

PAIRED PLACEMENTS EVALUATION RESPONSES

	Number of responses	√	?	X
COLLEGE TUTORS	12	10	1	1
MENTORS:	55	36	12	7
Science	8	6	1	1
English	6	4	1	1
Art	6	2	4	
History/ Citizenship	8	8		
Geography	5	2	2	1
Mathematics	3	3		
RE	3	1	1	1
ICT	2		1	1
Professional	14	10	2	2
TRAINEES:	75	29	29	12
Science	10 (of which 5 working as singles)	3	1	1
English	25	11	8	6
Art	6	1	3	2
History / Citizenship	17	10	6	1
Geography	4	1	3	
Mathematics	11	3	6	2
RE	2		2	
ICT				

KEY:

- √ very positive about the whole experience– no real reservations
- X very negative about the experience – would not want to repeat it
- ? generally positive with some reservations which would need resolving

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THE POSITIVES

Mentor Comments	Trainee Comments	Tutor Comments
Mutual support for trainees / more self-reliant / did not feel isolated	Mutual support / sharing experiences / worries / college requirements	Less isolation for trainees / avoids need for confidence boosting
Trainees benefit – very positive for trainees and easier for them	Confidence and security / sharing workload. Laughter!	
Trainees share activities, resources, problems, ideas, techniques	Sharing ideas / resources – inspiration! Applying and discussing other's strategies.	Mutual support re planning and teaching / able to share resources and ideas
Working collaboratively improved their learning	Joint / collaborative planning was a real bonus! Discussion was very useful. Different ideas and styles very useful. Team teaching useful.	
'Stimulated' each other – competition was productive	Own motivation improved.	
Ts relaxed and integrated into school more quickly	Company in staffroom / not on own. Settled in better.	Ts relaxed more quickly – found things less daunting
Ts more adventurous / encouraged each other / more confident to take risks / trial ideas / innovative planning	Extra help and encouragement / opportunity to develop weaknesses / could do things otherwise could not do	
Ts contributed to / had very positive impact on department and were more involved in school as a whole		Positive impact on school community
T learning developed more quickly	Improved own practice with help of partner / very rewarding experience / better prepared for School B	Faster learning for trainees / enriching experience
	Less workload initially	Less travel

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Peer observation and feedback has improved T learning / sharing feedback was better for Ts	Partner's view on lesson – supportive and understanding – critical friend. Gained more through detailed observation, feedback and evaluation. Joint feedback was invaluable. Observation informed own teaching.	Feedback from peers very useful – learning from each other.
T ability to evaluate improved – more active reflection / better quality	Better able to judge own teaching	T evaluations more effective and constructive
Improved mentor discussion – more in depth, focused, interactive, positive	Useful discussion re targets / situations / evaluation	Paired discussion with tutor more meaningful / see trainees more often. Quality of discussion at mentor meetings improved.
Easier for mentors than anticipated – trainees more independent and therefore need less mentor support		Easier for mentors – trainees more independent
Pupils benefit more from having two adults in the classroom / variety	Understand more role of LSA. / how to work with another adult in the classroom. More individual attention for pupils	
		Opportunity to choose quality mentors
		Shows mentors the need for IAPs and differentiated training!
		Mentors more involved in the process / able to work more effectively with mentors

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PROBLEMS

Mentor Comments	Trainee Comments	Tutor Comments
Amount of paperwork – TPRs, PDs etc.		
Timetable issues – ensuring enough classes		Insufficient teaching hours?
Demand on resources / accommodation / space in school, staff room , car park!		
Mentor time for both pair and individuals / time for individual feedback	Private time with mentor / mentors not treating pairs as individuals. Half the mentor's attention. Need to be judged individually. Mentor favouritism!	Suggest 2 mentors per pair – this avoids comparisons and gives individual time – and mentors seeing them as a pair and not individuals. Ts often developing at different rates and therefore need different support. Need individual feedback too.
Problem of pairings – sometimes incompatible / one dominant	Clash of teaching styles / comparison with partner (by mentor), dominant partner. Conflict of standards. Pairs must get on / be compatible. Competition?	Over-reliance one on other. Careful pairings to avoid personality clashes / dominance.
Insufficient teaching -need solo teaching as well as shared teaching. Need individual flexibility e.g. to increase teaching load if appropriate	Not enough teaching / need some solo teaching. Jump in teaching load between Schools A and B. Need individual responsibility for a class.	Need some solo teaching – problem of insufficient teaching time. Less shared time – more solo teaching. Need sequence of KS4 teaching. Model a possible
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		timetable.
Trainees not prepared for being a pair – not clear about what to expect / how it works etc. Need more rigorous induction	More guidance needed re expectations / amount of teaching / support role. Preparation in college re pairings / observation and feedback / joint planning.	Preparation of Ts on pairings – how it will work. Clear guidelines re expectations and relationship
Need clearer expectations / guidelines re teaching load, peer observation etc. Clarity re roles e.g. teaching / assisting	Guidance – examples of team teaching	Need guidelines re teaching load / how programme will work in subjects with little timetabled time.
Pairings should be more proactive e.g. have an assignment focusing on some aspect of paired work		Strategies for working as a pair – more ideas of what is possible.

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POSSIBLE WAYS FORWARD

The feedback from professional mentors, subject mentors, tutors and trainees was overwhelmingly positive and was perceived by the vast majority as a positive experience and the way forward. Many mentors (and trainees) raised certain issues which need looking at in order to make the programme work better next time round. There were very few mentors and trainees who felt that paired placements were not to be repeated! Below is a summary of the main issues which arose from the feedback together with some of the solutions proposed.

ISSUE	SOLUTION
Mentor workload – paperwork, time for both pair and individuals	Train up a second mentor so that the loading can be shared.
Compatibility of pairings	Tutors to pair trainees carefully during the first few days of the year to try to ensure compatibility
Teaching load- sufficient and balanced	Partnership handbook to contain possible models of how this can work (subjects to amend as appropriate) – stress need for flexibility as trainees progress – provide clear rationale for starting small and gradually building up – encourage 'alternative' contact time other than just whole class responsibility
Trainees being sufficiently prepared for being a pair – guidelines, expectations etc.	Tutors to explain rationale of pairings to all trainees in advance plus expectations re timetable, ways of working, roles etc. Briefing / training needed on observation and feedback?
Mentors being clear about what is expected etc.	Generic guidelines to be available in partnership handbook. Tutors to exemplify and brief subject mentors about exactly how this will work within their specific subject e.g. with ideas for collaborative working etc. Implications for mentor training.

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