

Bebington High Sports College



Initial Teacher Training Policy

Agreed/Reviewed by Governors – see reverse

Bebington High Sports College

ITT Policy

Rationale

The Governors and staff of Bebington High Sports College are anxious to embrace Initial Teacher Training as an inclusive activity within its mission statement as a school which promotes the ideals of 'life long learning'. The school sees the opportunity to deliver a high quality learning experience for trainee teachers, staff and students, and as an opportunity for continuing professional development with teaching staff.

Benefits to the school from involvement with Initial Teacher Training:

- The trainee teacher will receive a high quality, first hand experience of the teaching profession at work on a day-to-day basis
- It will provide an important link between the theoretical and practical components in the process of teaching and learning
- It will enable the school to maintain a current perspective on developments in education through the partnerships developed with the HEI providers
- It will allow a high level of quality professional development to be undertaken by school staff
- Trainees will bring to the school their collective wider experience of the 'world of work' which will be integrated into the life of the school in the school

Entitlement:

All Trainees will generally have open access to materials and resources the school is able to supply in order to allow them satisfy the requirements of the TTA and to achieve Qualified Teacher Status. They will be entitled to one hour a week of subject mentor time to develop, monitor and evaluate practice and progress. In addition to opportunities provided for by their HEI, trainees will be encouraged to experience in school such activities as Parents Evenings, Staff Development Days, Twilight training sessions and any other occasions when the teaching staff in the school meet to exchange and discuss educational ideas and initiatives. In return, there will be an overt expectation that all trainee teachers will hold high personal expectations and standards and behave in a professional manner at all times when in or associated with the school.

Roles:

Most staff both teaching and non teaching will have contact with trainee teachers at some time during the trainees time in the school, either in a supporting capacity or having direct input into the trainees experience and development. In addition, the following members of staff will have specific roles.

- The ITT Coordinator will be responsible to the Headteacher and the Governors to maintain the high standard of teaching and learning expected by

the school and to ensure that the Trainee involvement with students is of a high standard

- The ITT Coordinator will have the overall responsibility for the trainees experience in the school and will provide the link and contact with HEI providers
- The ITT Coordinator, working in conjunction with the Deputy Headteacher will be concerned with the overall implementation of the programme of the school experience, will be involved in the assessment, report writing and assignment marking processes. He will also act as a liaison link between the Trainee Teacher and the subject teachers.
- The Subject Mentor will be responsible for the day to day contact with the trainees, ensuring that at all times the trainee has clear guidance as to lesson planning and evaluation, subject content and general professional activities associated with the Directorate
- The Subject Teacher will be responsible for the supervision and support for the Trainee Teacher in the classroom, and will be an important part in the evaluating and supporting framework for the trainee
- Form Tutors will have a role in managing the pastoral experience of the trainees

Staff Development Opportunities

- The training of Subject Mentors and ITT Coordinator will be undertaken by the HEI
- Subject Mentors and Form Tutors will be trained in house using material developed locally and nationally such as the HEI and TTA modules
- Subject Mentors will have a timetable that reflects the need for one hour a week for each to develop the trainee
- All staff will be entitled to training in the area of ITT.
- Involvement with the programme will be considered during the Performance Management consultations with relevant staff

Quality Assurance:

Quality assurance will be achieved by a coordinated cross liaison dialogue between the partnership HEIs, respective members of the school ITT team and other schools in the partnership. The criteria for judgement will be the TTA standards and the HEI internal criteria for assessment. In addition, there will be monitoring, evaluation, moderation and assessment of the school staff involved undertaken by the ITT Coordinator

Current Partnership Arrangements:

Liverpool John Moores University
Hope University
Edgehill College
Chester University

It is a school protocol not to accommodate more trainees than is reasonable at any one time in normal circumstances .

Links to other policies:

Equal Opportunities policy

Professional Development policy

Professional Development Review policy

Lesson visits and observations policy

IIP Standards

NQT Induction process and policy

Review Date:

This policy will be reviewed annually by the ITT Coordinator and submitted to the Governing Body for Approval

Next review Date:

September 2009

Signed Headteacher

Date

Signed Chair of Governors

Date

Appendices

Appendix 1

Evidence of Trainees' progress

The evidence upon which the Assessment Group will assess trainees' progress and attainment will include:

- The trainee's record of progress against the standards
- Summative reports for each trainee from two schools noting attainment against the Standards and progress towards targets
- Records of lesson observation from the tutors who have supported each trainee and from internal moderators
- Records of lesson observation and reports of trainee portfolios from Internal moderators (all trainees) and from senior staff within the partnership (sample)
- Records of lesson observation and reports of trainee portfolios from external moderators (sample)
- Records of meetings between trainee and tutors
- Records of action plans, targets and reviews
- Assignments and mark sheets.

Further evidence if required:

- Interviews with tutors and trainees
- Scrutiny of trainee portfolios

Lesson Planning Checklist

This diagnostic checklist is intended to assist Subject Tutors and Mentors in looking over Trainees' Lesson Plans with the intention of affirming progress towards the QTS standards and with a view to trouble-shooting weaknesses or identifying areas for future development.

- **Learning Objectives**

(written with emphasis on what pupils will have achieved by the end of the session):

"By the end of this lesson the students will know about.
will be able to.
will understand."

Also check that the learning objectives are shared with the students.

Able Trainees will further embed their learning objectives in all parts of the lesson structure / in the layout of the room / in the choice of resources and student activities and in student tasks and extension activities.

- **Assessment Strategies**

Check there are a range of appropriate assessment strategies which are consistently applied and shared with the students.

Such strategies might be:

Formal (short or long tests)
Informal (whole class q & a session)

Who is leading the assessment?

Teacher
Peer group
Student self assessment

- **Previous Learning**

Ensure that the lesson really does account for students' prior learning and that the ability and experience of the students is understood.

So:

"Students have a sound knowledge of theatrical conventions : tableaux; freeze frame; mime; improvisation."

Rather than: "The group have experience in storytelling and enjoy ghost stories."

- **Special Needs**

Evidence from IEPs for SEN students and awareness of their personal targets.

Anything which needs to be considered for the effectiveness of the session:

EAL

Literacy / Numeracy stage

Medical conditions

Social and behavioural needs

Roles and skills of LSAs and how these will be deployed to assist learning.

- **Lesson Structure**

Timings

4 - part lesson structure : starter; introduction; development; plenary

Look for a balance between teacher-led and student-centred activities.

Consider how to ensure smooth transitions.

Think about the part to be played by classroom layout and pupil movement.

- **Differentiation**

Look particularly to ensure that a range of types of differentiation are used across the Trainee's planning and that these are related to the purpose of the teaching and the type of learning which is being planned.

So differentiation is not by outcome but Trainees are looking at their own input

They need to show that they deliberately vary the composition of groups; that they select suitable tasks / activities / resources to stimulate learning as a response and that they are able to do this sensitively and with increasing depth of knowledge about individual students and group dynamics.

- **Resources**

Check the selection of resources is appropriate and that materials are carefully planned and produced (worksheets clear and legible / interesting to read)

Ensure that methods and procedures have been devised for;

giving out and collecting in handouts

collecting, recording and returning homeworks

assembling or clearing away apparatus

Look for back-up plans for equipment failure TV / VCR / OHP / PC & projector

- **Risk Analysis**

Ensure not only that the Trainee has calculated what may happen but also that they have alerted their students to areas or activities which carry risk and that clear instructions have been given and that regular reminders are issued

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- **Assessment Strategies**
- **Previous Learning**
- **Special Needs**
- **Lesson Structure**
- **Differentiation**
- **Resources**
- **Risk Analysis**

Lesson Observation - Why Do It?

Observation, of children and of teachers, is a crucial part of your early training. Firsthand observation can help you to recall what it was like, for example, to be an 11 year old who doesn't understand the science lesson they are in. Observing children in an age range other than the one you plan to teach is also very informative.

Take every opportunity to observe teachers too. This is a privilege you have as a student teacher which is rarely repeated during the rest of your teaching career. Experienced teachers do a great deal almost by instinct, forgetting where they learned a particular technique or when they first tried a particular approach. It all goes into an enormous bank of experience which every good teacher develops, so that, although three or four approaches may normally be favoured, there are ideas and strategies to be summoned up to face almost every eventuality. But teachers are not always good at recognising and articulating their own skills, and may need prompting to explain why they behave as they do. So watch closely, note things down and, if you can, discuss what you have observed with the teacher afterwards.

Observation can sometimes be seen in a rather negative light: "Two whole days in school and all I've done is sit at the back of classrooms and observe." Ensure that your observation time is well spent by being alert to all the little things that happen in a classroom, by joining in the lesson if appropriate and by adopting a particular focus at different times. This could be key points in the lesson, such as the start or end of the transition from one activity to the next, or it could be styles of questioning, words of praise or reproof, non-verbal communication etc.

Etiquette

Please remember that when observing other teachers you will need to be sensitive to their professionalism and feelings. You are there to learn about how lessons work. The questions below are to help you consider what might make lessons effective. Try not to make judgements - lessons involve a lot of complex human relationships as well as good planning and preparation. They do not always work fully as the teacher intends.

- When you are introduced to the teacher you are observing, make eye contact, smile and give a firm handshake. If you address the teacher in class, use their title, Mr X or Mrs Y.
- Thank the teacher for allowing you to observe. Ask if there is somewhere particular you should sit.
- Before a session, check whether it is appropriate for you to sit in with a group and become part of an activity, but make sure you know what is expected.
- Ask questions after the session, but at a time when the teacher is not occupied with students.
- Be prepared to comment on what you have found interesting, what you think looked good, and so on. Everybody responds well to praise.

What observers can look for in a lesson

Beginnings

Who arrives first?

How do students enter the room?

What are the teacher's first words?

Can you detect rules or 'rituals' in operation?

How does the teacher secure attention?

How does the teacher respond to unco-operative students and to interruptions?

How does the teacher introduce the purpose and content of the lesson?

Groupings, tasks and resources

How are the students grouped/seated? Is there a reason for this grouping?

Are all students set the same task?

Is there any adult support in the lesson?

What resources does the teacher use for the lesson?

Transitions

What are the main parts of the lesson and how long do they last?

How does the teacher introduce transitions in the lesson?

What provision was made for early and late finishers?

Student response and praise

Do students react differently to negative and positive comments?

Do students co-operate with one another?

Preparing Yourself

The emphasis here is on preparing yourself (as opposed to preparing lessons or schemes of work). In those early lessons, how will you stand? What will you look like? When you open your mouth, what will your voice sound like? Will anything come out?

Acting experience can be helpful. You will have some idea of how your voice behaves under stress and of how difficult it can be to occupy your hands when all eyes are on you. On the other hand, teaching is not about taking on a different persona - children very quickly spot falsities in your manner or presentation. It is more a question of finding a different version of themselves when they are on the job, however they are feeling and whatever else may be on their minds. And they develop variants within that version, depending on whether they are counselling a distressed 11 year old, or talking to colleagues or to parent, or establishing control of a class of 15 year olds. It is a good idea to think ahead to the many different roles you will be assuming as part of your teaching careers.

Some things can be rehearsed in advance. Practice using your voice and your eyes, the two most important parts of a teacher's anatomy. Be conscious of how you are standing and where your hands are. Try to listen to yourself speak - do you have any mannerisms or repetitious phrases? Does your accent need modifying if you are working in a part of the country where it will be unfamiliar?

- Do you tend to adopt a 'closed' or defensive body style, with arms clasped across your chest?
- Does one hand tend to fly up to fiddle with an earlobe or strand of hair?
- Does one hand fiddle with loose change or keys in a pocket?
- Do you find yourself standing on one leg, with the other one apologetically crossed behind it?
- Do your eyes tend to lose contact easily and flit around the room or raise to the ceiling?
- Do you have any other potentially irritating mannerisms which are likely to be exacerbated under stress?

If the answer is 'Yes' to any of these questions, practise alternatives, preferably in front of a mirror or on video camera.

- Try out different places to put your hands to keep them still unless they are required for emphatic gesturing (pressing finger tips together in front of you is a good way of controlling shaking hands).
- Get used to standing squarely on two feet, with your shoulders back and down and your head up.
- Consciously use your eyes to scan a wide view and also hold a steady gaze on something or someone.
- Get your voice working. Good posture and deep breathing are the prerequisites for good voice control which (certain medical conditions excepted) everyone should be able to achieve. Points to consider include:
- Practice projecting your voice, preferably in a largish space, so that you increase the volume without shouting or getting higher in tone.
- Cultivate, too, a quiet but authoritative voice.
- Enunciate clearly, especially the beginnings and ends of words.
- If you have a distinctive regional accent, decide how you are going to make sure you are understood.

Teaching Styles

	Essential Characteristics	Likely Objectives	Focus
A Command	<ul style="list-style-type: none"> • All decisions made by the teacher • Learners do as they are told • The class responds as a group 	<ul style="list-style-type: none"> • Conformity to a single standard of performance • Efficiency in the use of time to acquire skills • Safety and discipline 	Motor development
B Practice	<ul style="list-style-type: none"> • Most decisions made by the teacher • The learner makes some decisions as the impact stage • A period of practice time on a task is set by the teacher who can help individuals 	<ul style="list-style-type: none"> • To improve skill • To make learners aware of the relationship between commitment of time and quality of product or outcome • To help learners to judge their level of performance 	Motor Development
C Reciprocal	<ul style="list-style-type: none"> • Planned by the teacher, executed by learners • Learners work in pairs, one taking role of teacher and other of learner; roles are exchanged • Clear criteria, generally on cards, are an integral part of this style • The teacher gives responsibility for execution to pupils, works through pupil-teacher 	<ul style="list-style-type: none"> • To engage pupils in social situations • To develop communication skills • To develop skills of observing, listening and analysing • To heighten awareness of others, patience and tolerance • To provide for maximum feedback from each performer 	Social (and motor) development

<p>D</p> <p>Self check</p>	<ul style="list-style-type: none"> • Planned by teacher. Performance criteria essential • Individuals check their own performance. I.e make their own decisions at the impact stage • Post-impact decisions made in relation to clearly stated criteria 	<ul style="list-style-type: none"> • To help learners assess their own performance • To help personal development in terms of honesty and the ability to be objective • To help learners recognise their own limitation 	<p>Personal (and motor) development</p>
<p>E</p> <p>Inclusion</p>	<ul style="list-style-type: none"> • Planned by teacher • Individuals check their own performance starting at their own levels and progressing accordingly • Tasks are set so that individual progress is highlighted 	<ul style="list-style-type: none"> • To maximise involvement at appropriate levels of performance • To accommodate individual differences • To help learners rationalise their aspirations with reality • To enable everyone to succeed 	<p>Personal (and motor) development</p>
<p>All the above styles display teacher control at pre-impact stage</p>			
<p>F</p> <p>Guided discovery</p>	<ul style="list-style-type: none"> • The teacher plans a target and systematically leads the learners to discover the target • Questioning by the teacher is fundamental to this style • The choice of the appropriate steps in the discovery process is critical to success • Redirection of learners who go off at 	<ul style="list-style-type: none"> • To engage learners in a convergent process of discovery • To develop sequential discovery skills and consequences of action • To develop patience while progressing through skilful matching of response to questions and stimuli 	<p>Cognitive (and motor) development</p>

	a tangent		
G Problem-solving (divergent)	<ul style="list-style-type: none"> • The teacher presents questions or a problem situation and pupils are invited to discover an alternative solutions • Frequently pupils are organised into groups to encourage shared thinking • Pupils contribute to decisions at all stages, since their response may determine the next move 	<ul style="list-style-type: none"> • To develop the ability to work on problems and solve them • To develop insights into the structure of an activity through the search for a solution • To develop the ability to verify solutions • To encourage independent thinking • To promote learners' confidence in their own ideas and responses 	Cognitive and social (plus motor and personal) development
H Individual Programme	<ul style="list-style-type: none"> • The learner plans and designs the programme • The teacher proposes the subject matter and approves the programme 	<ul style="list-style-type: none"> • To encourage independent planning and assessment under guidance) • To reveal the level of understanding through application • To encourage persistence in completing a programme • To promote self-confidence 	Cognitive (and personal plus motor) development
I Learner Initiatives	<ul style="list-style-type: none"> • The learner selects the content, and plans and designs the programme with the approval of the teacher • The learner executes the programme and 	<ul style="list-style-type: none"> • To encourage and develop independence • To display understanding through selection and application • To encourage the 	Cognitive (and personal plus motor) development

	submits an evaluation to the teacher	acceptance of personal responsibility <ul style="list-style-type: none"> • To develop self-confidence 	
J Self-teaching	The learner is both teacher and learner, working fully independently		Cognitive personal and motor)