



### Arrangements for School Based Work

	Placement	Days	Subjects	Focus
<b>School A</b>	<b>Initial School Experience</b>	5 days	Core	Observation, planning, group work
	<b>Serial Placement</b>	10 days	Core + ICT	Group work, class teaching
	<b>Block Placement 1</b>	10 days	Core + ICT	Class Teaching
<b>School B</b>	<b>Block Placement 2</b>	25 days	Core, ICT, Spec, Foundation	Observation, class teaching
<b>School C</b>	<b>Final Placement</b>	40 days	Core, ICT, Spec, Foundation	Observation, class teaching
	<b>Visit days</b>	3 days	TPS	Preparation, Planning, data Collection
	<b>Total</b>	<b>93</b>		

### Commentary on Structure

This section describes the experience of a satisfactory trainee. Trainees and associate tutors may quicken the process of development by introducing independent teaching earlier. Some trainees may initially take longer to gain their confidence. However all trainees must have achieved satisfactory levels by the end of the School A, and School B and have achieved the standards by the close of final placement.

Before Term 1 trainees complete a distance learning pack which introduces them to the school context. It provides video evidence and tasks related to basic classroom skills, management skills and strategies. They are advised to relate this to school based observation.

#### **Term 1: College and School A**

##### **Introductory week**

Trainees extend the pre-course package learning through Teaching and Professional Studies (TPS) and are introduced to some of the key statements in S1: Professional Values and Practice (PVP).

##### **Week 2**

introduces trainees to the core subjects and ICT and continues the TPS provision. Associate Tutors from Schools meet with the trainees and are briefed on placement requirements.

##### **Week 3**

Initial School Experience (ISE) incorporates structured observations of core teaching and support work in the trainee's own key stage focus. Trainees work in pairs with small groups.

##### **Week 4**

Introduces trainees to the foundation subjects.

##### **Weeks 5, 6 and 7**

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continues the core, TPS and foundation provision. Serial Placement is focussed on a trainee's opposite Key Stage. Trainees work initially in pairs, beginning with introductions and plenaries, planning and teaching with the teacher to develop practice in Literacy, Numeracy and Science.

### **Week 8**

is a reading week which affords trainees time to begin study for the initial contributory assignments.

### **Weeks 9, 10 and 11**

continue the core, TPS and foundation provision. Serial Placement is continued in School A and is re-focussed on the trainee's own Key Stage. Trainees begin to plan teach and record more independently.

### **Weeks 12 and 13**

Block Placement 1. Trainees are required to teach literacy, numeracy, and science, incorporating evidence of ICT practice to whole classes. They are also required to provide weekly plans for literacy and numeracy and lesson plans in all three subjects. They keep subject records for a designated group of pupils.

### **Weeks 14 and 15**

Trainees continue the core and TPS provision and complete the foundation provision.

## **Term 2: College and School B**

### **Week 19**

Foundation provision is replaced by Specialism. The main focus of the week is to complete trainees' preparation for Block Placement 2. Trainees are given particular support in preparing to collect specialism data for the subsequent assignment. (Section 4.5).

### **Weeks 20 to 25**

Block Placement 2 in School B. The first two days are extended preparation days. Trainees then work singly on class teaching in Literacy, Numeracy, Science, ICT, RE and PE and latterly in Specialism. Structured observation relates to specialism teaching and foundation teaching.

### **Weeks 26 to 31**

Continues core, TPS and specialism. There is a particular focus in TPS on differentiation and race, gender and disability issues of the inclusion agenda, including specific input on differentiation, EAL, SEN in TPS. These issues are incorporated particularly in all teaching during these weeks.

## **Term 3: College and School C**

### **Weeks 35 to 43**

Final Block Placement: the final assessment.

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### **Week 44**

Pre-induction week during which trainees receive specific PVP input to inform transition from ITT to NQT status. The Career Entry Profile is completed under guidance. The college based and school based elements of the programme are evaluated.

## **Programme Character**

The following characteristics are incorporated in the programme construction:

### **a Progression.**

The programme incorporates a process of scaffolded progression supported by subject tutors, link tutors and associate tutors. Within placements, the guidance may be interpreted flexibly in that some trainees will gain confidence and progress more easily than others. There is the option for the supporting tutors to exercise professional judgement and incorporate some adjustments within each placement (for example in the progression from paired to independent teaching in School A; from Specialism observation to Specialism teaching in School B; from lesson to weekly planning and from continuous to selective evaluation of lessons on Final Placement). However by the close of each placement in School A, B and C trainees must achieve a satisfactory standard.

### **b Permeation.**

The programme addresses non subject specific areas, (for example, inclusivity through aspects of PVP, special educational needs, race, disability and gender,) by providing lead sessions in the TPS modules coupled with permeated provision across subjects. To ensure the effective delivery of a permeated experience tutors have audited these particular aspects, by subject (See Appendix 10). A similar method is used for the incorporation of effective learning in ICT, which is taught in a discrete module but extended and enriched particularly in mathematics and science. Similarly, The generic skills of teaching are introduced through the TPS modules and given subject context in the Core modules

### **c Observation.**

In response to OFSTED comment, the programme has extended its use of structured observation in all placements to ensure compliance. For example in Block Placement 2, all trainees are required to carry out structured observations of Reception class practice to support their understanding of how young children respond to early learning goals and how these might be effectively delivered. Trainees are involved in a continual process of structured observation from video observations in Pre-Course tasks to class observation on Final Placement. The strength of this characteristic lies in the assumption that trainees are better able to benefit from observation as their own experience provides them with greater understanding of the learning and teaching process.

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## 2. Placement/Work Experience

Circular 02/02 requires that full time trainees on postgraduate courses spend a minimum of 18 weeks in school based learning. Trainees on this programme spend 93 days in school as below:

Table 9: Arrangements for School Based Work

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Partner schools have been directly involved in consultation on structure and focus of the placements in this programme.

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## **Appendix 9 – Translating Foundation Mentor Training to the Award of College Certificate of Advanced Studies**

### The Foundation Course in Mentoring

(Module 1 of a College Certificate of Advanced Studies in mentoring for those who wish to take this option)

If a school wishes to enter into full partnership with the College it is a requirement of the partnership that there is at least one trained mentor in the school. This person acts as Associate Tutor for the partnership and manages placements in school in liaison with relevant class teachers. The College acknowledges that increasingly some new mentors may have attended similar courses run by other institutions and hence in these cases there is no requirement to attend the St Martin's course.

The foundation course consists of four linked areas and is of two days' duration. It acts as a broad introduction to associate tutors wishing to work on either PGCE or BA/BSc (QTS) programmes. In the first morning of the course, there is an overview of roles and responsibilities in initial teacher training and a consideration of the national framework for ITT, particularly the standards for the award of QTS. The afternoon of the first day is concerned with observation, and providing written feedback to trainees. Use is made of video at this point to provide an appropriate context.

The second day of the course considers issues surrounding conducting tutorials and scrutinising trainees' files and planning. The final part of the course then introduces mentors to the assessment of the trainees against the standards for the award of QTS. Use is again made of the video at this point.

For those who wish, it is possible, on submission of a reflective essay based on the experience of mentoring a trainee, to work towards the College Certificate of Advanced Studies in mentoring. All course participants receive in any case a certificate of attendance.

No charge is made for the course or the qualification (in line with partnership schools' requests for some free or reduced INSET). The College absorbs all staffing costs associated with the course, and provides lunch and other refreshments. However it is not in a position to offer supply costs for the contact days.

It is planned to hold 17 Foundation courses over the course of 2001-2002. The table overleaf provides this information. Please note that one course has been designed to be of relevance to teachers working in foundation key stage.

#### 1. The College Certificate of Advanced Studies in Mentoring

This is a two module course which is offered to those who have completed the foundation course and wish to study further. It includes the foundation course (module 1) described above and goes on to explore a range of mentoring issues through directed study and seminar sessions (module 2). Issues covered include mentoring and whole school development, validity and reliability in assessing the standards, and mentoring in

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the induction year. In the course there is also an opportunity for self-reflection as a means of making own practice explicit to trainees. The assessment of the course consists of two assignments, both of which are centred on analysis of practice in mentoring using relevant literature, and in the case of the second assignment, action research processes.

The course is offered at a reduced fee for partnership schools. In 2001-2002 the course will begin in the Summer term (dates tbc).

#### Opportunities for Further Study at Postgraduate and MA Level

Further opportunities for study of PGC, PGD and MA in Mentoring are available from the Education Department or the Ashton Road CPD Site.

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