2001) 'A profile of change', in J. MacBeath, and P. Mortimer (eds) Improving School Effectiveness. Buckinghamshire: OUP.

Chapter 4
Conclusions and recommendations

4.0 Developing paired placements within a partnership: strengths and issues to address

The two paired placement projects described in this paper ran independently, working in different curriculum areas and with some differences in aims. The UCP Marjon project was initially focussed on developing the provision of paired placements within the secondary mathematics partnership. The GSoE project was focussed on developing paired placements in modern foreign languages (MFL) and science, especially in partnership schools facing challenging circumstances. The two projects used different classroom approaches. The UCP Marjon driver-navigator model for paired work with a class was based on the class having one clearly identified lead teacher for every lesson with that class (the driver) and one assistant (the navigator). The GSoE model was much more flexible in terms of the roles that the trainees played within their paired classes (as well as the teacher-assistant model, the model included team-teaching and alternating the leading role in lessons).

For both projects:
- approaches were developed for the management of paired placements within the partnership

- practical approaches to paired collaboration and teaching were developed

- the impact of paired placements upon the trainees, the pupils, the school and the HEI was evaluated.

Our experiences and evaluations of these projects have reinforced our commitment to developing paired placements within both of our partnerships. It is clear from our experiences and evaluations that initial teacher educators would benefit from developing their placement models to incorporate elements of collaborative practice and should question any model that relies solely on solo placements. We assert that paired placements, where practicable, are better than single placements for all parties concerned (trainees, pupils, schools and HEIs). Later in this section we argue that a paired placement may benefit a school which, because of its particular circumstances, is unable to host a single placement.

In this chapter we will draw upon the common experiences and outcomes from both projects to:
- highlight the benefits of paired placements

- identify issues that arise

- offer practical suggestions and guidance arising from our experiences

- suggest issues to consider in developing paired placements.

We hope that this concluding chapter will be particularly helpful to HEIs, schools and partnerships in reviewing and developing their approaches to school-placements.

4.0.1 Benefits of paired placements

The accounts of both projects conclude that *well-managed* paired placements confer greater benefits to trainees, pupils, schools and HEIs than single placements. The important phrase here is well-managed: the mere act of pairing students will not ensure the effectiveness of the pairing. For paired placements to work at their best there must be careful preparation and clarity about the approaches and roles of all concerned in the placement; we will return to this in the following sections of this chapter. The individual accounts identify and articulate the benefits of paired placements. The reader should refer to Chapters 2 and 3 for specific details of how the approaches employed in each project benefitted all involved. However, despite the differences between the schools involved, the focus of the projects and the curriculum areas addressed, there is a high degree of consistency between the benefits identified, when paired and solo placements were compared. The following benefits were identified in both projects and are related to particular interest groups.

Benefits for trainees
- Mutual support: personal, emotional, social and practical.

- Development of professional practice: shared development of planning, teaching and management approaches.

- Improved professional learning: collaborative, situated learning offered greater opportunities for the development of reflective approaches to teaching, learning and formative assessment.

- Enhanced teaching opportunities and experience: better teaching and classroom management (see below) encouraged greater confidence from the school in offering teaching experiences and opportunities for innovation and experimentation.

Benefits for pupils
- Improved learning: as a result of better planning, teaching and management (see above) and from having 'two experts' leading learning in the classroom instead of one.

- Increased support to individual pupils: where one trainee leads the class, that trainee's capacity to provide individual support time is limited. A second trainee is free from the role of leading the class and can give more support than a solo teacher. Hence, paired teaching was seen to provide more than twice the support to individuals than is available from a solo teacher.

- Innovation in teaching and learning: collaborative planning and management, combined with the greater confidence of colleagues and the trainees themselves encouraged greater innovation, experimentation and risk-taking in managing the pupils' learning.

■ Improved management of pupils' learning: collaborative approaches enabled better formative assessment, resulting in improved planning for progression in learning for pupils, individually and collectively, as well as better individual guidance.

Benefits for schools

■ Improved pupil learning: see above.

■ Class teaching: because of their confidence in the management of the class, teachers had the opportunity to 'stand back', observe and learn about their own classes.

■ Professional development of colleagues in collaborative practice.

■ Increased capacity to adapt class groupings to support individual pupils.

Benefits for HEIs

■ Improved professional learning of trainees: see above.

■ Development of the partnership: the development of collaborative approaches to paired placements was shared with the partnership, strengthening it and offering professional development to school-based colleagues.

■ Increased opportunities for placements: the pairing of trainees was found both to reduce the pressure of finding sufficient placements and to enable matching of trainees to placements to benefit from the school's good practice and to match the specific needs and capacities of trainees and schools.

In the previous paragraphs, the benefits of paired placements were compared with solo placements. In the UCP Marjon project, several elements of the partnership model for paired placements were identified as benefitting schools, regardless of any comparison with solo placements. These focus on the benefits to pupils of having an extra subject expert in their lessons (Chapter 2, section 2.3.1). This raises an interesting possibility for partnerships. Some schools feel unable to host trainees on a particular placement because of their specific circumstances at that time (e.g. staff-shortages, internal demands, inexperienced staff etc.). Although the circumstances may not suit a 'solo' trainee placement, it may be possible to consider a paired placement, where the advantages arising from the placement of a strong pairing of trainees may benefit the pupils, school and trainees.

4.0.2 Issues arising from the management of paired placements

The accounts of both projects identify specific issues that influenced the development of each project; there was a substantial overlap in the issues identified. In this section, we will address those issues that were common to both projects, relating them to each of the interest groups identified in the previous section.

Issues relating to trainees

■ Compatibility of partners: this has been identified as fundamental to the success of the pairing. The UCP Marjon guidance addresses the need to be able to uncouple pairings, should problems of incompatibility arise (see Chapter 2, section 2.2.2).

■ Experience of solo teaching: although some trainees welcome a high element of collaborative practice, others adhere to a more traditional view of a teaching placement as an opportunity to establish and prove oneself on an individual basis. This view is also shared by a number of teacher and school-based mentors.

Issues relating to pupils

■ Consistency in the classroom: ensuring that the partners have a shared approach to the lesson and that their work with pupils is consistent

■ Consistency in behaviour management: ensuring that pupils are treated consistently and fairly by both partners and that no issues are left unaddressed through the trainees deferring to each other (described as 'diffusion of responsibility' by the GSoE partnership).

Issues relating to schools

■ Colleagues' workload: having two trainees (rather than one) places additional demands on mentors and colleagues.

■ Concerns about pupils' progress: concerns that exam results may be affected, concerns about pupils being over-exposed to trainees.

■ Physical accommodation: concerns about the extra physical demands of having two trainees in a department instead of one.

Issues relating to HEIs

■ Getting the pairing right: compatibility, differences in experience, academic background, potential teaching skills etc.

■ Training: preparing trainees for paired collaboration, training mentors for managing paired placements, training HEI tutors to support trainees and mentors.

4.1 Practical guidance and suggestions

As both of the projects developed, shared practices and principles evolved within the partnerships. These have been collated as Partnership Guidance for the UCP Marjon project (see Chapter 2, Appendix A) and as Policy and Procedure on Paired Placements for the GSoE (see Chapter 3, Appendix C).

Partnerships considering paired placements are invited to adopt and adapt any of these approaches to suit their particular requirements. Additionally, in the final section of this chapter we offer some prompting questions to help identify the context and constraints that apply to partnerships, before they embark on adopting a particular approach to paired placements. We continue this section by reviewing the practical approaches adopted by the two partnerships in managing paired placements and in addressing the issues identified above.

Choosing the partners

Both partnerships identified the choice of paired partners to be of fundamental importance. Although partners do not need to be close (the pairing of friends may itself present difficulties), it is essential that empathy and trust exist between the partners. Matching trainees through complementary characteristics is helpful (e.g. through work experience, pairing native language speakers with non-native linguists, selecting complementary pairs of chemists, biologists and physicists, etc.). Additionally, there are practical considerations that may influence the choice of partners (e.g. access to transport, geographic location etc.). Furthermore, both partnerships have indicated that pairing any trainee with a weak trainee can be problematic. Clearly, there are significant advantages in knowing the trainees well before pairing them. This may not be a problem when organising placements for the spring and summer terms (by which time the trainees are quite well known by their tutors), but managing the pairings for a first term placement may be more problematic.

Close collaboration is central to both partnership approaches. The UCP Marjon partnership accepts that, on occasion, some trainees may be placed more successfully alone (for example, a trainee who

strongly disagrees with pairing can undermine collaboration). In addition, some smaller schools are only able to offer single placements. As a consequence, the partnership runs some solo placements in parallel with (the preferred) paired placements. Experience on the UCP Marjon project has also highlighted the importance of the partnership accepting the need to be able to disconnect any pairing should problems arise, to enable it to run as two solo placements in one school. The GSoE partnership is flexible in its approach to paired placements, accepting that not all schools are able or willing to take on paired placements, but are encouraged by the number of paired placements now being offered, which has risen to nearly 50%.

Preparation and training
The degree of collaboration between the partners is a major factor in maximising the benefits to all concerned. Consistency between the trainees in their approaches to teaching, learning and classroom management is identified above as an area of concern. Careful preparation of the trainees' roles in planning, teaching and evaluation is essential in developing consistent practice.

Both reports identified the importance of thorough preparation of the trainees, subject mentors and HEI tutors for these collaborative approaches. For the trainees, there should be a substantial element of

explicit and focussed preparation before the placement. The importance of this should not be underestimated; a superficial approach is unlikely to have much practical effect in the placement. This preparation and training should, ideally, continue into the early stages of the placement, through the mentor modelling collaborative practice with the trainees. HEI tutors and school-based mentors have important roles in preparing the trainees and should be comfortable and conversant with the partnership's approaches to the placements. This will require carefully targeted induction for new mentors and tutors and regular involvement of all mentors and tutors in the review and development of the partnership's approaches.

The balance of solo and paired teaching
Although we are firm advocates of paired placements, we acknowledge that many trainees and their future employers expect a significant element of solo teaching to form an important element in a teacher's training. Both reports emphasise the need to establish an appropriate balance between paired and solo teaching. In the UCP Marjon partnership, it was most common for the paired partners to share two classes, with the remainder of the timetable consisting of solo teaching. Similarly, in the GSoE partnership, most of the paired partners shared one or two classes, the remainder being solo.

Management of the classroom

Both accounts identified clarity of leadership in the classroom as an important issue. Unless the status and responsibility of the individual trainees during each stage of the lesson is clear to the trainees and their pupils, there is potential for confusion and mismanagement, particularly if both trainees abdicate responsibility to each other; a diffusion of responsibility. The UCP Marjon partnership noted that, in some classes when the leadership of the lesson changed, pupils tended to defer to the teacher with greater presence, rather than to the teacher leading the particular episode. This was unsettling for the trainees. To address this, the partnership guidance recommends that one trainee should be identified overtly as the class-teacher (the driver) for all lessons with the class and the other should be the assistant for all lessons (the navigator). This separation of classroom roles is reversed for another shared class. Outside of the classroom, the trainees should approach all other aspects of working with these classes (planning, marking, assessment etc.) collaboratively. However, the GSoE project adopted more flexible approaches, whilst emphasising the need to avoid diffusion of responsibility.

Pressure on schools

Hosting two trainees inevitably places additional logistical burdens upon a school. Some of these are unavoidable and cannot be mitigated, e.g. physical accommodation, access to resources and ICT etc. In addition, school colleagues face increased pressures from hosting an additional placement. The allocation of trainees to classes becomes more complicated, there is greater involvement of class teachers in supervising trainees with their classes and mentoring is required for two trainees, instead of one. The partnerships in both projects have identified mechanisms for reducing the pressure on school colleagues.

For example, both partnerships use three-way meetings involving both of the trainees and the mentor. As well as removing the need for separate meetings between the mentor and each trainee, this mechanism also develops the collaborative ethos underlying the placement. Both partnerships recognise the need for an element of individual tutorial support for each trainee during this meeting and the structure of the mentor meetings accommodates this. Of course, the partnerships recognise that trainees or mentors may need to have specific individual meetings during the placement. However, from our experience, this is relatively rare and is unlikely to present the mentor with significant additional workload. However, in the GSoE project, it was noted that, for those mentors who helped the individual trainees with job applications during the year, additional work was generated.

One of the benefits of a collaborative partnership is the mutual support, feedback and advice the partners provide each other. This reduces the pressure upon school-based colleagues to provide reassurance and practical guidance, enabling school-based colleagues to focus on the higher level support, drawing upon their knowledge and experience. Both partnerships recognise the importance of developing the capacity for mutual support between the trainees and this is an important aspect of the models and preparation for practice.

Although the partnerships were unable to reduce the few unavoidable additional burdens arising as a result of paired placements, both partnerships recognise that sharing classes means that hosting a pair of trainees does not entail twice as much work and twice as much pressure on resources, classes and staff. (However, to support the trainees on placement, the school will receive from the HEI twice the financial support that would normally be paid for one student.)

4.2 Summary discussion

In summary, in this section we offer some prompts that partnerships may wish to address as they consider the development of paired placements.

- How do you involve your partnership in the development of paired placements? The commitment of the partnership is essential.

- How do you address schools' fears that increased exposure to trainees will affect attainment?

- How prescriptive should the partnership be about its approaches?

- How do you plan a robust training programme that prepares and supports trainees?

- How do you resolve issues of leadership in the classroom and avoid diffusion of responsibility for the class? Do you encourage trainees to exchange their leadership roles with a particular class?

- Choice of pairings: what criteria do you use, how well will you know your trainees by the time placements are fixed? Can you match pairs effectively early in the first term?

- Should all placements be paired, or should some be solo and some paired?

- Should trainees have one placement paired and one solo?

- How do you provide for trainees who are opposed to paired placements?

- What proportions of paired and solo work should there be in a paired placement? These will depend on the timetable allocations.

- How does the allocation of curriculum time to different secondary subjects affect the allocation of teaching classes? For example, a timetable allocation model for mathematics may not suit religious education.

- How should the model be adapted for different subjects? Science, technology and some sports activities have health and safety implications that may require adaptation of a placement model.

- How might these approaches be adapted for KS1 and 2?

- What do you do if the trust and empathy in a pairing breaks down?

- How do you evaluate your approaches? Can you measure their impact on trainees, pupils, schools and the partnership?

> We write this paper as converts to collaborative paired placements in secondary education. We hope that this has encouraged other partnerships to consider developing paired placements as part of their normal practice. We welcome any queries, information or advice from colleagues.

This is one of a series of discussion papers commissioned for ESCalate, for more details see our website.

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