

Programme design R2.1

All providers must design the content, structure and delivery of training to enable trainee teachers to demonstrate that they have met the Standards for the award of Qualified Teacher Status.

Aim and scope

The aim of this Requirement, which underpins all the other Requirements on training and assessment, is to ensure that trainee teachers have the learning opportunities they need to develop their knowledge and skills so that they can demonstrate that they meet the Standards. Training also needs to provide opportunities for assessment (see R2.2) and meeting individual needs (see R2.3).

The role of schools and other settings (see R2.5 and R3) is crucial in providing the range of experience that trainees need, but not every school or setting can provide opportunities to teach at least two Key Stages (see R2.4), or the full ability range, or a diverse pupil population. Providers will therefore need to work with a range of schools, and in some cases other settings, to provide sufficient breadth of experience. They may need to make arrangements with partner schools to provide opportunities for paired or team teaching with experienced teachers so that trainees can gain the experience they need (see R3.1). They may also need to create other kinds of learning opportunity to supplement what local partners can provide. These could include, for example, visits, talks, videos, case study exercises, simulations, role play and directed reading.

Training also needs to prepare trainees to meet the knowledge and understanding Standards (S2.1-8). For most trainees, providers will need to offer taught programmes to develop the necessary knowledge and understanding. The Requirements do, however, allow previous learning to be taken into account (see also R2.3 and R2.5).

Sources of information

The guidance on the Standards in this Handbook will help providers review the content, structure and delivery of training to ensure it enables trainees to show they can meet the Standards. For further guidance on evaluation and review, see R4.

Questions for providers to consider

– Can we map our training against the Standards and show how each element contributes to developing trainee teachers' ability to attain, or

exceed, the Standards?

- Does our training provision address all the Standards? Have we got the balance right between training in schools or other settings and training based elsewhere (in an HEI or other centre)?
- Are any elements of training not contributing sufficiently to attainment of the Standards?
- Does trainee teachers' time in school provide opportunities for them to work towards and demonstrate the Standards?

Time in school R2.5

All providers must ensure that trainee teachers spend at least the following amounts of time being trained in schools, recognising that a trainee's former experience of working with pupils may count towards these totals:

32 weeks for all four year undergraduate programmes;

24 weeks for all two and three year undergraduate programmes;

24 weeks for all secondary and Key Stage 2/3 postgraduate programmes;

18 weeks for all primary postgraduate programmes.

Each trainee teacher must have experience in at least two schools. Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts above. Teaching in settings other than schools may also count towards these totals provided they enable trainees to work towards the achievement of the Standards.

Aim and scope

The aim of the Requirement on time in school is to ensure that trainee teachers have sufficient high-quality

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experience to enable them to demonstrate that they meet the Standards. In particular, Standard 3.3.11 makes clear that those awarded QTS 'can take responsibility for teaching a class or classes over a sustained and substantial period of time', and 'are able to teach across the age and ability range for which they are trained'. The Requirement is also linked to R2.4 on training to teach at least two consecutive Key Stages and R2.3 on taking account of individual training needs. The principle underlying all decisions about time spent in school or other settings should be that it contributes as much as possible to helping the trainee to meet the Standards (see R2.1).

'School' includes early years settings where children work towards the early learning goals, and sixth form colleges or other further education institutions offering post-16 provision. Those training for these Key Stages may therefore count time in such settings as part of their time in school, as long as they also spend enough time in school to meet the Standards relating to their other Key Stage(s), and their programme as a whole enables them to meet all the Standards.

Exemption based on prior achievement – The guidance on meeting individual needs (see R2.3) suggests that experienced applicants might be exempted from part of the time in school Requirement, as long as they are given enough time in their programme to demonstrate that they have achieved the Standards. Those with extensive experience could have their time in school reduced to the minimum needed for them to demonstrate achievement of the Standards. Others might be exempted from part of the Requirement on the basis of their experience with a particular age group, for example if they are experienced teachers in further education or have supported children in working towards achieving the early learning goals in the Foundation Stage. There is no statutory limit on the amount of exemption a provider could allow, but it is unlikely that any trainee, however experienced, would be able to demonstrate achievement of all the Standards over a period of less than six consecutive weeks of observed and assessed teaching.

Time in schools and other settings during training – Once providers have established whether a trainee could be exempted from any of the required time in school on the basis of prior achievement, they can then consider how much of the remaining time in school could be spent in other settings where a trainee could work towards achievement of the Standards. Trainee teachers should spend a significant amount of time teaching their chosen age range in a school, further education institution or early years setting offering the Foundation Stage and being assessed against the Standards, including S3.3.11. But a variety of other settings could contribute towards the total, for example other pre-school and nursery settings, vocational settings, field trips, and educational activities in theatres or museums. These could contribute particularly to S3.1.5 (planning out-of-school learning opportunities).

In considering the extent to which time in non-school settings can develop a trainee's ability to meet the Standards, providers will wish to ensure that trainees receive the quality of support they need and that their achievements can be reliably recorded and assessed. In an early years setting, for example, a provider might wish to ensure that a trainee would have the support of a qualified teacher. If non-school settings are making a substantial contribution to training, providers may wish to

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make them members of the partnership, along with schools, and follow the guidance on partnership and quality assurance in sections R3 and R4 below.

Experience in two schools – Trainee teachers need breadth and variety of school experience to enable them to meet all the Standards. They need to experience different approaches to teaching and learning and to school management. They need to teach pupils of different backgrounds, across the ability range and in at least two Key Stages. The Standards place considerable emphasis on diversity and inclusion. Most trainees will therefore benefit, where possible, from experience in more than two schools and in other settings too. However, some very experienced trainees may already have taught in schools other than those where they will be training and have gained experience of teaching a diverse range of pupils. The Requirement gives providers discretion to consider whether previous experience can be taken as trainees having met part of the Requirement, and thus requiring further training in only one school during their training programme. In such cases, however, providers will need to take particular care that the experience on which the trainee's QTS assessment will depend is of the highest possible quality and fully complements their previous experience, so that the trainee is not put at risk of failure.

In general, all school experience should be in schools in the relevant phase(s) for the trainee's two or three Key Stages, so that time in school is used to the best possible effect in enabling the trainee to meet the Standards. There may be exceptional cases, however, where it is not possible for a trainee to attend more than one school in the relevant phase. In such cases, time in a school or other setting outside the trainee's age range could be acceptable as a means of providing breadth of experience. The provider would need to be sure that all the Standards applying to the relevant Key Stages could be addressed in a single school. This kind of arrangement should only be made in cases of individual trainee need; planned programmes should always aim to provide all trainees with experience in at least two schools covering the Key Stages for which they are training.

Schools outside England – Legislation requires those seeking QTS in England to have trained at an accredited institution in England, unless they qualified elsewhere in the UK or EU. The Standards also require trainee teachers to show that they can teach the relevant subjects of the English National Curriculum or other subjects taught to public examination level. This means that as a general rule initial teacher training should take place in schools in England. (As the guidance above and on R2.4 explains, time in other settings where trainees can work towards the Standards can count as time in schools.)

There may, however, be circumstances where part of the training could take place outside England. Trainees specialising in modern foreign languages, for example, may benefit from time in schools abroad. Providers will, however, need to ensure that any training outside England contributes to trainees' ability to meet the Standards. If there is any doubt about this, providers will need to ensure that trainees spend enough time in English schools, in addition to any time in other countries, to enable them to meet all the relevant Standards including those that relate to teaching of the National Curriculum and National Strategies for the Key Stages for which they are training.

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Sources of information

Providers with experience of flexible and employment-based routes may be able to advise those with less experience on how to assess trainees' individual needs for time in school.

The TTA has published *Designing Training to meet Individual Needs*, TTA 2001. This guidance is based on the early experience of providers of flexible ITT and includes case studies. It is available from TTA Publications by calling 0845 6060 323. Available through the TTA website at www.tta.gov.uk/itt/ebr/publications.htm is a report on the experience of providers of employment-based ITT, *GTP needs assessment and training plans – a review of good practice*, TTA 2002.

OFSTED reports on schools, early years settings and post-16 institutions are on its website www.ofsted.gov.uk/ Providers may wish to take account of OFSTED reports when arranging time in school or other settings for trainees. OFSTED has also published a number of reports relevant to pupil diversity and inclusion (see its website and the publications list in Annex A).

School and college performance tables are available through the DfES website www.dfes.gov.uk.

Questions for providers to consider

- Is the balance between school and non-school settings right to prepare each trainee to meet all the Standards?
- Does every trainee have access to the necessary age, ability and subject range?
- Do trainees have the support they need from qualified teachers in each school or non-school setting?
- How should we assure the quality of experience in school and non-school settings?
- Do we need any special arrangements for particular trainees (for example those based in geographically isolated schools or other settings)?
- Are we able to provide opportunities for trainees to teach in environments with a diverse pupil population? If not, how will we ensure that trainees are prepared to meet the Standards dealing with diversity and inclusion?
- Are we able to provide opportunities for trainees to teach pupils across a wide ability range?

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R3

Management of the ITT partnership

Most of the Standards for the award of QTS can only be fully demonstrated when trainees are working with pupils in the classroom or other settings where pupils learn; and training is most effective where practising teachers are directly involved. The Requirements therefore specify that ITT providers must work in partnership with schools. Partnerships can take different forms:

- Schools working in partnership with an HEI on undergraduate and/or postgraduate programmes;
- Several schools working together, with or without the involvement of an HEI, to provide school-centred ITT (SCITT);
- A school working with an HEI, LEA or another school to provide an employment-based route to QTS.

'Schools' includes sixth form colleges, other further education institutions and early years settings where trainee teachers can demonstrate that they meet the Standards for Qualified Teacher Status.

Successful partnerships benefit everyone involved. Trainee teachers can be confident that all partners are making a planned, integrated contribution to their training. Teachers have fresh opportunities to reflect on and articulate their own practice and to engage in professional dialogue with trainee teachers, tutors and other colleagues. Schools, and HEIs, have the opportunity to engage with new ideas and draw on experience and expertise in relation to the induction of NQTs and the continuing professional development of their staff. Providers are better placed to ensure their ITT programmes reflect the changing needs of schools.

There is already a diversity of successful approaches to partnership, and this guidance seeks to build on that practice by describing, for each of the partnership Requirements below, some of the common characteristics of effective partnerships. The guidance does not recommend any single model for a partnership: the quality of training provided by a partnership is more important than the way it is organised. Guidance on quality assurance is given under R4. Partnerships will also wish to take quality into account in deciding who should be a member of the partnership, drawing on, for example, OFSTED reports and information on the experience and qualifications of staff.

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<TTA Handbook of Guidance Time in School and Partnership> Authored by TTA; accessed from http://www.ase.org.uk/sci-tutors/structure/patterns_of_school_experience.php Page 5 of 9

R3.1

Partnership in ITT

All providers must work in partnership with schools and actively involve them in:

- planning and delivering initial teacher training
- selecting trainee teachers
- assessing trainee teachers for Qualified Teacher Status.

Aim and scope

The aim of this Requirement is to ensure that schools are full partners in ITT in every way: not only do they contribute to the delivery of training; they also participate in planning training, and in selecting and assessing trainees. This enables the partnership to draw on the strengths of all partners, develop their capacity to contribute to training, and ensure that trainees benefit from a coherent, well-planned and effective programme of professional training. The partnership agreement (see R3.2) can be used to set up practical arrangements for working together, for example through regular meetings of a partnership committee.

Planning and delivery of training – Effective partnerships plan together to ensure that training in different settings is fully integrated and prepares trainee teachers to meet all the Standards (see also R3.3). They provide opportunities, where relevant, for school staff to contribute to HEI-based components of ITT programmes.

School partners contribute to the regular review of the ITT programme to ensure that it meets the needs of trainees and schools. Schools provide suitable staff to make a substantial contribution to school-based training. They also offer opportunities for trainee teachers to observe experienced teachers, gain experience of different aspects of teachers' work and contribute to the corporate life of the school.

Providers and schools work together to find ways of giving trainees the experiences they need to meet all the Standards, balancing the day-to-day needs of the school against the need for all newly qualified teachers to be fully prepared for their roles. They ensure that trainees are given opportunities to take responsibility for classes across two or three Key Stages and to work with experienced teachers in pairs or teams on those areas of the Standards where a trainee cannot take full responsibility but must develop the knowledge and skills needed to meet the Standards – for example reporting to parents, preparing pupils for national assessments, and assessing them against national standards. They provide opportunities for trainees to discuss and reflect on their experiences and achievements with experienced teachers.

Selecting trainees – Effective partnerships work together to agree the formal criteria and procedures for selecting trainees. They enable school-based tutors to participate in the admissions process and, wherever possible, take part in individual or group interviews. Schools provide applicants with opportunities to work with their pupils in schools, and report on their suitability for training.

Assessing trainees – In an effective partnership, school-based tutors contribute to the assessment of trainees against the Standards. They could, for example, monitor and record trainee teachers' progress; plan assignments and tasks to enable trainees to provide evidence of their achievements; contribute to summative, evidence-based, final assessments; and contribute, with other members of the partnership and with external examiners, to the moderation of assessment.

Questions for providers to consider

- Could school partners and other settings contribute more to selecting, training and assessing trainees?
- Should we do more to develop the capacity of members of the partnership to contribute?

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R3.2

Partnership agreements

All providers must set up partnership agreements which:

- Make clear to all involved each partner's role and responsibilities
- Set out arrangements for preparing and supporting all staff involved in training
- Make clear how resources are divided and allocated between the partners.

Aim and scope

The aim of this Requirement is to ensure that all partners understand what is expected of them and have the capacity to make their contribution, within an agreed division of available resources. This will help the partnership deliver coherent and integrated professional training more effectively.

Most effective agreements are the outcome of consultation in which the views of all partners are taken fully into account. They are clear, working documents that can be used by all partners, supplemented by documents containing more detailed information (for example course handbooks). They are regularly reviewed and revised by members of the partnership.

Clear roles and responsibilities – All trainers and trainee teachers need to be clear about who is responsible for each element of training and assessment, and how the elements fit together to ensure training addresses all the Standards. Partnerships may wish to consider whether schools can take on increased responsibilities – for example supporting trainees in schools other than their own.

Staff preparation and support – It is the provider's responsibility to ensure that all staff are fully prepared for their contribution to selecting and assessing trainees, and planning and delivering training. The arrangements set out in the agreement could include training sessions, practical activities for school and HEI-based staff, and familiarisation events where each partner's contribution to the training is discussed. They could also involve follow-up support through such exercises as the joint observation of trainee teachers.

When planning training for school-based staff, effective partnerships take account of the particular circumstances of schools. For example, where day-time release is problematic, in-school sessions could be organised. Successful partnerships encourage their members to support each other. It is, however, the provider's responsibility to ensure that all new staff in the partnership are fully prepared for their roles, and that all existing trainers are kept up-to-date with recent developments, including changes in the Standards and Requirements and in statutory duties relating to equality of opportunity.

Allocating resources – All members of the partnership should be clearly informed about how the resources for ITT will be shared and how each partner will be rewarded for the contributions it makes towards training. This payment is likely to be mainly financial but may also include other forms of remuneration: for example, school-based partners may gain enhanced access to other partners' programmes, facilities or other professional services. The more information that the partnership shares about the costs of training, the greater the trust that is likely to be developed between its members.

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Other aspects of partnership – Partnership agreements often include further information on:

- The partnership's aims for each of its ITT programmes;
- The criteria and procedures used for recruiting, selecting and deselecting members of the partnership;
- Whether some members are 'full' or 'associate' members of a partnership – for example, where some schools or other settings wish to contribute to ITT but not take on full partnership responsibilities;
- The management structure of the partnership, including lines of communication, decision making and accountability;
- Arrangements for representative committees or consultative groups, or for the clustering of partnership schools;
- Procedures for monitoring the quality of training, and other provisions for quality assurance throughout the partnership;
- How the outcomes of quality assurance and external evaluation will be used to improve the quality of provision;
- Arrangements for the regular review and updating of procedures and documentation.

In light of the Race Relations (Amendment) Act 2000, partnerships may wish to consider including in their partnership agreements arrangements for ensuring that, in selecting, training and assessing trainees, they promote equality of opportunity and avoid discrimination. These arrangements could include, for example, steps to raise awareness of equality issues; to address equality and racial equality matters coherently and consistently; and to tackle racist incidents and support trainees who are victims of racism during their training.

Questions for providers to consider

- Does the agreement cover everything it should?
- Are the partners following the agreement in practice?
- Do we need to revise the agreement?
- Do we need to review arrangements for selecting and deselecting partners to take account of the involvement of non-school settings?

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Effective partnership R3.3

All providers must make sure the partnership works effectively and that the training is co-ordinated and consistent, with continuity across the various contexts where it takes place.

Aim and scope

The aim of this Requirement is to ensure that providers keep the effectiveness of their partnership under review, focusing particularly on its effectiveness in providing training. Training needs to be consistent and co-ordinated, with continuity across different settings, so that all trainee teachers can benefit from equal opportunities to achieve their potential, wherever they train and whatever route they take. Training needs to address all the Standards systematically – for example, ensuring that trainees' experience in different settings enables them to demonstrate that they can teach pupils from different backgrounds across the age and ability range in at least two Key Stages. Training also needs to provide planned progression in the demands made on trainees as they progress towards the Standards.

Partnerships are most likely to work effectively when members:

- Have a shared understanding of the Standards and Requirements;
- Are committed to delivering high-quality training across the partnership;
- Recognise and respect each other's contribution;
- Follow their agreed procedures; and
- Share good practice within and beyond the partnership.

Questions for providers to consider

- Do all partners think the partnership works effectively?
- Are all partners and trainees consulted about how best to ensure consistency, continuity and co-ordination for trainees?

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