

School-Based to School-Led Initial Teacher Training: Reconceptualising the Mentor's Role

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This project is dedicated to my dad, whose constant belief and motivation taught me to aim for the stars and believe I could fly.

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Glossary of Acronyms

AFL	Assessment for Learning
AHT	Assistant Head Teacher
CPD	Continuing professional Development
DCSF (formerly DFEE)	Department for Children, Schools and Families
DHT	Deputy Head Teacher
DProf	Doctorate in Professional Studies
EAL	English as an Additional Language
ECM	Every Child Matters
EiC	Excellence in Cities
EYFS	Early Years Foundation Stage
FIPC	Forest Independent Primary Collegiate
GTP	Graduate Teacher Programme
HE	Higher Education
HEI	Higher Education Institute
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
INSET	In-Service Educational Training
ITT	Initial Teacher Training
KS	Key Stage
LEA	Local Education Authority
LSA	Learning Support Assistant
NC	National Curriculum
NCTL	National College of Teaching and Leadership
OFSTED	Office for Standards in Education
OTT	Overseas Trained Teacher
PPA	Planning Preparation Assessment
PGCE	Post Graduate Certificate in Education
QCA	Qualification Curriculum Authority
QTS	Qualified Teacher Status
QtTS	Qualified to Teach Standards

SATs	Standard Assessment Tasks
SCITT	School-Centred Initial Teacher Training
SDP	School Direct Programme
SEND	Special Educational Needs and Disability
SLE	Specialist Leader of Education
SLT	Senior Leadership Team
SMT	Senior Management Team
TA	Training Agency – now renamed NCTL
TA	Teaching Assistant
UCAS	Universities and Colleges Admissions Service (UK)
UEL	University of East London

Abstract

In 2012, Education Secretary Michael Gove announced that Initial Teacher Training (ITT) would henceforth be school-led. At the time of his announcement, ITT had been school-based, which itself followed upon an earlier, school-centred framework. The implementation of Gove's announcement fundamentally involved a shift that placed mentors, who are drawn from a pool of practising teachers, at the heart of the process of training future primary school teachers. While such changes in education may or may not be warranted, education professionals face upheaval during such periods of transition. The shift to school-led ITT takes place alongside another significant change, where the method of assessment that is used to evaluate pupils' learning is undergoing radical revision.

This project takes place during this period of extensive adjustment. While it does not question mentors' efficacy in the previous, school-based framework, it argues that mentors are not currently equipped to handle the onus of responsibility placed upon them in the new, school-led framework. Examining these issues from within the workplace, it adopts an Action Research approach that draws upon existing *and emerging* literature as well as upon the experiences and perspectives of diverse education professionals involved in ITT. It ends with a series of findings, its key recommendation being that while training programmes for potential primary school teachers are being redesigned within the new ITT framework, mentors themselves need a structured training programme to prepare them to carry out effectively their reconceptualised role. This study provides a glimpse into my workplace, the Forest Independent Primary Collegiate (FIPC), which serves as a case study of a changing ITT environment, at a time when the landscape of education is changing to become more collaborative, with alliances being formed among myriad institutions involved in ITT. As an ITT provider myself, I believe that this study presents a singular viewpoint on a topical issue of great importance in the field of primary education.

Chapter 1: Introduction and Framework

Introduction and Contexts

This project explores Initial Teacher Training (ITT) by examining how an improvement in mentoring is advantageous to primary school-based trainee teachers, specifically in the context of the imposed government initiative changing the focus of ITT to school-based training. In this new initiative, responsibility for the day-to-day training and support of trainee teachers has shifted away from tutors at universities to teacher mentors in schools.

The Education Act of 1944 established the Teacher Training Authority; the training of teachers subsequently underwent significant transformations during the mid to the late 20th century. Over the past 15 years, school-based ITT has been given much attention by the government through the Graduate Teacher Programme (GTP). This programme aimed to provide high quality training for trainees working in the school environment, including considerable on-the-job training. Hobson (2002; 2003) found that the majority of trainees enrolled on one-year, school-based programmes learned more from their time spent in schools with school-based mentors than from their time spent at university with university tutors.

The framework for this research is determined by three different contexts:

- (1) ITT — the government Initiative beginning in the 2012/13 academic year;
- (2) the new and enhanced role attributed to mentoring; and
- (3) the Qualified to Teach standards with a school-based approach, which came on stream in 2012.

ITT — Government Initiative, 2012

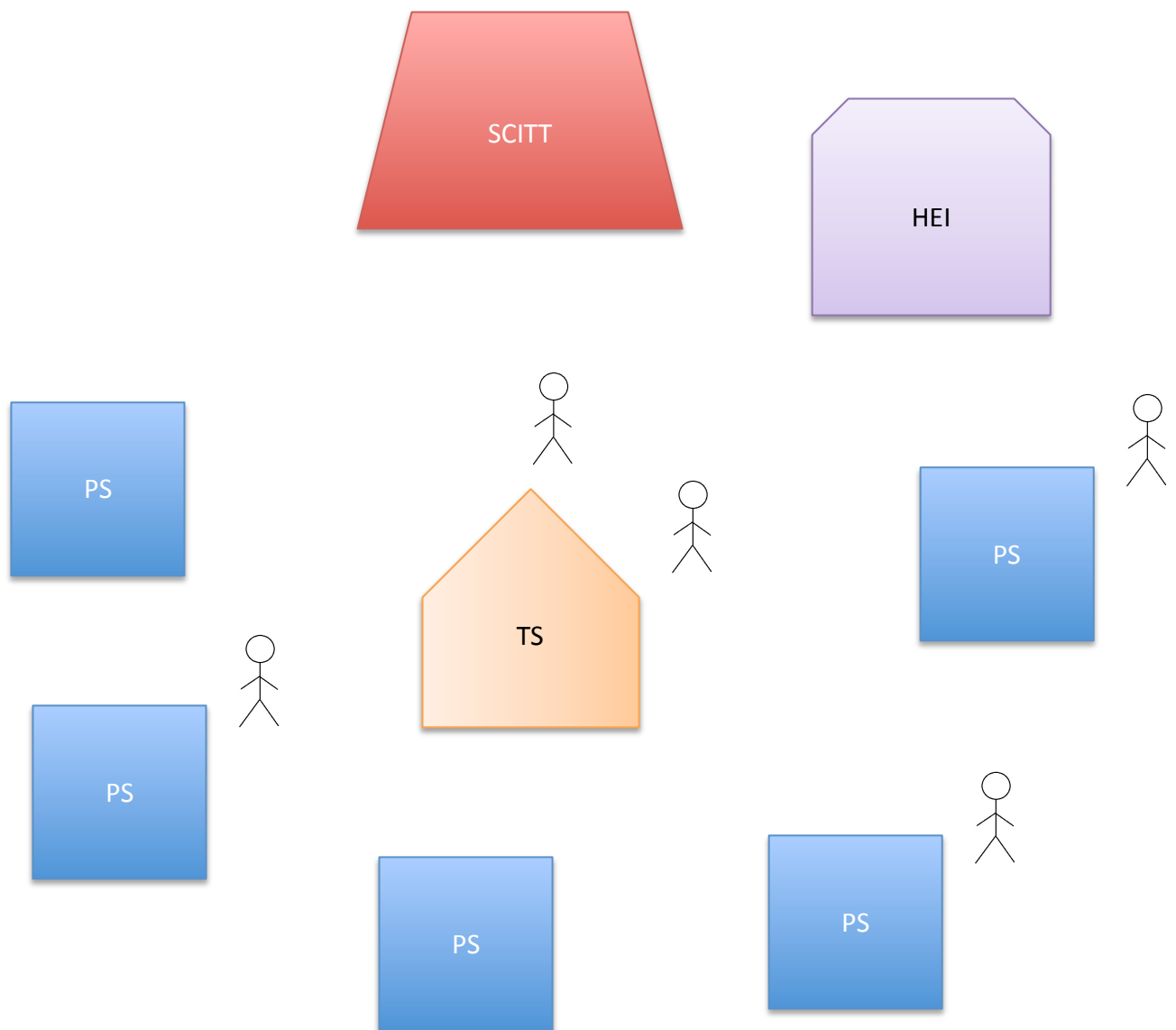
In 2012, Michael Gove, Education Secretary, announced an ITT Government Initiative: the introduction of a new programme of ITT called School Direct, arguably in recognition of the fact that ITT is crucial to the maintenance of the education system and its teaching and learning activities.

As soon as the initiative was announced in 2012, I had a 'light bulb' moment, realising that the training of teachers was to become school-led, whereby the trainees would be trained to teach by mentors in the primary school setting. As the training became school-led, the role of the mentor became significant. Since mentors undertook the enhanced role of actually training teachers in the primary school, the new focus on the mentor's role within the school-based setting has had dramatic implications for the training of teachers.

I decided a tool was necessary to aid mentors in the process of training teachers within the primary school-based setting. To accomplish this, I embarked upon preliminary investigations with a view to engaging in action research in creating and evaluating this tool. As this project was time sensitive and had a crucial government-imposed starting point, I commenced the initial investigative discussions in mentor training meetings with focus groups, in June 2012, and then created a base line handbook that led to the evaluation, the use and deployment of the FIPC Handbook (see Appendix 1) with a view to improving the tool's efficacy.

The current programme, ITT, develops from a number of successive training programmes in the past. The ITT Government Initiative 2012 can, in fact, be traced to New Labour, which had come to power some 15 years earlier. The idea of 'learning on the job' manifested itself in the form of the Graduate Teacher Programme, where applicants from industry, law and medicine aspired to become teachers but needed to retain a salary. The aim was to enable trainees to decide on and to control their own direction and process, within a carefully constructed framework.

The party line for the new government initiative 'School Direct' is that it gives schools the opportunity to influence the way in which ITT is delivered and to ensure that the best potential teachers are recruited into the profession. Schools — which are after all the primary beneficiaries of such programmes — are thus enabled to recruit and train trainees in the subjects and phases where their need is greatest. They are thus empowered to effect the changes they need themselves, rather than relying on external institutions.



HEI – Higher Education Institution (Middlesex University)
 SCITT – School Centred Initial Teacher Training Centre (FIPC – ITT Provider)
 TS – Teaching Schools
 PS – Partnership Schools
 SLE – Specialist Leaders of Education

 - SLE

Fig. 1: National College of Teaching and Leadership Model of School-led ITT

The features of the School Direct programme are:

- Clusters of schools, referred to as Partnership Schools under the umbrella of the 'Teaching School', request places;
- Schools are allocated training places by School Direct;
- Trainees are employed by schools as unqualified teachers;
- Partnership Schools within the programme are expected to recruit high quality graduates with three or four years' career experience.

The training is highly differentiated to meet the needs of each school in which — following training — employment is expected. In the future, I expect that a network of Teaching Schools based on the model of Teaching Hospitals will lead the training and professional development of teachers and head teachers.

New and Enhanced Role of Mentoring in ITT

The renewed focus in this study on mentoring within these schools is to take a closer look at the strategies and methods that have been used, with a view to reconceptualising the role of mentors, enabling trainee teachers to become effective professionals.

As I worked with schools and mentors, the need for quality mentors in the school environment soon became obvious, as they are, in effect, the key contributors to the training process, whose work crucially shapes the development of outstanding teachers. Classroom observation is a powerful tool with which to provide instrumental feedback and aid reflection, thus building strategies for further development. As far back as 1975, Lortie (2012) suggested that young people's long 'apprenticeship of observation' during their schooling had a greater influence on them than any subsequent formal preparation to be professional teachers; this statement is still valid today.

2012/13 Qualified to Teach Standards

Alongside the transformation of ITT, there has been an introduction of a new set of Qualified to Teach Standards. It may be relevant to underline here that the training process has been revised continually through successive sets of standards.

Indeed, a new revision of standards for teaching assistants was recently announced, whereby the aim would be to make optimum use of teaching assistants' skills (Burns 2014). During my own career, ITT is the fifth set of standards I have worked with. This study concentrates on mentors' perceptions of these standards through an analysis of the data collected from mentors' experiences during the introduction and implementation of one set of standards.

The focus on primary schools for this research is inspired by three main factors: (1) my years of experience as a primary school teacher; (2) the expertise I gained as a primary head teacher; and (3) my current role as manager of Primary School Initial Teacher Training in the West Essex region.

Significance for the Field

This project consists of putting together, within an action research cycle, two mentoring handbooks and their evaluation. This project is a specific piece of research that informs my practice in ITT. It has considerable relevance to the primary schools involved in ITT programmes as well as other primary schools that seek to employ high quality trainees. It also adds value to my organisation by informing the content in the trainee Handbook written for Forest Independent Primary Collegiate (FIPC), the first training institution for School Direct. The findings from this research, along with the material from the Handbook, have influenced policy at both school and borough levels.

This research has additionally effected change through the delivery of ITT via the employment-based route. Its contribution to FIPC in partnership with the Teaching School Alliance is significant for the following reasons:

- My project within this Alliance has the capacity to improve mentoring in the schools concerned;
- By enhancing the practice of mentoring, the quality of trainee teachers will improve and is therefore likely to diffuse outward to other areas; and
- The research will add to theoretical knowledge and to mentor familiarity with the new Qualified to Teach Standards, which were introduced alongside the



Fig. 2: Motivational influences for this project

transformation of ITT. This project concentrates on perceptions of these new standards as mentors reflect on them with their mentees.

- This project is innovative as it is at the cutting edge of government initiatives in Initial Teacher Training.
- This project enhances partnership relations through increased communication within the school partnership, grouped by location.
- This project evolves as it progresses, as partner and participant inputs within the process shape and inform it further.

Due to its renewed focus on ITT, this project has further significance, as its aims and objectives are in line with national requirements. It has led to change in the way teachers are taught. As a practitioner with a stake in the outcome of this research, my role within the community has a direct relevance to this project. I attempted to use my role as both a practitioner and a researcher here, so that my research and practice mutually informed each other. Indeed, while I explored the pertinent modifications that were implemented, in order to ensure the best teachers' training, I was mindful of the broader objective of enhancing the experience and environment of the whole community of practitioners that I belong to.

Chapter 2: Terms of Reference and Literature Review

Introduction

This chapter is presented in two parts. Part 1 presents the aims and objectives and the research questions of this project. Part 2 presents a review of the literature related to the main themes under discussion, which are mentoring, standards in the workplace and employment-based routes. Another key theme that will be discussed is educational change.

Part I: Aims, Objectives and Research Questions

As previously stated, the training of teachers has undergone a process involving dramatic changes over the past 20 years. The Qualified to Teach Standards have altered four times over the past 15 years and this has had a profound effect on the current perception of the standards of mentoring in the school-based setting. As policy has shifted towards training in the school environment, mentors have become key figures — and therefore increasingly important — in the process of training teachers.

This project was undertaken at the forefront of the School Direct government initiative and I believe it is the first piece of research of its kind in this field. It has played a significant role in informing my practice in ITT and is expected to lead to changes in my organisation, FIPC and the School Direct Teaching School Alliance (SDTSA). I envisage that it will lead to a process of change in the delivery of ITT in the employment-based route, at county level and ultimately, nationwide as well.

The School Direct Training Programme is an opportunity for schools to influence the way in which ITT is delivered and to ensure that the best potential teachers are recruited into the profession. It is a response to the demand from schools for greater control of, and influence over their teacher training programmes. It consequently allows schools to recruit and train trainees in the subjects and phases needed.

Aims

- To assess the role of mentors in primary ITT within the context of current government policy, in the employment-based school setting, with a view to enhancing mentoring;
- To further research, develop, apply, evaluate and refine the theories underpinning teacher mentoring in ITT; and
- To explore and evaluate mentoring within school-led, employment-based teacher training.

Objectives

- To engage with educational mentoring literature in primary school teacher training;
- To engage in an educational 'Action Research' cycle to evaluate and enhance these mentoring tools;
- To reflect upon practical issues in the implementation of these mentoring tools; and
- To provide a reflective account of the research and professional practices that resulted in the Handbook (see Appendix 1: FIPC Handbook).

Research Question

The main research question that provided the impetus for this project, which developed from my observations as a practitioner in the field, was as follows: How can the contribution of mentoring in primary school-based ITT programmes be improved?

In order to address this question and engage with the broader issues involved, there needs to be a critical evaluation of the Teaching Standards as pertaining to the role of the mentor in the context of employment-based routes, introduced through the new teacher training strategies adopted by the current, Conservative-led Coalition Government. Such a critical evaluation must necessarily assess literature pertaining to both the broader issues as well as the specific role of the

mentor. Below, I explain the main areas of secondary research undertaken as part of the process of reviewing relevant literature.

Part II: Literature Review

In order to address the first aim stated above, i.e. to assess the role of mentors in primary ITT within the context of current government policy in the employment-based school setting, it follows that my literature review had to engage with educational mentoring literature in primary school teacher training.

I must underline here that to inform the primary research undertaken for this project, I had to identify and recognise two inter-dependent strands in the secondary research. The second stated aim above, i.e. to further research, develop, apply, evaluate and refine the theories underpinning teacher mentoring in ITT, inherently implies a recognition of the fact that government policies are informed by past practice and evolving research in the field. These policies in turn continue to shape practice in the field, which clearly feeds back into theoretical frameworks. In other words, practice and theory mutually inform each other.

Consequently, the main thrusts of my research are:

- Engaging with mentoring and focusing on past and present research relating to mentoring; and
- Engaging with the Standards in the workplace, put in place by the government. These include employment-based routes in training, not only within education but in other fields too. The policy documents studied as part of this project therefore address these other areas as well, in order to grasp the theoretical framework underpinning employment-based training in general.

Mentoring

Mentoring theory and practice have evolved over the past 40 years; both mentoring theory and practice have increasingly been applied in a number of fields and professional contexts. Mentoring has usually been used as a term to describe "the relationship between a young adult and an older more experienced adult that

helps the younger individual learn to navigate the adult world and the world of work. A mentor supports, guides and counsels the young adult" (Kram 1985: 2). Early models focused on mentees' acquisition of knowledge and expertise, but this was transformed into a more fluid, relational and hence mutually beneficial process between mentor and mentee.

Mentoring has many benefits — improving achievement, providing emotional and sociological support, enhancing skills, professional growth and in turn career enhancement (Campbell and Campbell 1997).

The year 1992, when the Graduate Teacher Program (GTP) was introduced, saw the focus of ITT shift from college-based to school-based learning. The introduction of School Direct reflects government thinking that college and university courses were too theoretical and academic and that trainee teachers needed more experience to enable them to meet the demands of professional practice in the classroom. At the centre of this innovation is the recognition that the mentor within the school setting is a crucial instrument in trainee improvement. Miller (2002) elaborates on this idea, stressing that we need to understand the complex linkages between:

- A person's knowledge, skills and attitude;
- Academic performance and personal life;
- Motivation, performance and achievement; and
- Career aspiration, self-esteem and self-confidence.

Mentoring as a role within the school benefits not only the mentee and the mentor; Child and Merrill (2003) explored the transferability of mentoring skills to other aspects of school life and work, proving that the staff as a whole, and in turn the children's learning, benefited hugely. This study evolved from Tomlinson's research in 1995, which demonstrated how ITT could become a powerful instrument in raising standards in schools.

One of my questions, included in the interviews conducted as a part of the project's methodology, was asking mentors how they perceive their job. To place

this enquiry in context, it must be stated that formal research into mentoring started in the 1970s. Works by Kanter (1977), Levinson, Klein, McKee and Darrow brought mentoring into a high profile discussion (cited by Anderson and Shannon 1988). Kram's (1985) piece on workplace mentoring is of particular relevance to this project. Despite the work of the above-cited researchers, there appeared to be no consensus on the definition of mentoring. Indeed, Jacobi is one of those who have expressed concern about this lack of consensus, with respect to a workable definition of the term 'mentoring' (1991). In my exploration of mentoring literature, I could distinguish two conceptual models within an academic context – the traditional model and the reciprocal model.

The Traditional Model

The traditional model emerged from research carried out in the 1970s and 1980s. Despite Kram's recognition that constellations of relationships were involved in mentoring (1988), little attention was paid to the influences of others in the workplace.

This traditional model is based on the transference of knowledge, information and support from one to another – the mentor providing and the mentee receiving. Mentoring within this framework is likely to be between an older, more experienced mentor and a largely inexperienced mentee. Johnson commented that mentoring is usually between an "older person and a younger person that is based on modelling behaviour" (Lester and Johnson 1981: 119).

Modelling usually takes the form of a mentor being observed practising the art of teaching. Observing someone's teaching has historically been an important part of ITT; indeed, the tradition of observing other teachers was firmly established in the nineteenth century. The term 'gallery lesson' was used to demonstrate and model teaching techniques and skills. Nowadays, there are numerous uses for lesson observations, which will be explored in depth later in this project; at this stage, it is sufficient to mention the importance of not only expert teacher observations but also of peer observations. Through the use of reflective techniques, these provide enormously rich developmental tools for progression in skill acquisition and the

development of personal style. In the 1970s, Edward (Ted) Wragg (1973) had carried out a study of a 100 trainee teachers in their early training, finding that many had already established their own personal, stable style of teaching; this emphasised the need for varied models of observation. With advanced technology, trainees have access to live models of teaching on their computers, enabling pauses for speculation on consequences, or for discussion of outcomes, away from the pressure of the classroom, where important matters of principle and practice can be discussed. There are clearly rich possibilities for peer and mentor discussion.

Another tool used in schools in the traditional model is taxonomy, which provides a simple, quick and easy checklist to start a plan for any type of personal development; it further suggests a variety of methods available for the delivery of teaching and learning.

Bloom's (1956) influential taxonomy, still relevant today, is a learning structure that divides the way people learn, into three domains – the cognitive, the affective and the psychomotor domains. An important premise of Bloom's taxonomy is that each category must be mastered before progressing to the next 'level'. The categories within each domain are levels of learning development that increase in degree of difficulty. At its most complex, through the work of academics following in the footsteps of Bloom's early associates, Bloom's taxonomy is a continuous evolution of a fundamental concept, for the development of formalised education. As with so many of the models involving the development of people and organisations, a choice has to be made as to how Bloom's Taxonomy is to be used, depending on the situation.

As I am involved in the design and delivery of ITT, Bloom's Taxonomy (1956) is a useful framework to ensure the most appropriate training, in order to develop the capabilities required to become a teacher.

Many theories developed by others, such as Simpson's (1972) exploration of the classification of educational objectives in the psychomotor domain and R. H. Dave's (1975) development of educational objectives using psychomotor levels

Level	Category	Behaviour descriptions	Examples of activity	Key words
1	Perception	Awareness	Use or selection of senses to absorb data for guiding movement	Recognise, distinguish, notice, touch, feel, hear, etc.
2	Set	Readiness	Mental, physical or emotional preparation before experience or task	Arrange, prepare, get set
3	Guided response	Attempt	Imitate or follow instruction, trial and error	Imitate, copy, follow, try
4	Mechanism	Basic proficiency	Competently respond to stimulus for action	Make, perform, shape, complete
5	Complex overt response	Expert proficiency	Execute a complex process with expertise	Co-ordinate, fix, demonstrate
6	Adaptation	Adaptable proficiency	Alter response to reliably meet varying challenges	Adjust, integrate, solve
7	Origination	Create proficiency	Develop and execute new integrated responses and activities	Design, formulate, modify, re-design, trouble-shoot

Fig. 3: Adapted and simplified representation of Simpson's psychomotor domain (1972 in Anderson *et al* 2000)

demonstrate an ongoing extension of Bloom's Taxonomy concept (in Anderson *et al* 2000).

The psychomotor domain is the most relevant, in my view, to training and development in the category of imitation learning, which essentially involves observing outstanding practice by teachers and mentors. Simpson's version is particularly useful for anything threatening, such as emergency routines or tough physical conditions. Simpson's version of Bloom's Taxonomy lists 'perception' at the top of the psychomotor domain, focusing on awareness and absorption. It is particularly useful where adults are taken out of their comfort zone, as they so often are in ITT, to deal with conflict situations and tasks.

The perception category in the figure below highlights the awareness necessary in the training of teachers.

Harrow's (2007) version is useful in developing the ability to convey emotions. Simpson's first two levels, 'perception' and 'set' stages, are assumed in Dave's first 'imitation' level, assuming the focus is on adults and not children. The Harrow model is also more appropriate in dealing with young children. It is Dave's interpretation of the psychomotor domain that I believe to be the most appropriate for ITT in the workplace.

It is fascinating that Bloom's Taxonomy model (1956) remains a classical reference model and tool in the twenty-first century. Concepts such as these (as for example also Abraham Maslow's Hierarchy of Needs) remain consistently relevant to the understanding and development of people and organisations. Maslow's Hierarchy of Needs describes how people are motivated to reach the highest level, called self-actualisation. Maslow proposed this Hierarchy in 1943, as a means of determining what motivates people to do certain things and to behave in certain ways. He examined the role that education played in the areas of teaching and learning; for him, basic needs must be satisfied so a higher order of learning can take place.

Level	Category	Behaviour descriptions	Examples of activity	Key words
1	Imitation	Copy action of another; observe and replicate	Watch teacher or trainer and repeat action, process or activity	Copy, follow, replicate, repeat, adhere
2	Manipulation	Reproduce activity from instruction or memory	Carry out task from written or verbal instruction	Re-create, build, perform, execute, implement
3	Precision	Execute skill reliably, independent of help	Perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other leaders	Demonstrate, complete, show, perfect, calibrate, control
4	Articulation	Adapt and integrate expertise to satisfy a non-standard objective	Relate and combine associated activities to develop methods to meet varying novel requirements	Construct, solve, combine, co-ordinate, integrate, adapt, develop, formulate, modify, master
5	Naturalisation	Automated, unconscious mastery of activity and related skills at strategic level	Define aim, approach and strategy for use of activities to meet the need	Design, specify, manage, invent, project manage

Fig. 4: R. H. Dave's interpretation of the psychomotor domain (1975)

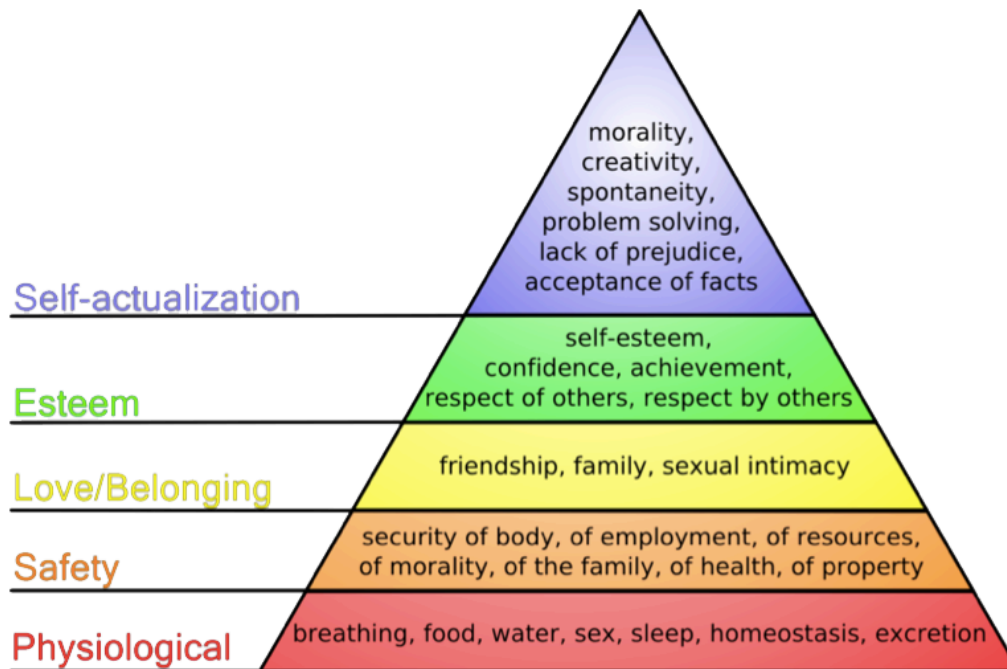


Fig. 5: Maslow's Hierarchy of Needs (1943)

Within the context of this project, a pertinent definition of a mentor would be Conway's: ". . . an experienced, highly objective individual who is capable of being a mirror and reflecting back to the mentee thoughts, ideas, behaviours and situations so that the mentee can 'stand outside the square', gain perspective and re-examine, reflect on and reprioritise their position" (in Ashman and Conway 1997: 156).

This perspective commends itself to me because it highlights the distinct role of the mentor in training trainees within the school-based setting. I participate, along with the mentors, in the school-based lives of the trainees. I have thus been able to observe how the distinct role of mentors is negotiated and re-negotiated as the trainee gains in confidence and competence.

Within the traditional mentoring model, the mentor is seen as having the authority to influence the direction of the relationship and to affect the training outcome. Crisp (2010) acknowledges that the reason behind the establishment of mentoring, which is psychosocial in nature, is to aid the career progression of mentees.



The Reciprocal Model

In more recent years, the top-down traditional model has come to be viewed as an oversimplification (Bryant and Terborg 2008). Harris, Freeman and Aerni (2009) emphasise the collaborative nature of the reciprocal mentoring model with a fluid movement of knowledge acquisition between mentor and mentee. Pololi and Knight recognise the limitations of the traditional mentoring structure, and the need to move away from the hierarchies that initially attend such relationships, to be replaced by a structure that allows mentors and trainees to meet as equals in a complementary relationship (2005, cited in Darwin and Palmer 2009). Harris perceives mentoring as a power relationship based on equity rather than equality.

Because both parties are stakeholders, they have equity in the relationship; both gain from it.

To understand how participants in the mentoring process are stakeholders, it would be pertinent to briefly sketch out the context in which they operate. Applicants for the School Direct ITT salaried route have a range of life experiences. They are often career changers and have significant previous experience that they bring to their roles as mentors. The reciprocal model of mentoring therefore fits better into this context by establishing an emotional connection and a sharing of power between stakeholders. Mentors are encouraged to build a personal relationship with the trainee and to share life experiences, creating a bond that is likely to be fluid in the imparting of skills and expertise. I agree with Mavrinac, who feels that "limiting mentoring to the traditional mentoring model fails to acknowledge other important work and life relationships" (2005: 14).



Emergent Models

Reverse mentoring is worth a mention as a new concept in the rapidly changing environment in which educators operate, an environment that increasingly includes the young and technologically adept, mentoring older and less advanced colleagues. This model does not fit within the framework of trainee and mentor but can be seen as evolving within the reciprocal model. Another model that has received attention in mentoring literature is peer mentoring. Bryant and Terborg argue that lateral mentoring differs qualitatively from traditional mentoring and is likely to offer benefits unique to this model, which traditional mentoring relationships lack (2008). Within the School Direct programme there is an opportunity, and indeed encouragement, for trainees to share practice, including peer lesson observations. This collegiate sharing encourages a sense of ownership of their training programme. When trainees can interact as peers within a shared community of interest and practice, it instils in them a sense of responsibility for the outcome of the training process.

When deliberating on my topic and arriving at my research question, I initially focused on the change in policy and thus the necessary changes to the ITT programme. However, whilst researching the concept of 'change', I recognised that the key figures in the process of improving school-based ITT were the mentors, so in order to implement this change, I needed to observe and reflect on mentors' practice within the context of the whole structure and nature of mentoring in ITT.

Becoming a teacher is a complex process in which there are many contributing factors and contexts. There are also many routes available. In the 1990s and the early part of 2000, a number of initiatives were introduced in England and Wales, including:

- The introduction of school-based ITT routes, working alongside higher education;
- Establishment courses such as PGCE and the BEd routes;
- *School-Centred* ITT (SCITT) that metamorphosed into *school-based* and has recently — with the introduction of School Direct — become *school-led*, with the focus shifting to training within the school environment and therefore on the mentors within that environment.

With this new initiative, there has been an increase in the amount of time the student teachers spend in school while they are training; further, this has underscored the evident need for the introduction of the Teaching Standards, formerly referred to as competences.

Following the period of training, a statutory period of induction ensures that newly qualified teachers have a restricted timetable and are entitled to one day a week out of the classroom for their continued professional development, attending courses and being supported at school through mentoring. The career entry development profile, recently renamed Action Development Plan (ADP), is a document that is partially completed at the end of the training year. During the newly qualified teachers' continued development in their first and subsequent

years of teaching, the ADP maintains a record of their progress. Some school- and university-based routes are short in duration, with minimal attention paid to the components that contribute to high quality teacher preparation, whilst others are rigorous and engage students in university course work focused on educational foundations, subject knowledge acquisition, formative assessment, special needs, deep reflection, learning theory in practice and extensive classroom experiences under the guidance and supervision of experienced teachers, i.e. mentors. Even though mentors are key agents in the transformation of the teaching profession through the School Direct route, there is no formal programme in place for preparing these 'teacher educators'. As they learn to carry out their roles as teacher educators, they need to hone their professional abilities and knowledge (Murray and Males 2005).

The twentieth century was dominated worldwide by school-based approaches to ITT. The main advantage of the pupil-teacher system was that expertise could be learnt, even *imbibed*, from practising teachers and that the trainees could develop practical competence. The 'apprenticeship' scheme relied too heavily on the quality of the teacher, constituting a major weakness in this method and thus raising concern. Gardner (1993), for example, felt that teachers from working class backgrounds, who were not necessarily suitably equipped to impart skills and expertise to trainees, should not be in a position to unduly influence a new generation of tutors, thus potentially, adversely affecting the profession itself, even if indirectly. With this recognition, there began a shift into the HE academic route in ITT. Gardner noted that, "however well prepared in other respects, new generations of young teachers were now emerging from the colleges with but a tiny fraction of the practical experience of earlier cohorts" (1993: 34). Up until the end of the century, there were those who sought solutions to this dilemma through the inclusion of practising teachers in university teaching teams (Cope and Stephen 2001, cited by Hagger and McIntyre 2006). The benefits of both types of ITT — university-led (the PGCE route) or school-led — needed to be merged into a new route, which was the government's intention for the current initiative of the School Direct Programme.

Teaching as a 'Craft'

Gove, ex Secretary of State for Education in a speech to the National College in June 2010, expressed the view that teaching is not an academic study but a craft that can best be learnt "as an apprentice observing a master craftsman or woman" (TES 2010). In another words, if teaching itself is not an academic study, *learning to teach* is, by extension, also not an academic study. Questioning whether this idea was to become a reality, Hilton asked how teachers might be educated as craftspeople, especially, "Who will be responsible for developing the professional aspects of a teacher's knowledge?" (2012: 165). In the White Paper too, Gove stressed that teaching is a 'craft', to be learnt and developed in the classroom, through routes such as School Direct, which places the emphasis on school-led training. In the School Direct approach, the answer to Hilton's above-mentioned question is clearly mentors, who (in their role as teacher educators, a term I explain in some detail in later chapters) are now expected to enable trainees to learn their skills from existing teachers. Hilton's question is pertinent even with reference to the administrative roles and the institutional contexts of teaching that constitute the professional role of the teacher, which are necessary for the effective undertaking of teaching as a profession. However, I think it is more relevant to question what Gove's statement implied for the process of teaching as it takes place within the classroom.

It may be pertinent to reflect more fully here on the notion that teaching may be regarded as a craft. This is not exactly a new notion; for example, Kervin and Turbill cite several authors who have reflected on this concept, including two authors who emphasise the importance of time: Hoban, who defines the craft of teaching as "a repertoire of skills or competencies that are accrued over time" (2002: 10, cited by Kervin and Turbill 2003: 23) and Davidson, who suggests that "a professional teacher takes time to develop his or her professionalism and expertise" (2003: 347, cited by Kervin and Turbill 2003: 23). Indeed, Kervin and Turbill point out that for trainee teachers, the gap between theory (especially when learnt at a 'pre-service' course, such as at university) and professional practice is frequently a problem, with the expectation being that pre-service training will enable trainee teachers to hit the ground running when they take up posts at

schools, following the completion of their training. Citing many debates about what should constitute pre-service teacher training, the authors contend that Darling-Hammond (1997) makes a strong case for 'in-service' teacher training, where trainee teachers are taught at school, on the job. Referring to a case study that drew upon Kemmis and McTaggart's (1998) classic Action Research design (significantly amended as deemed appropriate while the study progressed), Kervin and Turbill argue that the primary role of teacher educators ought to be to reduce the gap between theoretical learning and professional practice as much as possible. They suggest that the best model would constitute a supportive mentoring programme, derived from Action Research, which allows the trainee teacher sufficient time to develop; which incorporates what they term 'cognitive coaching' to the trainee teacher; and which provides the candidate with ample opportunity for reflection and dialogue.

As a craft, teaching undoubtedly involves the use of a variety of practical skills and strategies to motivate pupils. It also calls for the capacity to inspire through unmediated engagement with pupils. These skills are admittedly acquired through direct experience of the classroom, working as a trainee, alongside an accomplished practitioner. This experience generates the knowledge of the craft of teaching, which underpins the diversity of practical evaluations and interpretations that teachers make every teaching day. My own feeling is that the term 'craft' has traditionally been associated with learning by apprenticeship, but equally, it has been associated with method, technique, effort, care and detail. These positive connotations of 'craft' do apply to the activity of teaching (and by extension, to the process of learning to teach), to the extent that classroom teaching employs methods of imparting information and knowledge and managing a room full of pupils. That said, surely we must recognise that teaching is not merely a craft, but a profession requiring engagement with an academic knowledge base?

I sound a note of caution because in terms of the mode of learning to teach, the associations of apprenticeship learning with the word 'craft' — while clearly relevant to teaching — can only partially be applied to teaching. This is because, as I elaborate upon later on in this text, it is crucial to supplement apprenticeship observation and modelling with the theories of different teaching and learning methods and styles. Indeed, it is of fundamental importance to reflect upon the

psychology of learning, i.e. to gain an understanding of how the human mind develops and grasps new concepts and information. The focus of the White Paper on the 'craft of teaching' leads to concern into the possible de-intellectualisation of ITT, a term I shall explain more fully in following chapters. Teachers need to learn how a pupil's mind works, therefore the craft of teaching needs to be complemented by a theory-based acquisition of knowledge, which also later facilitates the trainee teacher's continuing professional development.

As emphasised elsewhere in this text, it is in fact fundamental to regard the practice and theory of teaching as integrated. However, when observing a teacher or teacher educator in action, a trainee teacher does not necessarily grasp the logic of the actions taken by the teacher. To refer again to Borg's (2004) notion of off-stage and on-stage activities, the trainee teacher needs to be able to comprehend the off-stage actions and reflections of a teacher in order to make sense of the reasoning behind the on-stage actions he or she observes and will, later, presumably attempt to model in their own teaching efforts.

The other aspect to be considered when dubbing teaching, as a 'craft', is whether this is a craft that has a common recognisable core, or are there variations not only in practice but in intent too? In other words, if teaching practice is a craft, does it mean that this craft has rules and regulations and core methods and techniques? If one regards teaching as a set of habits, which the term 'craft' oftentimes tends to be associated with, then we possibly do not allow enough room in teaching practice to accommodate those concepts, mechanisms and abilities that allow us to cope when a standard set of habits fail. We would also then be assuming that teaching habits can and should remain stable in perpetuity. As clearly demonstrated by recent developments in educational research, policy and practice, both scientific understanding and broad social attitudes suggest that teaching practices must and indeed, do evolve as our comprehension about how the human mind learns and develops becomes more sophisticated. This is not to suggest that the apprenticeship model is irrelevant. Indeed, pedagogical theory — perhaps for obvious reasons — can often be several steps removed from pedagogical practice. While the theory may be developed due to greater understanding of the human mind and recognition of what is not working, it can

tend to be based on an ideal scenario. Indeed, even the recognition that something is not working comes *from* practice.

Theoretical research studies into the field of education can make recommendations that are hard to implement in the classroom, due to the complexities of everyday practice, not to mention the constraints of time, institutional frameworks and professional competitiveness. This is one reason why there is often an undeniable gap between stated commitments and intentions and actual practice and also one reason why apprenticeship models are valuable for the teacher trainee. Yet, paradoxically, what makes teaching theories so hard to formulate and verify empirically is often the integration of theory and practice. While for purposes of analysis, pedagogy may often be studied as comprising separate components of practice and theory, of course, in reality, it is hard and impracticable to separate the two.

Considering teaching as a craft also suggests that teaching practice consists solely of actions and skills, of developing the capacity to teach. The traditional connotations of the term 'craft' do not adequately consider the dispositions and intentions of the *practitioners* (see Stengel 2012). It may therefore be more useful to consider how teaching is not only a craft but also a vocation, which demands a commitment and a genuine desire to teach. Notwithstanding the fact that determining how this commitment and desire translate to a sense of social commitment is highly challenging, considering teaching as a vocation does not obviate the need for teaching to be learnt as a craft. I have questioned above whether a set of teaching practices can ever be considered as stable over a considerable period of time. If one transfers the notion of craft guilds to communities of teachers, whether they're teacher educators or trainee teachers, it leads to a further question: Are teaching habits stable, or even comparable across cultures? Is there enough dialogue and sharing between teachers, teacher educators and trainee teachers to constitute communities of teaching practice?

For the sake of argument, I would like to consider here Eisner's ruminations on the distinctions between the terms 'art' and 'craft' as these relate to teaching, whereby he elaborates on some of the gaps I have highlighted above between practice and

theory: "Classrooms and students are particular in character, theory is general. What the teacher must be able to do is see the connection — if there is one — between the principle and the case. But even where such a connection exists, it is never perfect. An imaginative leap is always required" (1983: 9). He goes on to suggest, "that it is in this space — the interstices between framework and action — that the art and craft of teaching is most crucial" (1983: 10). He then points out that teachers must have the ability to interpret complex classroom situations and accordingly take action within a short space of time. According to him, reflection, theory and even research conclusions are not irrelevant or entirely absent in this instant, decision-making process but rather than providing direction, they can only provide general guidance. Eisner asserts that the teacher must depend on art and craft to be able to interpret the mysterious yet "expressive messages of classroom life" when "rules and prescriptions cannot be used to control practice" (1983: 11), requiring a level of what he terms 'educational connoisseurship'.

However, educational connoisseurship is not sufficient; one needs to be inventive. This is where Eisner differentiates between the craft and art of teaching: the craftsman can merely draw upon an existing — if extensive — repertoire of tools and techniques to skilfully handle teaching and learning situations, while the artist is able to invent new ones. As he points out however, while both craftspeople and artists care a great deal about what they do, artists are rare and they are rarer still when they must operate within an environment that is too prescriptive. Grasping the difference between the craft and art of teaching therefore necessitates the recognition that no science of teaching, however well researched, informed and equipped, can be prescriptive enough to make teaching a routine practice (Eisner 1983: 11). I would argue that this is partly why the study of theories of teaching and learning needs to be complemented with classroom experience while the trainee teacher learns to teach. In his conclusion, Eisner makes a number of relevant points, the second of which is echoed in McDonald's (1992) interpretation of the term 'the craft of teaching'. Eisner states that teachers must be equipped "to read the dynamic structures of signification" that occur in the classroom setting, which is itself a dynamic enterprise when it is not weighed down by too much prescription. This capacity to read dynamic settings requires, according to him,

"attention to pattern and expressive nuance created by the students and the teacher's own activities" (Eisner 1983: 11).

Although the term craft admittedly has pejorative connotations, insofar as it is considered as inferior to art, McDonald's (1992) interpretation of the phrase 'the craft of teaching' suggests that Eisner may be doing a disservice to the term; after all, in its richest sense, to craft *is* to invent, craft *is* invention. In his book titled *Teaching: Making Sense of an Uncertain Craft*, McDonald starts by speaking of the uncertainties of classroom teaching: "Real teaching . . . happens inside a wild triangle of teacher, students, subject — and the points of this triangle shift continuously. . . . Inside the triangle, clear evidence is very rare. . . . Yet, out of the uncertainty, craft emerges. The wildness of the triangle provokes it" (1992: 1). Oddly enough, whether he meant to or not, in speaking of the craft of teaching, like Eisner, McDonald also subtly distinguishes between moments when he participates in routine practice and those teaching moments that demand invention, though in his case, the lines are more blurred and he continues to impart a richer meaning to the term craft: "Although I never learn exactly where to stand in relation to my students, I develop a reliable sense of what is too close and what is too far. Within these limits, I craft a workable relationship for the moment — now here, now there. I tune my stance continually to the values that seize me. Similarly, though I remain chronically unsure of what to teach and how to teach it, I develop an eye for productive linkage. A corner of a text, perhaps, strikes me suddenly as offering the power to link me, them and something worth knowing in the world. The link will be fundamentally intellectual, but it may seem almost physical when I spy it" (1992: 1).

Ironically, McDonald appears to find his sense of craft in the interstitial spaces between a confident, more stable self and his diffident self — the one where he is continually assailed by doubts about where this confident, secure self stands in relation to his students, his classroom, the subject he is teaching, and indeed, how all these are situated in relation to the a world, which is itself constantly in flux. It is a description that eerily captures what many artists have said when attempting to describe how they feel about the process of making art and their identities as artists. McDonald goes on to point out that ironically, teaching as a profession and

as an activity, is rarely considered to involve uncertainties. And yet, teaching does involve uncertainties; this is one of the reasons why, as Eisner recommended, schools need to espouse an attitude where they can expect that 'experimentation in educational practices' will be a normal part of doing educational business. Eisner, as far back as the early 1980s, was already asking the question: "Where are our educational studios?" (1983: 13). He believed that solutions that were implemented as proposed cures for educational ills, such as "state mandated evaluation procedures and other legislative panaceas", were fundamentally misguided and were "born of suspicion" and tended to be motivated by the stick. Instead, he urged, "Human growth and development, whether for teachers or for students, need richer soil in which to flourish" (1983: 11). Although, as I clearly indicate elsewhere in this text, I am in favour of frameworks of assessment and the institution and the use of certain benchmarks and reference points, perhaps precisely because artists are rare, and for all those teachers who will possibly never turn their teaching into an art form, the benchmarks provide a useful framework of practice and help to establish a degree of consistency in the quality of teaching.

I was consequently mindful, when creating the FIPC programme, to ensure that practical learning is supported simultaneously by academic rigour through the course at the FIPC centre of learning. The Handbook accompanying the course is thoughtful and nuanced, demonstrating a sophisticated understanding of the issues involved (see Appendix 1: FIPC Handbook). When organising the subject tutoring and subsequently creating the timetable in the Handbook, I geared the course outline to complement the subject delivery that trainees will require throughout their course. Research carried out by Andrew Hobson *et al* (2009) has a number of implications for teacher educators and policy makers. In particular, it highlights the need "to foster and maintain a collegial . . . ethos in which beginner teachers feel support and part of a team" (2009: 255). The positive ethos adopted by Forest Independent Primary Collegiate echoes Hobson's approach. The focus of his findings also centres on the need to ensure that there is a provision not only to address the developmental needs of the trainee teachers but also of those who support them. A survey by Her Majesty's Inspectorate in the 1980s concluded that the most important purpose of ITT was to develop competence in the classroom

and this could be best achieved by working in schools under the supervision of experienced teachers. One of the questions for head teachers in this project was to explore their motives in appointing a specific mentor within the school. Through a process of discussion and feedback, the mentor meeting held in the term prior to course commencement addresses issues, forms and processes that need to be added to or revised in the Handbook; these changes and additions result also from mentor interviews and questionnaires. I ensured that the pitfalls of the apprenticeship scheme (such as using trainee teachers as supply teachers) are learnt from, so that trainees are not used as cheap labour, thereby ensuring the maintenance of high-quality mentoring. The quality of mentor training has been an area that is consistently highlighted as this DProf has evolved.

In their defence, some head teachers were unaware of the process and expectations of the course and, admittedly through ignorance, placed undue teaching pressure on trainees. The Handbook therefore needs to explain carefully and thoroughly the expectations of schools and to address mentoring guidelines to ensure quality in training and support. To this end, a clear school/centre-based partnership agreement was devised and included within the Handbook.

At the start of their course, trainees are allocated a tutor who supports the process of training in the school environment. When allocated a school, trainees are supported by a mentor within that school (usually the teacher of the shared class) for a period of a year. During that time, the mentor observes the trainee formally every week and engages in dialogue on a daily basis. During fortnightly tutor visits to the trainee within the school setting, the tutor observes the trainee, encourages reflection and shares feedback as well as target setting with the mentor. The tutor, who is normally a previous head teacher, is employed by the provider (FIPC in this instance) to oversee mentoring and ensures that the school-led training process runs effectively. The mentor, on the other hand, is employed by the school in the capacity of a teacher and is allocated a mentoring role. Boud *et al* recognised that "reflection is itself an experience, it is not, of course, an end in itself" but "it has the objective of making us ready for new experience" (1985: 30, 34). Each term, a joint observation is carried out to ensure parity across targets met and those to be achieved. There is then an opportunity for the mentor to re-assess expectations if

these were at differing rates in distinct areas. The relationship between tutor and mentor can be complex. The trainee will have working relationships with both, and the tutor and mentor have to structure positive communication carefully with the trainee and with each other. A motivated trainee who feels valued will be encouraged to develop self-monitoring strategies in a supportive environment. Many of the aspects of Action Research, which is common to several areas of educational research in general, are similar to mentoring, learning through change and reflection. As described in Breakwell *et al*, "in action research, the researcher acts as a facilitator... helping those making decisions come to an informed choice or alternative course of action" (1994: 310). The tutor will have to explore the relationship between the trainee and the mentor, considering the degree of comfort and ease each feels with the other. Both need to be able to share views, evaluate and suggest strategies in order to set targets. The dynamics of the interconnecting relationships is important for determining when or how to intervene. A trainee will often thrive from a sense of interdependence and belonging to a group of supportive figures, each paying attention to his or her development. The mentor can use the tutor to express concerns when she or he feels unable to communicate these to the trainee. Sometimes a third party will help to look for a solution where none seems apparent. The status of each figure within this triad is perceived as having a distinct role to play.

Reynolds' book, published for the American Association of Colleges for Teacher Education in 1989, addresses 24 different kinds of knowledge that trainee teachers need (in Hagger and McIntyre 2006). One of these — subject knowledge — is of paramount importance as it imparts necessary confidence, enabling the trainee to promote investigative discussions and to illustrate his or her explanations. The government has just introduced new criteria for entrants into teacher training to ensure they have this competence, requiring all applicants to hold a first or second-class degree. In my opinion, however, this does not address the subject knowledge as intended. Some applicants with a 'first' from a post-1992 university in London could not pass the simple numeracy and literacy test requirements of our course. Yet, someone with a third degree in chemistry from Oxbridge cannot apply to become a primary school teacher, although in real terms, such an applicant's general subject knowledge may be outstanding. This is

why Reynolds identifies 23 other criteria for trainee teacher knowledge acquisition (in Hagger and McIntyre 2006). These range from knowledge of school systems and different learning processes, to the knowledge of the contexts in which different cultures live. I empathise with Reynolds' reasoning and ideology. In Finland's 'world-class' system, teachers are educated to master's level before being allowed in the classroom. Their education includes a high proportion of pedagogy and they are expected to engage with current research. In France, there are similar expectations. It is this depth of understanding — not 'techniques' — that makes for outstanding teachers. Teaching is not like following a recipe. An effective teacher needs to understand why they are taking a particular approach. Trainees do not merely need to become competent teachers; they need to learn to take initiative in the constant development of their own practice within the classroom. Mentors thus need to act as role models for demonstrating how to engage in reflection during practice and develop the confidence to take initiatives when required. Zeichner and Lister assert, ". . . unless the practicum is to teach prospective teachers how to take control of their own professional development and to learn how to continue learning, it is miseducative, no matter how successful teachers might be in the short term" (1996: 217). The mentor guidelines within the Handbook reflect the model of practice expectations. The timetable and training programme within the handbook have been structured to incorporate the varied and evolving nuances of the learning process and procedures. Schools themselves are under constant pressure to innovate and improve. Head teachers must be aware of possible confusion and conflict regarding mentor roles (Andrews and Wallis 1999, cited in Bailey-McHale and Hart 2013). There is often insufficient time allocated to mentors for dedicated trainee support. This issue is explored further in data collection, using head teacher interviews to investigate their knowledge and expectations of the training programme.

In the National Mentoring Pilot Project (NMPP 2002), mentors are conceived as learning coaches. This relates to Vygotsky's social constructivist theory whereby the mentor's role is to promote the mentee's learning. The 'zone of proximal development' (ZPD) enables people to understand ideas they would not be able to grasp on their own. Vygotsky believed that when a trainee is at the ZPD for a particular task, providing the appropriate assistance (scaffolding), the experience

would stand him or her in good stead, by instilling sufficient confidence to help him or her achieve the task when encountered in future practice.

Mentoring itself has become a worldwide phenomenon, not only with teachers and trainees but also with many children, who are successfully allocated to becoming mentors within the school setting. Learning mentors were introduced to Haringey as part of the government's Excellence in Cities (EiC) initiative in 1999, and primary school learning mentors followed in 2001. Since 2006, learning mentors have been established as part of the Children's Workforce, and will be supported through the Children's Workforce Development Council (CWDC). The Office for Standards in Education, Children's Services and Skills (OfSTED) found that: "[T]he most successful and popular of the EiC strands is Learning Mentors. The creation of these posts has been greatly welcomed and has enabled the majority of schools to enhance the quality of the support they offer. . . . Learning mentors are making a significant effect on the attendance, behaviour, self-esteem and progress of the pupils they support. . . . [I]t constitutes the most successful and highly valued strand of the EiC programme. In 95% of the survey schools, inspectors judged that the mentoring programme made a positive contribution to the mainstream provision of the school as a whole, and had a beneficial effect on the behaviour of individual pupils and on their ability to learn and make progress" (OfSTED 2003: 46).

Pierre Bourdieu's Theory of Cultural Capital

Theories that I considered and rejected as being ultimately irrelevant to this dissertation include Pierre Bourdieu's influential work within education, notably his theory of 'cultural capital'. As is usually interpreted in the work of English language theorists, Bourdieu's theory of cultural capital refers to the idea that a sustained engagement with cultural activities (often thought to be 'high brow' cultural activities) within the family environment, called 'habitus' by Bourdieu, confers certain advantages upon children from middle and upper class backgrounds. Specifically, these advantages bring 'returns' to the children, not only during their school years but equally, through the course of their careers, and hence their adult lives. The idea of 'capital' therefore, is comparable to an investment that accrues

rewards. What is important is that Bourdieu argues that primary schools and teachers participate in a reproduction of social inequality by favouring children with greater cultural capital, thus disadvantaging children from working class backgrounds. Schools and teachers are perceived to contribute actively to the reproduction of social inequality by, for example, praising children with cultural capital but also by actually grading the work of such children higher than the work of pupils with noticeably less cultural capital. Others have argued that there is a benefit that is doubled for such advantaged children. Theorists debate that pupils' possession of cultural capital means that teachers are already favourably inclined towards them and thus in a sympathetic frame of mind when grading their work. Added to this positive attitude towards these pupils, the quality of their submissions tends to be better, and thus is graded higher anyway.

Considering this study's emphasis on primary education, one could have argued that Bourdieu's seminal work is applicable here. However, despite the unarguable importance of Bourdieu's theory of cultural capital, which is symbolically valuable and moreover, a useful analytic tool (when used in a sophisticated manner), I felt that it would be problematic to apply his ideas in this thesis, as there has been considerable debate recently about the empirical applicability of his work. This is one key reason for my omission of his ideas in this study, as regards factoring his work into my methodology. Essentially, one could contend that Bourdieu's theory of cultural capital and the social reproduction of class focuses on the relationship between habitus (family environment), education and social class and studies the causal effects of this relationship. There are several issues that must be considered here. Firstly, as has been pointed out by Lamont and Lareau (1988), to be able to effectively assess the effects of cultural capital with reference to the reproduction of social stratification or indeed within any context, one has to first specify cultural capital's empirical content. Lareau and Weininger (2003: 579) contend that this content has yet to be specified by researchers in the years since Lamont and Lareau pointed this out. Secondly, when considering habitus, studies have tended not to consider, or to underestimate, the other aspects of a family's circumstances, such as social capital, financial capital, educational capital and what is sometimes referred to as human capital (reading habits, etc), vis-à-vis cultural capital. Cultural capital and these other types of capital can also change

over significant periods of time, or be structured varyingly or operate distinctly when such forms of capital are perceived in a different manner, for example by ethnic minorities or certain religious minorities. Lareau and Weininger additionally point out that Bourdieu did not necessarily mean that cultural capital is exclusively meant to connote participation in high-brow cultural activities but that later theorists — in reading separate publications by Bourdieu — inferred this by interpreting linked but not necessarily causal notions, whereas Bourdieu originally appeared to reference high-brow culture specifically with regards to France. Moreover, as Tzanakis (2011) has underscored, studies focusing on Bourdieu's theory of cultural capital have frequently been conducted cross-sectionally, rather than longitudinally, resulting in a paucity of data collected over a period of time that could have led to firm conclusions about the effects on a child's future career and life, that are a direct result of cultural capital, as mediated by the school. It is therefore also difficult to ascertain to what extent cultural capital is being passed on inter-generationally. Thirdly, insufficient research has been carried out on teachers as a vital component of the theory; as it is primarily through them that social stratification is believed to be reproduced, it is essential to determine what motivates the decisions that teachers make when they evaluate pupil progress and achievements. In summary, while Bourdieu's ideas have potential value and merit further exploration, for the purpose of this study, I felt that there were too many variables in his theories that had not been sufficiently researched empirically. Relying on analyses of these theories' application in primary education therefore would have presented issues in this study on the reconceptualisation of the mentor's role. In the absence of sufficient research on teachers as a workforce, perhaps benchmarks take on an even more important role in ensuring quality of teaching in schools.

Standards in the Workplace

Education is constantly bombarded by change. Policymakers accuse teachers and trainers of being resistant to change. Standards-based reform is flagged up as the answer to this resistance. Amid this turmoil of continual upheaval, programmes are becoming more institutionalised, with teachers and trainers thinking that it is the promoters of change who should be institutionalised and not the programmes, as

demonstrated in the figure below by Michael Fullan, the well-known professor on educational change.

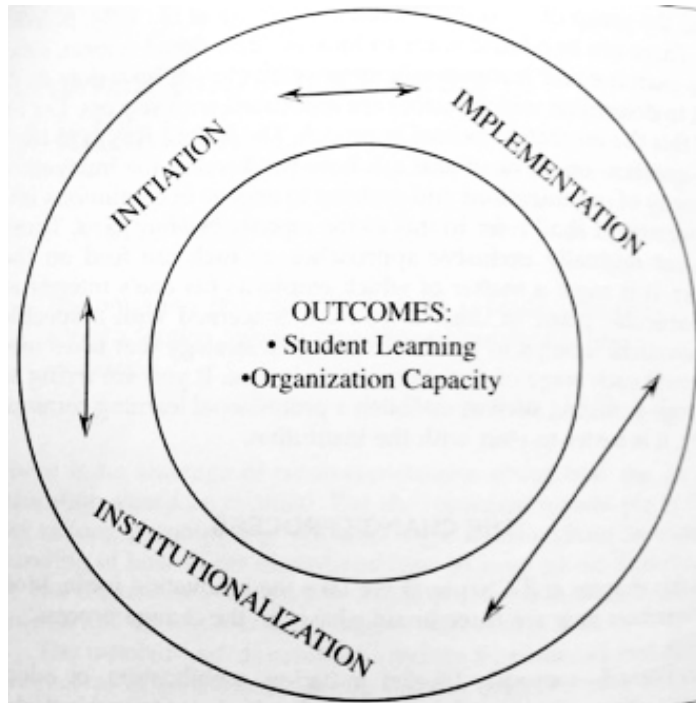


Fig. 6: A simplified view of the change process (Fullan 2007: 66)

Standards in the workplace are used for assessment, reflection and scrutiny of competencies. Competencies deal more with personal attributes than with technical skills. The Qualified to Teach Standards (QtTS) addresses both of these areas. Capability in this respect relates to the development of relevant capacities to acquire the necessary skills to teach, which are evidenced throughout the year by the achievement of the Qualified to Teach Standards.

The National Curriculum provides a framework for supporting learning. Similarly, the Teaching Standards were introduced in 1997 by the DFEE as the first National Curriculum for ITT. These effectively constituted a strategic change in teacher training policy. Prior to the introduction of these Standards, training was decidedly method- and psychology-based, with little focus on subject and assessment. As suggested by the Department of Education, there is some evidence to indicate that despite frequent changes and modifications being required, in general, Teaching

Standards have proved useful. This is possibly because they provide benchmarks and reference points, thus ensuring consistency and quality. With mentors being such a central part of school-based ITT, it is imperative that they have a sound understanding of these Standards. Mentors' reflective qualities therefore need to be explored in tandem with how this impacts on their grasp of the Standards.

The new Standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all stages of their career. The Standards set out clearly the key areas in which a teacher should be able to assess his or her own practice and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the Standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Throughout the training of teachers, there is an emphasis on direct instruction and a construction of scenarios to assist the trainee in acquiring evidence for a 'Qualified to Teach' Standard. In other words, the requirement for trainees to gather evidence, in order to demonstrate 'measurable' learning during their training process may in fact hamper their learning process whereas they ought to be able to reflect on their practice without external pressure. Yet, it is perhaps these requirements to provide evidence that trains them to develop such reflection. For example, there is considerable evidence suggesting that trainees do not acquire a variety of strategies to 'meet' these Standards unless they are given detailed and explicit instruction.

Hedegaard advocates that planning training to develop teachers requires a guide with clearly planned steps of instruction and knowledge acquisition. The Qualified to Teach Standards clearly address this vision in all its complexity. If the trainee could choose examples that demonstrate concepts in the most transparent form, these, in a clear framework, would essentially adhere to prescribed standards. This is suggested, for example, by the following statement from the National Commission on Teaching and America's Future (NCTAF): "Standards for teaching

are the lynchpin for transforming current systems of preparation, licensing, certification, and ongoing development so that they better support student learning" (cited by Fullan 2007: 277). While education in the UK and the US clearly has distinct frameworks, the point is that, in theory at least, standards could be beneficial if devised appropriately. OfSTED only started inspecting newly qualified teachers in 1998; judgement is based on compliance with the Standards. The Cambridge Review's research on ITT makes it clear that trainees are not expected to explore questions of educational purpose and value and underlines the above-mentioned concern: "[T]raining to 'meet the standards' and deliver national strategies has taken precedence over subject knowledge, independent judgement and broader understanding. The seeds of open enquiry, scepticism and concern about the larger questions should also be sown" (Cambridge Review 2010).

In particular, the School Direct Route must not train teachers merely to comply with government prescription. The Universities' Council for the Education of Teachers notes that trainee teachers need more time to reflect, research and study: "[T]eaching is not just a matter of mastering a restricted repertoire of practical techniques with the teacher seen as a mere technician exercising little professional discretion. Such representations fail to acknowledge that there is a great deal of knowledge that teachers need to acquire if they are to be effective mediators of learning. That knowledge is neither inert nor a mere intellectual embellishment, but represents the kind of cognitive capacity that issues in intelligent action" (2006).

As indicated above, the elements of open learning that teachers need to develop to become effective in their work may be said to be at odds with the measurable learning that they need to demonstrate in order to qualify as teachers.

Nevertheless, there has to be a system of assessing the successful completion of an ITT programme. In the Handbook, there is a grid for evidence collation that requires 'meeting the Standards' three times in each area of competence. The perception of 'meeting the Standards' was explored in the mentor interviews, as was consistency and subjectivity.

It must be said that the UK had enormous success with its Teacher Training Agency (TTA). It made ITT and the continuous development of teachers a priority. It had realistic and strategic aims, ensuring that schools had an adequate supply of well-trained teachers. The TTA (renamed Training and Development Agency or TDA) worked directly with the teacher education institutions to revise the teacher education curriculum, which reflects new developments. Recently, the TDA was abolished and the National College of Teaching and Leadership (NCTL) was formed to transfer the training of teachers into the school premise in which the School Direct Programme operates.

An executive agency named The Standards and Testing Agency has recently been formed by the Department for Education. It is responsible for the development and delivery of all statutory assessments from Early Years to Key Stage 3. Standards of proficiency permeate a variety of professions, including a number of medical roles such as dentists, psychologists and chiropodists. In examining these standards, I noticed that they also are under constant revision in structure and content, keeping up to date with developments and technological advances. In the UK, National Occupational Standards are in place. These standards are measures of performance that individuals must achieve when carrying out functions in the workplace, in parallel with specifications about the underpinning of knowledge and understanding.

In exploring standards as performance levels to be assessed, we must question whether there is consistency in the assessment. In ITT, who says that Standards have been met? It may be assumed that assessment would be carried out by tutors from the ITT course, along with quality assurance practitioners (essentially external assessors, peer assessors and occasionally OfSTED personnel). Since I have been working in ITT, the Qualified to Teach Standards have changed four times. US-based Michael Fullan, for example, explored the reasoning behind changes in structure even as he had to revise his book, *The Meaning of Educational Change*, to encompass the ambitious, demanding initiatives. I, like Fullan, feel that it is shortsightedness that makes policyholders introduce repeated changes in standards and assessments, which cause a continual upheaval in teaching practice. Such upheaval can frequently be counterproductive. The

misguided notion that change inherently involves improvement seems to result in such shortsightedness. I must clarify here that it is not revision per se that educators object to, but an excess of it.

However, as we shall see later in this text, changes in policies and frameworks are often caused by shifts in attitudes when new theories shed light on areas such as a child's developmental path. For instance, one area that has taken on particular importance in educational research is the Zone of Proximal Development (Vygotsky 1978). This is defined as the distance between a child's developmental level, as it is, and a child's *potential* development, where increased interaction with more capable peers might act as a catalyst. This has been the key to intervention programmes such as reciprocal teaching, outlined by Palinscar and Brown (cited in Atkins and Brown 1988: 174). 'Reciprocal reading' is an innovative introduction into the FIPC course for 2014/15, led by experts from the newly formed Gearies Teaching School in Redbridge, with whom I have established a partnership in providing initial teacher training (ITT) for our continuing cohort of trainees. To elaborate briefly on Vygotsky's concepts, the above-mentioned gap between actual and potential levels of development relate to intramental functioning and intermental functioning. The latter refers to a child's state when he or she is incapable of using speech or gesture to communicate, and where the child's sounds or gestures are interpreted by parents or others. When this happens, these others are in the child's zone of proximal development. When the child develops speech and gesture as communication, then the child begins to develop intermentally. A real understanding of Vygotsky's concepts in this sphere would not merely result in a better assessment of mental development but potentially reshape the way we think about how both intramental and intermental functioning can be enhanced. Vygotsky's concepts differ from comparable concepts such as, for example, Davydov, in that Davydov's focus relates to the conceptual world of the society whereas Vygotsky's focuses on the conceptual world of the child.

To clarify, if one extends the concept of the zone of proximal development to a later stage of learning, one might say that it illustrates the relation between empirical and theoretical knowledge. Vygotsky's concepts have application to modes and methods of learning, including in the classroom. For example, Tharp

Vygotsky's theory of knowledge:
The conceptual world of the child

Davydov's theory of knowledge:
The conceptual world of society

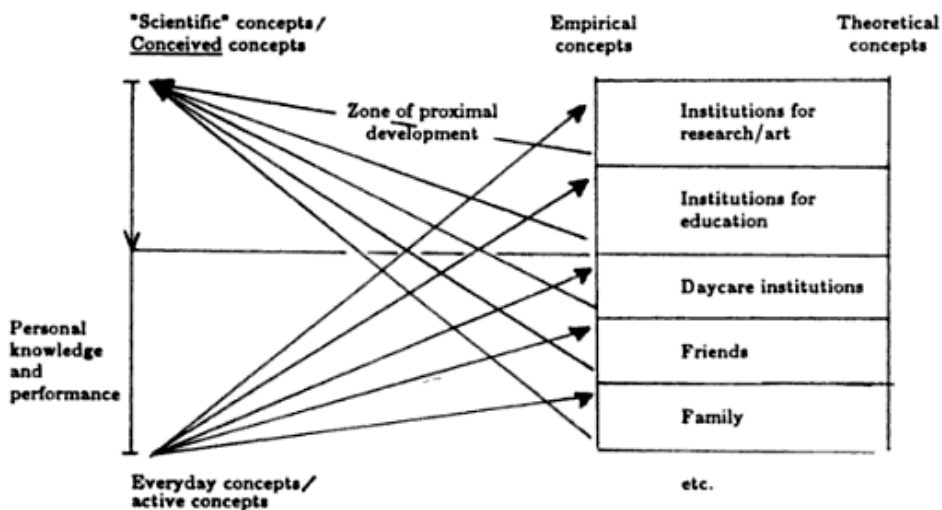


Figure 15.3. The zone of proximal development, illustrated as the relation between empirical and theoretical knowledge, according to Davydov's and Vygotsky's theories of everyday and scientific concepts

Fig. 7: Vygotsky's and Davydov's theories of knowledge compared (reproduced from Moll 1992: 358)

and Gallimore identified the various means of assisting performance and facilitating learning:

- Modelling: offering behaviour for imitation, serving as a performance Standard;
- Feedback: allowing the performance to be compared to a Standard;
- Instructing: requesting specific action to meet a Standard;
- Questioning: requesting a response and specific mental operation;
- Cognitive structuring: providing structures that organise new learning; and
- Task structuring: structuring and modifying tasks (this assists learners by modifying the task itself, so that the matter presented to the learner fits into the zone of proximal development) (1988, cited by the authors in Moll 1992: 178-84).

Naturally, as such understanding develops (and moreover, develops unevenly in different parts of the world), distinct nations' assessment frameworks and standards also differ and reflect such shifts in attitude. In the US, a National Skills Standards Board was established in 1994 to serve as a catalyst in stimulating the development and adoption of a voluntary national system of skill standards and of assessment and certification of skill standards. This initiative served as a cornerstone of the national strategy to enhance workforce skills. Australia introduced a National Skills Standards Council in 2011, providing advice in regulation and assessment. Closer home, Professor Stephen Billett focused his research on employment-based routes and integrating practice-based experiences. A lecture he delivered at the Trent Park Campus of Middlesex University in 2012 was enlightening, as he outlined the reasons for attempting to integrate work-based experiences into education. It is employment-based routes that form the final phase of exploration in my project.

Employment-based Routes

The vital connection between policy and practice cannot be ignored. We cannot allow ourselves academic freedom and professional autonomy. We must be mindful not to spend all our time studying abstract policy and be careful to direct the policy towards pragmatic and necessary changes in practice. To ignore this

would put us in danger of rendering ourselves irrelevant and obsolete. Teacher education has never received so much policy attention as at present, with — as mentioned previously — constant change ensuring that the attention remains focused on the field.

The training of teachers has changed dramatically over the past three decades. The Certificate in Education, the three-year route to becoming a teacher that I undertook in the 1970s, soon evolved into a graduate-only qualification. A variety of traditional university-based routes followed until the introduction of school-based teacher training, which has become highly successful. In an article by *The Guardian*, The Cambridge University Primary Review is quoted as saying that children are now under "intense and perhaps excessive" pressure from the policy-driven demand of schools, but the Department for Children, Schools and Families argued that "to turn the clock back to the 1980s would be ridiculous since we have the best trained teachers we've ever had" (Curtis 2008). This would appear to be a direct result of the evolution of employment-based ITT.

Michael Gove's *White Paper* (2010, cited in Evans 2011) stated that Teach First, the scheme that recruits graduates who would not otherwise have considered teaching to work in some of the country's most challenging schools, should be expanded into 'Teach Next', a new employment-based route to attract high fliers from other professions, providing an accelerated route to leadership.

The aim of employment-based routes is to provide high quality training for trainees whilst they work in the school environment. The 1994 Education Act established the Teacher Training Authority, and the training of teachers underwent a huge transformation including the commencement of the Graduate Teacher Programme, following the success of school-based learning. Programmes for teacher training had historically been rigid in their content but, with such a variety of expertise of the potential trainee applicants in this programme, it was essential to maximise their potential and formulate a path around their expertise — a new innovation. Applicants came from industry, law and medicine and included teaching assistants who had aspirations to become teachers but needed to retain a salary. The aim of the graduate teacher-training programme was to enable

applicants to decide and control their own direction and process within a framework. Whilst the trainees participated in 60 days of college-centred training, the role of the programme was to promote learner-centred training and to acknowledge the variety of learning styles and experiences of the trainees so that, by outlining the process and resources available, they would become the experts in managing their programme and be empowered into determining their training path. This is taken a step further in the Schools Direct Programme introduced by Michael Gove. The programme is centred not only on the needs of the trainee but is also focused on the needs of the school. In my role as School Direct Programme Leader, I ensured that each programme is tailor-made for the trainee and for the school, working alongside mentors exploring their perception of the Qualified to Teach Standards.

On 14 June 2012, Michael Gove announced a change in the funding arrangements for employment-based ITT. From 2013, schools were to be funded directly and the providers of the training would have to differentiate themselves within a competitive market. A network of Teaching Schools based on the model of Teaching Hospitals now lead the training and professional development of teachers and head teachers. In teacher training, the emphasis is now on building the capacities required to engage in — and be an effective professional practitioner developing — specific forms of knowledge.

However, in 2012, University of Cambridge academics celebrated receiving the 'perfect' OfSTED report for their ITT programme, with no areas for improvement. Elaine Wilson, who runs this programme, is baffled by the government's motives in moving ITT away from universities and into schools, with the focus on school-led as opposed to university-led ITT. I agree that trainee teachers need more early input in practical behaviour management strategies and teaching reading, a criticism of the university route, but surely research and acquisition of subject knowledge equips trainees to understand that learning is a complex process for young minds? In a speech in the autumn of 2013, Michael Gove attacked the 'vested interests' of some universities, suggesting they relied on teacher training to prop up their finances. Professor Sir Tim Brighouse, Chair of the left-of-centre pressure group New Visions for Education, wrote that this meant that teacher

education was going through an ‘unpublicised crisis’, as universities were unsure of likely future funding and that it would therefore be more risky to take on and retain staff. I undertook the Certificate in Education, now obsolete, which ran for three years, with one term from each year spent teaching in school. Postgraduate education courses always place their trainees in schools where theory can be put into practice, so the idea of ‘learning on the job’ is not new but the School Direct route is certainly new. Some schools do not ensure that theory is embedded in the training. To paraphrase Robin Alexander, Director of the Primary Education Review, we cannot expect “children to think for themselves if their teachers only do what they’re told”. Before the shift to school-led ITT, many education professionals felt that if Gove decided to adopt this model, allowing providers to rely exclusively on teachers as trainers, the quality of ITT in the UK would be unlikely to improve. This was because many teachers have neither the knowledge with which to adequately train the novice teacher nor the time allocation within the school setting to do this effectively. Teachers’ time is focused primarily on their children’s teaching and learning in the classroom, which already employs the majority of their time. The School Direct route I have devised is based on a blend of school-led practice and theory. Every Friday, the trainees attend a base in the grounds of a school, to learn the theory of education — an innovation that differs enormously from many other providers’ programmes (see Appendix 1: FIPC Handbook). I like to think that this is instrumental to the success of my programme, which has now been adopted by three teaching schools in three different London boroughs. Already, in May 2014, all the trainees have been appointed as teachers in our partnership schools; they will begin teaching in September.

I have also devised a bespoke programme for one teaching school that wished to deliver its own training. I have had many critical conversations with their partnership schools to influence the need for theory and research as part of the programme (see Appendix 2: West Essex Handbook). The training is held at the school on Wednesdays for the first two terms. I work from that office then to ensure the high quality of the training, about which I am passionate. My vision is supported by Professor John Howson of the University of Oxford, a former government adviser on teacher supply, who says that it seems problematic for

primary schools to run their own training exclusively: "There are going to be 800,000 more primary pupils by the end of the decade, and so a need for several thousand more teachers. The primary sector cannot undertake that training on its own". Thus far, I have seen no evidence that the Secretary of State has reflected on this issue.

The success of employment-based routes, according to Stephen Billett (2001), focuses on:

- Learning about an occupation;
- Learning about some of the variations of that occupation;
- Gaining an orientation to the workplace;
- Developing occupationally specific forms of knowledge; and
- Building the capacities required to engage in becoming an effective professional practitioner.

In focusing on the success of employment-based routes, we must be mindful of the organisation of the key learning experiences and the differences these present. Certainly, in school-based employment routes, the trainees' prior experience shapes their engagement with the surroundings, which can vary greatly between catchment areas and depending on expectations about the availability of resources. With this shift to the employment school-based route, the responsibility of the training inevitably transfers to the mentors, who act as role models and consultants for the trainees.

Whilst there have been many debates on proposals for ITT, there are always two common elements: one is a growing belief in the importance of schooling, and the other is an assumption that the quality of schooling is heavily dependent on the quality of its teachers and their teaching. Hagger and McIntyre (2006) have written extensively on learning teaching from teachers, and their vision for an approach to ITT is now being realised. An example of this realisation is the completion of this DProf project, which has enhanced trainees' mentoring.

Chapter 3: Research Methodologies

This project is based upon an account leading to the production of course handbooks as a result of Action Research, which seeks to highlight the new role of the mentor within the current school-led teacher training initiative. This chapter considers the background and rationale for the methodological approach I have chosen, i.e. Action Research. This is research situated within the new government initiative, in which I am the practitioner and insider researcher implementing the change in Initial Teacher Training across three local education authorities – Essex, Waltham Forest and Redbridge. For me, it is the element of promoting change that is the most important aspect of Action Research, since it forms a part of my philosophy and of my expectations of education as a system.

The Nature of Research Design

I will briefly outline some of the alternative methodologies I considered before deciding upon Action Research as the most appropriate methodology. As I am already active in my organisational role, ethnography seemed the most pertinent initial choice, since I was going 'into the field' i.e. into schools, and collecting primarily unstructured data through observation, discussions and interviews, with a view to exploring perceptions. However, once I explored this approach in more depth, I realised that it did not meet my needs. Ethnography traditionally involves the observation of others, and fundamentally operates on the division of the self and the other. As an ITT provider and thus, an operational member of the community whose professionals I wished to observe, I used characteristics of an ethnographic approach, such as applying the rationale of a participant observer. However, as I did not regard other participants in this research project as 'others', it is not surprising that this method did not prove entirely effective for my research, even if elements of it could be appropriated for my purpose.

Positivist Quantitative Approach: In the field of education, there generally exist two main research approaches: the quantitative positivist approach and the qualitative naturalist approach. Each of these relies on a paradigm that incorporates basic assumptions about reality and how this is represented.

Characteristic	Relevance to this research
Social Relationships	Long-term relationships with participants.
First-hand Information	Information was obtained via immediate and direct relationships with the participants.
Research Instrument	Investigation was carried out by me alone. I collected data through my acquaintance with the participants.
Eclectic Approach	Different data collection techniques were used in order to obtain a comprehensive view through acquaintance with participants.

Fig. 8: Adapting Elements of the Ethnographic Approach

Positivism is about observation and measurement as a means of understanding behaviour, with the observer keeping a distance from the phenomenon. Where the researcher executes an experiment, she or he must adhere to the rules of objectivity and detachment that will ensure that no bias develops. The repetition of experiments should give identical results when conducted by others. As to ontology — the status of the world as 'being' — positivism sees phenomena as reality with an existence of their own, which does not depend on the observer. The more I examined this approach, with its treatment of reality as objective, separate and measurable, the less suitable for my purposes it seemed. The actions and results in my project *do* depend on the observer. Critical educational theory on the other hand suits my purposes better. Carr (1987) supports critical theory, which assumes that researchers cannot engage in ideas without criticising them and where, in order to understand an argument, the researcher has to participate in it. The researcher cannot be critical on anyone else's behalf. This approach, it seemed to me, validated the pattern of my research. To clarify, in seeking answers to my questions, I engaged in the problem 'hands-on'.

Naturalistic Qualitative Approach: Qualitative procedures demonstrate a different approach from quantitative enquiry. They employ distinct assumptions, strategies and methods of data collection, analysis and interpretation. The importance for me in emphasising a qualitative methodology is that my choice is based on what is useful. In the words of Smithers: “Let usefulness be our yardstick for research” (1995). There is little doubt that my project has a measurable practical use as its outcomes directly shape the training of teachers in the future. Qualitative research is often critiqued; indeed, many academics do not even consider it as constituting a legitimate research methodology. The problem centres on the problematic nature of positivism and constructivism within the construct. It would seem logical to me, to apply a middle ground stance as purported by Stevenson and Cooper (1997, cited in Reeders 2000), i.e. that there is a continuum between positivism and constructivism and to recognise the suppositions inherent in the research position. To clarify, suppositions of how we know and what can be known can be recognised as intrinsic to the research position.

The qualitative research paradigm is often described as the opposite of the more traditional quantitative research paradigm; as Strauss and Corbin define it: “By the term qualitative research we mean any kind of research that produced findings not arrived at by means of statistical procedures or other means of quantification” (1990: 17).

In constructivism, the researcher is generally regarded as an involved participant, who gives voice to the experience and perception of others. “Methodological approaches favour dialogue and hermeneutics and there is a strong drive towards achieving authentic reflections of participants’ subjective reality” (Costley, Elliott and Gibbs 2011: 84). The naturalistic qualitative paradigms developed a number of research methods: case studies, action research, ethnography, phenomenology, hermeneutics, grounded theory, soft systems and survey-based approaches. I gravitated towards this overarching perspective and within this, chose Action Research because the constructivist approach emphasises the points below:

- Humans actively construct their own meanings of situations;

- Meaning arises out of social situations and is handled through interpretive processes;
- Behaviour and thereby, data, are socially situated and context-specific;
- Enquiries are influenced by enquirer values;
- People are deliberate, intentional and creative in their actions;
- Researchers are the instruments of the research (Eisner 1991);
- Meanings and understandings replace proof; and
- Research and enquiry should be constructed in the natural setting.

Many research approaches share common features but what distinguishes research traditions is the manner in which they perceive the values-based positioning of the researcher (ontological commitments), the relationship between the knower and what is known (epistemological commitments), the processes of generating knowledge (methodological commitments) and the goals of research in terms of how the knowledge will be used (social and political commitments) (Creswell: 2010).

Principles — as outlined by Kemmis and McTaggart (1988) — that have influenced my decisions in choosing a blend of methodologies are:

- Action Research is a key approach to improving education by changing it; and
- Research is participatory; it is through research that teachers can improve their own practice.

Action Research in the context of education was encouraged by the work of Elliot and Adelman (1976) at a time when the 'educator as researcher' was a popular response to changing methods of educational research. Much later, Elliot described Action Research as “the Study of the social situation with a view to improving the quality of action within it” (1991: 69). He argues for the validity of theories through practice and not through scientific method. Theories are not validated independently and applied to practice. Action Research is perceived as a way of injecting practical judgements into 'concrete situations'.

It was Lewin (1952, cited in Leitch and Day 2000) who first used the phrase 'action research', which described a process of planning, fact-finding and execution. He perceived that the principles of Action Research would address issues of equality, cooperation and independence for social research. Action Research at this time was characterised as participatory, as democratic, and contributing to social science and social change. Carr and Kemmis (1985) argue that these characteristics are no longer appropriate when defining Action Research. They contend that group decision-making is a principle rather than a technique, that Action Research does not lead participants to a more democratic way of life and that social science as Lewin describes it is positivist in that it concerns mathematical and conceptual analysis. Carr and Kemmis were keen to address issues pertinent to teachers as researchers and to research that was relevant in wider perspectives. They describe Action Research as "a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out" (1985: 162). They consider positivism in relation to the validity of knowledge and reject positivism on the grounds of its reliance on rationality, objectivity and truth. Conversely, this leads to consideration of the validity of critical and reflective aspects of Action Research.

Hopkins (1993, cited in Abell 1995) observes that educational research is for educators to extend their role by critical reflection, with the aim of improving their craft. This, he suggested, was because the research findings arise from a theoretical framework. This is in agreement with the findings of Russell (1988, cited in Russel and Adams 1997) who found that student teachers had difficulty conceptualising the teaching process until they had experienced classroom practice. Until then, they perceived the theory to be irrelevant. Hopkins suggested that educators needed to be their own researchers in order to work within a useful paradigm; furthermore, that participant research encourages action. He concludes that ethnographic research is not enough; there needs to be teacher monitoring and supervision of ongoing research.

The principles of Action Research are inherent in its theory. Hopkins (1993, cited in Abell 1995) summarises these principles as research that is done by educators that incorporates self-reflective enquiry, which is done in social situations with the aim of improving practice. Principles that guide trainee teacher action include learning from an experience. Hopkins (1993, cited in Abell 1995) acknowledges a realisation of the principles of critical theory. He identifies that the principles of Action Research are different in the search for progress through emancipation and not just looking at what is wrong or emphasising the powerlessness of individuals in their social settings. The principles of Action Research are therefore conceptualised within a framework of commitment to action and reflection.

Action Research as an approach to research within education sprung from the recognition that educators are the best agents to research educational issues and more significantly, that they are already actively involved in research within their organisation, either consciously or unconsciously. In order to improve practice, educators are, by definition, observers and analysts of their own data; this inevitably generates change. Input effects change and I see this as an important aspect of Action Research. In other words, the change is inevitable because it is facilitated by conscious deliberation upon current practice. Initially, this reflection may appear as an over-simplification and even as utopian. Admittedly, not all teachers recognise the need for change, nor wish for it. However, as an approach, it makes sense that research is contextual to the time and the development of either an individual or an institution, thus lending relevance and validation to the use of teachers as participants in classroom research. Hopkins offers valuable practical advice to teachers when applying Action Research principles to educational practice. The six key principles for action he offers are:

1. Research should not disrupt the routine programme of practice;
2. The method of data collection should not take too much time;
3. The methodology should be reliable enough to allow for the formulation of hypotheses with strategies;
4. Educators must be committed to the research problem;
5. Ethical procedures need to be adhered to; and
6. Research needs to be chosen so that it can benefit all as far as is possible (1993, cited in Abell 1995).

I would add a further principle that Hopkins does not mention, which concerns the collaboration of stakeholders. This research combines an analysis of data collection with researcher input so that the research is the result of a 'give-and-take' principle between the researcher and the mentors who collaborate on the collection of data.

Self-study Action Research also suited my purpose because the researcher is placed at the centre of the enquiry and is responsible for accounting for herself or himself. As an insider researcher, I have had access to professionals and information that further enhanced knowledge in the professional domain that I operate in. I created situations that enabled me to carry out the detailed requirements of my data collection. Reed and Proctor identified idealised criteria, of which I can identify with the following:

- Educative for all participants in the project;
- Designed to give a voice to all participants;
- Integrates personal and professional learning; and
- Yields insights that can be conveyed in a form that make them worthy of interest for a wider audience (1995: 195).

I faced a variety of issues when choosing my research method. The advice from Cohen, Manion and Morrison to “think small and narrow” (2011: 105) focused my thoughts and made me realistic in choosing a topic and research method so that I could exercise rigour but simultaneously ensure feasibility, i.e. that the project remain manageable and practicable throughout the research process.

According to McNiff and Whitehead, the ontological commitments that underpin Action Research are that it is:

- Value laden;
- Morally committed; and that
- Action researchers perceive their professional roles as being intrinsically linked to that of their colleagues in a social and professional context (2002).

An important perspective in Action Research is the development of relational and empathetic values (Dadds 2008, cited in Herbert and Rainford 2014). I see myself as the action researcher in relation to others in terms of my practice, not adopting a spectator approach or conducting experiments on someone else.

The epistemological assumptions that underpin Action Research, according to McNiff and Whitehead (2002) are:

- The object of the enquiry is the “I”;
- Knowledge is uncertain; and
- Knowledge creation is a collaborative process.

To clarify the first point above, I reflected critically upon what I was doing; how I could improve what I was doing; where I was situated in this research project both as an ITT provider and as a researcher speaking for myself and representing other education professionals; how I was the producer of research as well as a source of information. Action Research means working with others at every stage of the process. I do not hold the belief that there is an answer to everything, that knowledge can be discovered nor that answers are set in stone, only to be discovered at a later date. I believe that knowledge is created and that answers are open to modification.

According to McNiff and Whitehead (2002), the methodological assumptions of Action Research are that:

- It is done by practitioners who regard themselves as active agents in the context that is being researched;
- Its methodology is open-ended and developmental; and
- The aim of the research is to improve learning with social intent.

The main responsibility of agents is to ask questions. Why are things as they are? If they are not satisfactory, how can they be changed? The main social purpose of Action Research according to McNiff and Whitehead (2002) are that it aims to:

- Improve workplace practices through improving learning;
- Promote the ongoing demographic evaluation of learning and practices; and

- Create good social orders by influencing the education of social formations.

Action Research Models

There are different kinds of Action Research models. Those of particular relevance to my research are the ones that have been developed in relation to educational practice. A central theme is the use of spirals or circles to support the framework. Lewin's (1952, cited in Leitch and Day 2000) idea of “circles of activity” and “a spiral of circles” was central to the Action Research theme. Schematic representation of models differs in the interpretation of function but essentially retains a cycle of planning, action, observation and reflection. For Lewin, Action Research was a schema of a spiral of steps whereby one step would lead to another at the point of re-planning. Stenhouse (1975) then included the importance of the teacher as a researcher. This model no longer relied on external observation of practice. Stenhouse encouraged teachers to consider themselves as the best judges of their own practice. Teachers thus became central to the model. More formal models were developed as a result of an acceptance of the teacher as a participant observer in/of their own practice.

The Action Research planner was the development of the Action Research spiral proposed by Kemmis and McTaggart (1988). Each stage of the upwardly spiralling circles is outlined, giving specific guidelines for moving from one phase to another. Significance is given to progress through the system, as illustrated in the figure below.

However, with such a specific schema, the danger is in the constraints of a model. In other words, educators may struggle in their attempt to correspond their progress to the model. A further constraint is implicit within the idea that research progresses neatly, one step at a time. Elliott (1991) produced a more elaborate model based on the work of Kemmis and McTaggart. Elliott's schema uses the features of the general plan, reconnaissance and implementation as the cycle, in an attempt to introduce more fluidity between stages. In this model, the general idea allows for a shift, reconnaissance relies upon analysis and fact-finding that

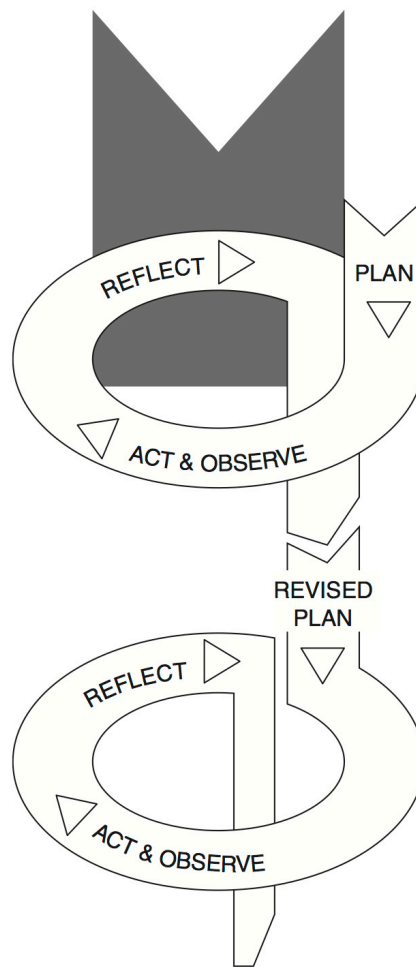


Fig. 9: Kemmis and McTaggart's Action Research Spiral (1988)

occur throughout the spiral and implementation should be monitored before evaluation of effects is attempted.

Ebbutt (1985) argues that the spiral is not the most useful way to describe the Action Research process. He is concerned with presenting a model that emphasises practical action rather than theorising on the systems. He prefers to have a model with successive cycles where there is the possibility for feedback within the cycles. Similarly, McKernan (1991, cited in McKernan 2013) produced a time processes model that attempts to facilitate logic and problem solving, not allowing elements of the research to become fixed in time.

For me, the working model that best epitomises the nature of this research is that provided by Jean McNiff (1988) in her book on Action Research. Her model was devised as a response to earlier models that she perceived to be in danger of becoming prescriptive rather than descriptive and observational rather than explanatory. Her concern was that the models were limited in their application to educational practice. This is in agreement with Hopkins (1993, cited in Abell 1995) who was critical of models that were too prescriptive as a framework for action and values. Hopkins argues that researchers need to be free from the constraints of research design and that the models need to be a guide rather than a prescriptive process. The dilemma is that models cannot mirror reality if we all have our own vision of reality and the principles of Action Research demand a lack of constraint, to ensure our freedom of action.

McNiff (1988) suggests an upwardly spiralling model whereby all Action Research leads to further Action Research. She built upon a spiral model that has central issues running through the core. From the central issue, problems are raised from the research and these become new issues for key consideration of an individually attached spiral. These in turn raise problems that provide additional spirals and so the model becomes self-generating through research data. Significantly, each piece of Action Research is expected to produce a model of spiral unique to itself. Adopting this model enabled me to follow a research path with confidence that the research method was original and that the data collection and discussion would raise issues, which intrinsically form connections that are undiscovered or reported

in the specific context of this particular piece of research. Such an innovative model provides sufficient motivation and material for a lifetime's work and was attractive due to its reliance on individuality. I have created the specific training programme in the form of a handbook, which itself evolves every year in response to the research carried out in the previous year.

The concept of the central column for the main issues enabled me to address many different problems at the same time without losing sight of the main issue. This research is concerned with the improvement of school-led teacher training with the mentors at the centre; issues were followed up as they arose. It is an exciting prospect to find a model that allowed the research to begin with no pre-conception of its findings.

Action Research particularly lends itself to work-based research, especially in my project where my focus is to bring about change. Kemmis and McTaggart (1988) suggest that Action Research is concerned with changing individuals on the one hand and the culture of groups and organisations to which they belong. Action Research is designed to bridge the gap between research and practice (Somekh 2006), which is exactly the focus of my project. It thereby overcomes any potential failure of research to impact and improve on practice. The investigations in phase two of my project are designed to ultimately improve practice. This is where work-based research by its very nature overcomes this potential problem. Ferrance (2000) justifies the selection of this research method in encouraging teachers to examine and assess their perceptions in order to consider ways of working differently.

Action Research in the context of education was encouraged by the work of Elliot and Adelman (1976) at a time when 'the teacher as researcher' was a popular response to changing methods of classroom research. Much later, Elliott describes Action Research as "the study of a social situation with a view to improving the quality of action within it" (1991: 69).

As an approach within education, Action Research sprung from the recognition that teachers are the best agents to highlight issues and act upon them. Since this

is a work-based project, I am already involved in observing, analysing data and generating change. Although changes may be inevitable, here they will be facilitated by using specific tools of data collection, which are methodologically coherent and practically feasible.

Consequently, I decided that Action Research served my project best. It satisfied the nature of the research and all that it entails but what is equally important is that this research method satisfies personal and professional issues related to the study itself. Action Research provided a method for researching the area of standards perceptions systematically in response to issues that are pertinent to the time and the needs within the current educational climate.

Ethical Considerations

"By the nature of work based learning, the researcher is an insider, often working on organizational or wider professional issues. Learners are agents of their organization or professional area and also of their university" (Costley, Elliott and Gibbs 2011: 6).

Regardless of the methodology chosen, the evaluation and collection of data requires the researcher to consider ethical implications of the actions taken. This project was no exception. In order to gain data that is valid and reliable, I sought to be open and objective in my assessment and value all contributions. Data collection had to be confidential to the extent that individuals and schools could not be identified. Data was discussed according to issues and aspects found in the body of collected material as a whole. Any reference to individuals was virtually anonymous, with the use of initials. During the course of this project, I kept in mind additional ethical difficulties associated with intimate self-evaluation and school evaluation as highlighted by Simons (2000). For example, teachers as diarists and teachers as course participants could provide information and suggestions in the secure knowledge that any evaluation for purposes of this project would be paraphrased and only used in the context of debate.

As my methodological approach was Action Research, I examined the ethical principles of guidance outlined by Kemmis and McTaggart (1988); I further explored the issues surrounding practitioner researchers.

I needed to ensure that the relevant individuals, schools and organisations were consulted and informed and that the necessary permission and approval was obtained. Specifically, permission was granted by schools, teachers and parents and names were changed or only initials used to maintain confidentiality. However, in the case of the insider researcher, the organisation is known and therefore cannot be anonymous. "Issues of confidentiality are also cast differently when confidentiality is offered not only to a subject of research, but also to a colleague. It is a more long standing, confidential promise" (Costley, Elliott and Gibbs 2011: 145). I must clarify that I personally had to accept responsibility for maintaining confidentiality.

I also needed to involve participants from the outset. I wished to encourage others who have a stake in this project's outcomes. To clarify, by feeding mentors' suggestions and comments that arose from questionnaires I had involved them in, into the subsequent sets of questionnaires, I developed a cycle of research that beneficially informed the process undertaken for this project. Teacher mentors received written explanations regarding the objectives of the research.

Teacher mentors and colleagues consented to participate without any pressure exerted on them. I ensured that I took into account the wishes of others. Robson (1993) describes the advantages and disadvantages of using the methodological approach of Action Research. I was mindful that colleagues felt obliged to cooperate and this also applied to the schools and organisations I have worked with for a number of years and with whom I built up professional and personal relationships. Griffiths (1998, cited in Topping 2003) highlights the risk of exploitation and betrayal. I considered the power dynamics in this important ethical issue.

I reported on progress, keeping the work visible whilst remaining open to suggestions, so that unforeseen ramifications could be taken into account. Some

of my colleagues were in any case involved in the project as part of normal practice. It is in great part due to detailed insider knowledge that this project was kept abreast of changes and developments in the field, and was therefore better placed to effect change.

Negotiation was important; I allowed those involved in interviews and meetings to request amendments. Standard ethical practice can sometimes be challenging for the insider researcher. The added familiarity of the researcher to the researched added a relationship dynamic that was not easy to deal with. I had greater access to information and needed to be constantly mindful of the implications of this position.

I obtained explicit authorisation before using quotations and negotiated reports for various levels of release while being mindful of appropriateness. Different audiences required different kinds of reports. In saying this, although I was not able to distance myself from the research, there was an element of subjectivity I shared with colleagues. People also constructed reality in different ways; this justified the role I undertook to interpret and write up my findings using my own constructions. I then retained the right to report my work ensuring that those involved were satisfied with the fairness, accuracy and relevance of accounts that pertained to them and that those accounts did not unnecessarily expose or embarrass those involved.

The ethical issues that arose in my project have reflected my own thinking and have been influenced by my situatedness within employment-based Initial Teacher Training.

I determined which behaviours were observed, which were ignored and how the information was interpreted. As an insider researcher, I had understanding and insight because of the depth of my knowledge. I was, however, sensitive to alternative perspectives. I have also reflected upon the ownership of my research. Whilst I own the intellectual property rights to my own academic work, I have considered the invaluable support of my colleague, the director of the organisation in which I operate.

Phases of Action Research

My research is a qualitative study in narrative form using discussion, questionnaires and follow-up as forms of data collection. In this way, an Action Research structure is facilitated by a variety of data collection procedures in order to strengthen the model that relies upon planning, acting, observing, reflecting and then returning to planning in an ongoing cycle (Griffiths 1990, cited in Topping 2003). Clear distinctions between qualitative and quantitative research are rejected. To support this, I considered the work of Hammersley (1991, cited in Hammersley 1995). He says that it is rare for qualitative research to restrict itself to documenting a single point of view on the analysis of findings and that the data collected is analysed in terms of structure and ethnographic characteristics that might mitigate findings. It is also the case that quantitative research does not restrict its focus so narrowly that it fails to describe and explain perspectives. Hammersley suggests that it is time to be more creative in our approach towards data collection or research, that research comprises of more than one dimension out of necessity, and that a combination of approaches is 'quite reasonable'. It would seem that because Action Research as a method has sprung from the recognition that all research is contextual and personal, it appeals to me in my project, which is after all personal and developmental.

To reiterate, my methodology grew out of my position within my profession and organisation. As manager of the FIPC School-Centred Initial Teacher Training (SCITT), my role is to create and to lead the ITT programme.

Phase One

Due to the unexpected introduction in 2012 of the government initiative 'School Direct', there was little time to devise a course with an accompanying handbook. By researching previous school-based teacher training courses and handbooks, I arrived at a model that formed the baseline for the creation of a School Direct handbook. This handbook was fit for purpose, with the focus on the mentors for this school-led training, as opposed to the previous school-based and school-centred ITT. Phase one of my Action Research process began in order for

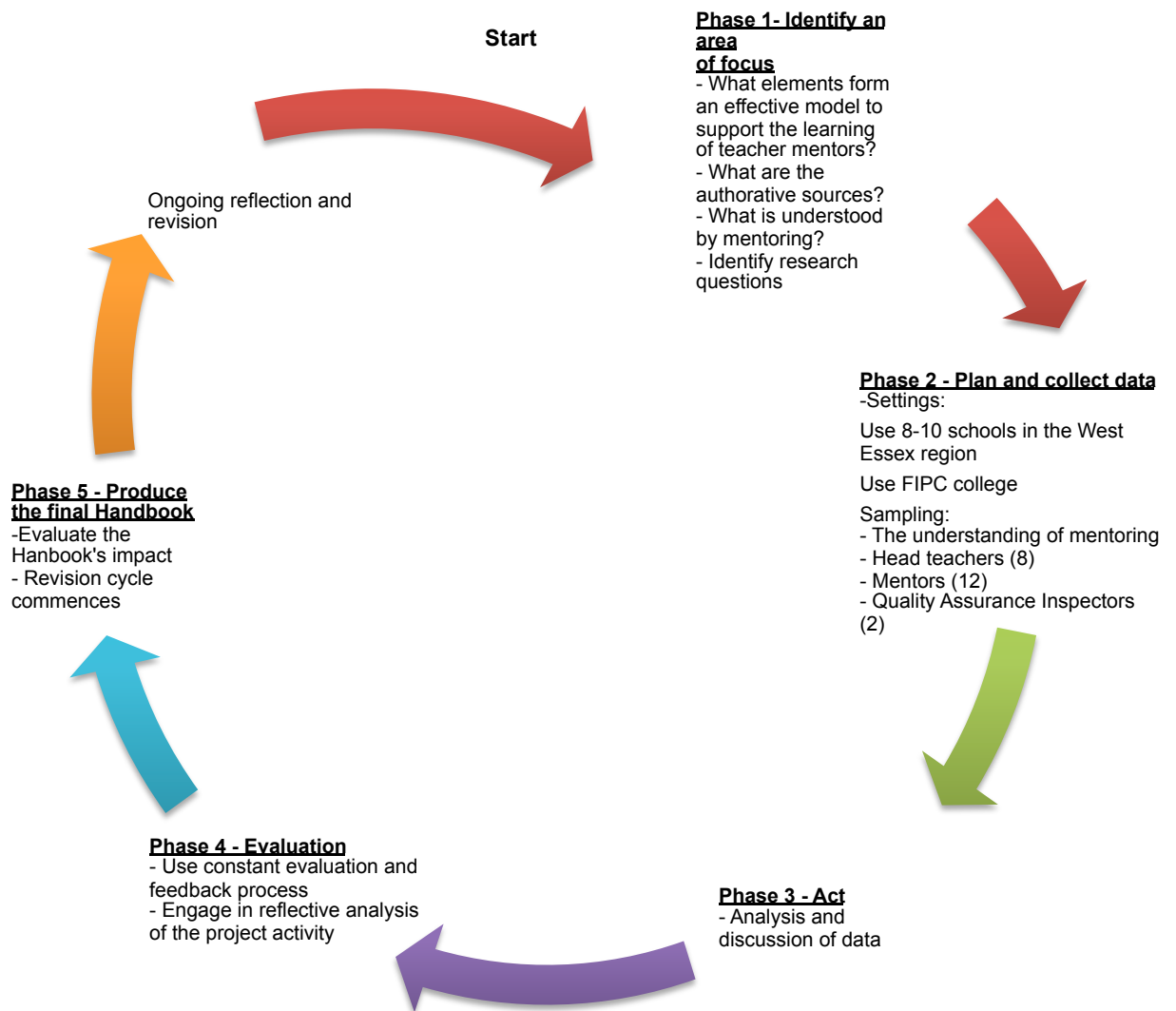


Fig. 10: Action Research Phases

this handbook to adequately support the quality of mentor training and subsequently, teacher training. I needed to identify an area of focus and formulate research questions to enable me to create an effective model with which to support the training of teacher mentors.

Phase Two

Phase Two entailed collating data. Hacothen (1997) indicated that in Action Research, it is possible to use all the different research tools in order to gather data or information. As I was directly involved in the studied activity, my interest as well as goals of implementation within this studied activity were both susceptible to a process of change. There are a number of methods of data collection for Action Research. The specific instruments for collecting data that I used were interviews, questionnaires, observations and accounts, which I will elaborate upon further below. These were used in this phase to inform the creation of the Handbook for trainees and mentors.

As the name suggests, purposive sampling was chosen for the specific purpose of addressing my research needs. Lincoln and Guba (1992) recommended sample selection 'to the point of redundancy' but this qualitative enquiry focused on a small sample and my logic in selection followed Patton as those chosen were, by virtue of their professional role, used to access their knowledge and expertise in the field of mentoring and school-based ITT. School-led ITT was a relatively new innovation; I therefore had no prior template to follow. No government organisation, or even national teaching college was able to inform me about what school-led ITT might entail, precisely because only school-based ITT had previously been practised. The Handbook I developed was therefore formulated with no precedent programmes to base it on.

I used schools in the surrounding area — the partnership schools of FIPC and also the newly formed partnership schools within the 'School Direct Teaching School Alliance', encompassing three local education authorities.

Setting	Participants
FIPC Base	12 mentors
FIPC Base	2 quality assurance inspectors
St John's Teaching School	Head Teacher and mentor
Gearies Teaching School	Head Teacher and mentor
Larkwood Teaching School	Head Teacher and mentor
Woodside Primary School	Head Teacher and mentor
St Bede's Primary School	Head Teacher and mentor
Manford Primary School	Head Teacher and mentor
Glade Primary School	Head Teacher and mentor
Kingsmoor Primary School	Head Teacher and mentor

Fig. 11: Research Participants

I engaged with 12 mentors within these schools to investigate the issues of mentors' understanding and usage of the Standards as teaching and assessment tools. Involved trainees were visited as usual but with an added focus. I had to be constantly aware of the purpose and aim of my project.

Mentors were encouraged to focus their attention on the perception of the Teaching Standards with respect to training teachers to qualify in the workplace; this training was supported by regular discussion with the researcher, along with inputs of pertinent issues for inclusion and consideration. This inevitably encouraged a supportive role between parties, which enabled the teacher mentors to actively look for specific targets in the journey of training a teacher that might not have otherwise been considered. This promoted change within the practice and the development of the trainee. It can be suggested that these changes go beyond the development of the trainee to the development of the mentor. In this sense, change is perpetuated — all of which legitimately provides data for analysis and therefore supports the Action Research model in spirit as well as in practice.

The definition of a handbook or training manual is 'a booklet of instructions designed to improve the quality of a performed task'. In the case of the FIPC

Trainee and Mentor Handbook 2014/15, it is a necessary reference manual forming part of a formal training programme. It was intended to ensure consistency in processes and skills in teacher training. It is used as:

- An introduction to subject matter prior to and during training;
- An explanation and expectation of academic assignments;
- A programme outline;
- A mentor support tool; and
- A general reference document.

Interviews

Due to my BBC training in interviewing techniques, I felt confident and capable to carry out fair and reliable interviews. However, following a seminar I attended at the University of Hendon, delivered by David Silverman, who is an expert in the field of interviewing techniques, I found myself questioning my ability. I reflected on the process of interviewing, concluding that there must be heightened awareness, that what I was told may in fact be prompted by my interviewees' perception of my topic. I examined the properties of structured and unstructured interviews, which I considered to be equally valid for my purposes. Structured interviews are sometimes described as questionnaires and there are important differences between interviews and questionnaires. The advantage of unstructured interviews is that they allow the researcher to “explore areas of ambiguity and seek clarification” (Costley, Elliott and Gibbs 2010: 93). They were slightly easier in delivery and enabled a certain element of discussion around the subject. The structured questionnaire contained spaces for simple, short answers using check boxes with yes/no answers. To meet the needs of my project, the interview needed to collect descriptive data in the interviewees' own words. According to Bogdan and Biklen (1992: 93-94), an interview is a focused conversation, usually between two or more people. I was mindful that these were my colleagues and mentors with whom I work. I directed the interviews in order to get information and I had to allow the participants to talk fluently, freely and easily about their points of view.

Kitwood (1997) lucidly contrasts three conceptions about the interview as a research tool. The first conception is that of a potential means of pure information transfer. Kitwood explains, "[I]f the interviewer does his job well and if the respondent is sincere and well motivated, accurate data may be obtained. All kinds of bias are liable to creep in, but with skill, these can largely be eliminated. In its fullest expression, this view accords closely with that of the psychometricians, who apparently believe that there is a relatively permanent, consistent 'core' to the personality, about which a person will give information under certain conditions. Such features as lying, or a tendency to give a socially desirable response, are to be eliminated where possible" (1997, cited in Cohen and Manion 1994: 274-275).

A second conception of the interview is that of transaction; it inevitably has a bias, which is to be recognised and controlled. When regarded as a transaction, Kitwood (1997) avers that participants in interviews would each define situations as per their own perception. This needs to be considered when developing research design, for example by placing specific controls that factor in this variability. In other words, as with any other human behaviour, a range of motivations might direct and shape interviewees' responses, not all of which may be rational as they may be governed by emotions, influences and personal needs that interviewees may not even be aware of. Kitwood underlines that regardless of which of the two dominant views of the interview one adopts, intrinsic aspects of interpersonal interactions should be viewed as possible hurdles to effective researching. Such aspects should therefore be eliminated entirely. Since this is difficult to achieve, they should be restrained and managed as much as is feasible.

The third conception of the interview sees it as an encounter, necessarily sharing many of the features of everyday life. Based on the work of Kitwood (1997), Cohen, Manion and Morrison state that "what is required is not technique for dealing with bias, but a theory of everyday life that takes account of relevant features of interviews. This may include role-playing, stereotyping, perception and understanding" (2011: 410).

Cohen, Manion and Morrison (2011) mention some problems involved in the use of interviews in research. One of them is invalidity, at least as far as the first two

conceptions of the interview discussed above are concerned. They quote Lansing *et al* (1961), who argue that the cause of invalidity is bias, which is defined as “a systematic or persistent tendency to make errors in the same direction that is to overstate or understate the ‘true value’ of an attribute” (2010: 204). One way of validating an interview is to compare and contrast it with another interview that has already been proven to be valid. This kind of comparison is known as ‘convergent validity’. If the two ‘measures’ agree, it can be assumed that the validity of the interview is comparable, with the proven validity of the other measure. The most practical way of achieving greater validity is to minimise the extent of bias as much as possible. According to Cohen and Manion, the sources of bias are the characteristics of the interviewer and of the respondent and the substantive content of the questions (1994: 281). Where either of the first two conceptions of the interview outlined earlier is held, Kitwood suggests that a solution to the problem of reliability and validity might lie in the direction of a “judicious compromise” (1997, cited in Cohen and Manion 1994: 282). With the third conception, however, reliability and validity become ‘redundant notions’ since in this conception, the interview form is regarded as a normal, even quotidian encounter, wherein interviewer and interviewee share interests, perceptions and narratives within what may be regarded as a personal setup. Validity and verifiability therefore become irrelevant, as rigour does not necessarily apply in a comparable manner in this context (see Kitwood 1977, cited in Cohen and Manion 1994: 275).

I used an open, ethnographic approach, which is “some kind of linguistic event . . . similar to a friendly conversation. It involves two processes, which complement each other. The first is a process of adaptation and creating a reference with the participant and the second is a process of deriving information which encourages this reference” (Sabar-Ben-Yehoshua 1999: 63).

In order to inform my Handbook, I interviewed head teachers to discover how they appoint mentors. I highlighted this as a key issue, which I raised in conversational style. As Tuckman stated, the interview is able to draw out what a person knows, feels and thinks (2003). I followed Kvale, who sets out key characteristics of qualitative research interviews:

- I engaged, understood and interpreted;
- I used natural language;
- I elicited descriptions of specific situations;
- I adopted a deliberate openness to new data;
- I regarded interviews as an interpersonal encounter; and
- I involved participants in a positive and enriching experience. (1996: 30, cited in Diley 2004)

I also accepted that the interview provoked changes in the participants themselves and focused on specific ideas and themes when we talked around the following questions (see Fig. 12: Interviews of Head Teachers):

1. How do you select your mentors?
2. How does your knowledge of the current Qualified to Teach Standards affect observations of current staff?
3. How do you include the work of the mentors and their knowledge of Standards into appraisal?
4. What are the similarities and differences in observing the trainees against the Standards when carrying out a joint observation with the mentor? Is there parity between yourself and the mentor?

When I interviewed the quality assurance inspectors, I explored the following themes:

- How accurate is the use of the Qualified to Teach Standards in lesson observations?
- How useful are the current guidelines for mentors in using the Standards?
- How frequent are formal trainee/ mentor meetings?
- In how much depth are the Standards used to focus on targets?
- How confident and effective are mentors in using the Standards?

Although I used questionnaires with mentors as outlined below, I also explored training needs with the mentors, using a non-directive interview research technique.

Question: How do you select mentors in your school?

Responses:

Member of the senior management team	6
The class teacher/mentor is going on maternity leave and the trainee can take over the class	2
Good listener	2
Recently qualified teacher and knows the Qualified to Teach Standards	1
Has few personal commitments and can spend time with the trainee	1
Class teacher with much experience but needs an input of fresh ideas	2

Fig. 12: Interviews of Head Teachers

The principal features of it were minimum control exhibited by the interviewer, allowing the respondent to express subjective feelings as fully as possible. I felt this closed some of the gaps in gathering data, which impacted on the mentor guideline section in the Handbook.

By interpreting all interview responses, I produced an analysis of training requirements and tailored the mentor training and guidelines within the Handbook to best serve the trainees and their support system within the schools.

Questionnaires

As mentioned briefly earlier, the questionnaire is a highly useful research tool. Although questionnaires are commonly regarded as a research method that constitutes quantitative approaches (often used in surveys, for example), in this project, it may be said that they contributed to a qualitative approach. This is because the data gathered from questionnaires was not just tabulated as per statistical results but rather, also fed back into further defining subsequent questionnaires, as they took into account mentor's feedback. Highly structured questionnaires were used to fit my purpose, offering closed questions for ease of analysis. The field of questionnaire design is vast, with much that I had to consider before making decisions about what to use:

- Question content;
- Question wording;
- Form of response to the question; and
- The place of each question in the sequence of questions.

As my questionnaires were completed by colleagues, Manion and Cohen's pitfalls were particularly relevant to my compilation. I therefore ensured that I avoided:

- Leading questions;
- Highbrow questions;
- Complex questions;
- Irritating questions;
- Asking questions using negatives or double negatives;
- Too many open-ended questions;

- Extremes in rating scales;
- Pressuring by association;
- Statements with which people tend either to disagree or agree; and
- Ambiguous questions.

Denscombe (2010) focuses on specific requirements of questionnaires used for a qualitative approach. My questionnaires:

- Were designed to collect information that can be used as data for analysis;
 - Gathered information by asking people questions directly;
 - Consisted of a list of questions (see below):
1. How do you perceive your role as a mentor?
 2. What do you feel are the best strategies for improving trainees?
 3. In what ways does your own subjective perception of the trainee level of attainment of Standards outweigh the objective levels of guidance to Standards?

I used questionnaires with mentors at the tri-annual mentor meetings held at FIPC. These questionnaires/ interviews were both qualitative and quantitative as they both had a place in phase two of my work-based research. I collected background and baseline information quite easily, which was useful for assimilating material on attitudes and perceptions. This material was then followed up with at each subsequent meeting, enabling the participants to feel involved in the research and experience ownership of the change process, which I see as a vital element of the Action Research cycle. The expectations from these findings were strategically included in mentoring guideline sections within the Handbook.

Observations

In my position as a tutor in ITT, one of my main responsibilities in the progress of training teachers is carried out through observation. Joint observations with mentors are routinely carried out every term to highlight and ensure parity in training.

Having purposely selected mentors as the participants, I explored four aspects identified by Miles and Huberman (1994):

- The setting (where the research will take place): FIPC Centre;
- The actors (who will be observed): Mentors within the FIPC partnership schools;
- The events (what the actors will be observed doing): Teaching a full lesson to a class of primary school children; and
- The process (the evolving nature of events undertaken by the actors within the setting): The post lesson discussion with both trainee and mentor, focusing on the meeting of Standards and targeting Standards to move trainee practice forward.

As mature individuals, many of the trainees were able to identify their own needs, as observed in recorded feedback discussions. For example, in one instance, basic comments taken from the beginning of the course focused on behaviour management. Not being able to control a class is an obvious aim identified as a Teaching Standard 7 target but in this particular case, the following was simply relayed to the trainee as a target: "Examine in more detail the school behaviour policy. We have a traffic light system here which you must use." With greater depth and knowledge, an experienced teacher educator ought to have incorporated the target for Teaching Standard 4, which advocates the use of interactive strategies to engage the pupils in learning, so as to negate the use of the 'traffic light system'. Green and Harris emphasised the importance of the mentor-trainee discussions including not just an offer of "advice and teaching tips" but an analytical discussion of trainees' pedagogic skills and an examination of "the deeper educational thinking, which underpins the procedures they demonstrate" (2002: 8, cited in White and Jarvis 2013: 55). Some mentors transmitted factual knowledge about operating systems rather than facilitating engagement with the concepts around becoming a teacher.

The Handbook included expectations and Standards analysis with guidance for joint observations, demonstrating how a trainee can improve through the performance criteria. I looked at a variety of observation models whereby the

observer gets an impression of all the factors, which comprise the investigated person or environment and records them. Qualitative observations are those in which the researcher takes notes on the behaviour and activities of individuals at a research site – namely the school. Creswell clearly sets out observation options. The advantage of my selected 'participant as observer' observation role, which is secondary to the participant, is that unusual aspects can be noticed during the observation. A particular tool of training primary school teachers is joint observations – an observation carried out alongside the mentor. I had to be constantly aware of the volume of notes and data that were generated, which required careful qualitative analysis and interpretation. I needed to be aware of any limitations in the observation skills of the mentor. Mentors sometimes defined their own success by the success of their mentees despite the fact that the latter's success does not necessarily reflect the skill and the training abilities of the former. Focused observations suited my needs as they mainly describe predetermined matters. For example, a trainee observation may need to focus on behaviour management due to that particular Standard being highlighted as an area of concern in the previous observation. This is highlighted by Costley who agrees that this kind of observation is “about noting down practices, occurrences and conversations over a period of time” (Costley, Elliott and Gibbs: 2011: 95).

The guidelines examining successful mentoring strategies were outlined in the newly created Handbook as a direct result of an improvement in mentoring skills.

Documents

I examined a significantly broad range of ITT documentation from a variety of ITT providers. There were many advantages to this process of document data collection. It was accessed at a convenient time and was an unobtrusive source of information. Minutes from provider meetings were always available and used as and when necessary.

I also collected a number of journals and diaries from trainees throughout their training year, which they had been thoughtful enough to maintain. Transcription of mentor comments was bypassed as these were already in the language of the

participant. Behaviour journals together with lesson reflections are a vital element of the bespoke FIPC ITT programme and a powerful tool for evoking change in practice. Cohen concludes that documentary research “has the capacity to illuminate the past, patterns of continuity and change over time”. It promotes mixed methods, thus offering “a means of promoting methodological pluralism which seems especially appropriate in a field as diverse and challenging as education” (2011: 254).

I discovered that there were, however, some limitations. Not everyone was equally articulate and perceptive, as the reflections in the journals and diaries demonstrated. In some instances, the documents were accurate and in others, they were peppered with emotion.

Audio-visual Materials

The availability of digital cameras and other technological resources has made recording an effective way of gathering information. The visual recording of a trainee was an extremely powerful tool in this phase of research in showing the trainee and mentor not only any area of concern but also to highlight areas of celebration in progress and change. Creswell (2009) supports this idea of creating interest within the research and taking photographs, providing an opportunity for participants to directly share in the reality. This method is also fairly unobtrusive in its execution, thus making it particularly suitable for observing trainees in the classroom.

Video recordings were also very useful at the time of feedback and generated a good deal of discussion between trainee and observers. Recordings of lesson observations provided powerful images, which would be difficult to match through other means of communication.

There were of course disadvantages; for instance, despite the relative unobtrusiveness of the method, in some cases, the presence of 'the photographer' was a little disruptive and possibly affected the dynamics of the situation. Video clips were sometimes selected according to the observer's perception of the

importance and significance of incidents. Koshy (2010) highlights the usual technical hitches that may lose first-hand data, which cannot be replaced.

Phase Three

I did not just use one method of collecting data, as I would have encountered problems of reliability, so whilst employing qualitative methods, data from quantitative methods was also collated (for example, from questionnaires, as explained above). The main focus on qualitative methods for my purposes was that it sat more comfortably with the notion of the human being as the key instrument (Lincoln and Guba 1992: 39-43) in work-based research, where I am the central driving force. Qualitative research was used to provide data in its own right and suggested how to turn evidence into practice (Dixon-Woods 2011). The research data generated in the traditional positivist approach is considered valuable if it is reliable and valid. Depending on their philosophical perspective, some researchers reject the framework of validity. Although there are no specific tests, there are guidelines for criteria, as expressed by Herr and Anderson (2005), in recognising credibility and workability in terms of how the research can be viewed as believable and useful by others. Lincoln and Guba proposed four criteria for judging the soundness of qualitative research (1992: 317 and 374). Their proposed criteria and the 'analogous' quantitative criteria are listed in the table below.

Traditional Criteria for Judging Quantitative Research	Alternative Criteria for Judging Qualitative Research
Internal validity	Credibility
External validity	Transferability
Reliability	Dependability
Objectivity	Verifiability

Fig. 13: Lincoln and Guba's Criteria for Judging Qualitative Research (1992)

Data Integrity

Data integrity was maintained in a number of ways in this study. For example, by using mixed methods of data analysis, I ensured greater rigour and therefore integrity (see Creswell and Clark 2011: 62 and 131). By taking on board the perspectives of a number of research participants, and factoring these into the research outcomes, I arrived at a different kind of integrity, i.e. through a process of reviewing my own perspectives, by comparing and contrasting them to those of my colleagues. This research study may also be said to have worked towards guaranteeing data integrity by adopting an iterative process, whereby research participants' inputs were used as formative feedback, i.e. fed back into the research design. Consequently, one could say that the data was being verified through application in the workplace. Needless to say, such data, or feedback, was not applied unless a sufficient number of participants provided comparable feedback that warranted action.

Data integrity was additionally maintained through a process of using templates, i.e. using the same forms across the board when collecting data from a particular group, and varying the form as appropriate only when collecting data from a separate group of research participants, who performed a different role and from whom distinct research data was required as per the needs of the study. I paid close attention to the wording of these templates, to ensure as much objectivity as was possible under the circumstances and furthermore, matched the questions and categories to be consistent with the distinct roles that different personnel involved in ITT carried out.

Another process that was adopted, which I feel contributed to maintaining data integrity, was to review the data research participants submitted by considering the context-specific elements that may have influenced such data, for example, by asking myself questions such as: When was it filled up? Was the data still fresh in the minds of the participant(s)? Was the participant upset by their perceived failure with a trainee when they filled up a research form? Did the participants understand what the researcher (i.e. me) wanted to ask or was there a possibility that they understood the form/questions differently? As underlined earlier in this text, when

ambiguity in the templates was detected, I was able to address this due to my espousal of the iterative process. Moreover, to minimise inconsistency, the research participants were all briefed prior to filling up questionnaires and conducting interviews. All participants were informed about how the data would be used and therefore had an understanding of how research data was being collected in this study. The fact that they had a clear grasp of the broader picture at all times during this study, I feel, helped to ensure data consistency.

Analysis and Discussion of Data

I organised and prepared the raw data that had been captured and summarised it in forms that were both accurately representative and provided meaningful information. I selected qualitative analysis, as it was the most appropriate method for my use; this involved organising, accounting for and explaining the data. I adopted a personalised approach that made sense of the data and that was fit for purpose. "Qualitative data analysis is distinguished by its merging of analysis and interpretation and often by the merging of data collection and data analysis" (Gibbs 2007: 3, cited in Boyle *et al* 2010).

I first read through all the data and watched the audio-visual material to gain a general sense of the information; I then took some time to consider this evidence.

Coding the Data and Key Themes

Newman and Benz (1998) emphasise the importance of questioning the reliability and validity of data collection procedures before accepting any researcher's interpretation of findings. They stress that the choice of research method should depend on the type of question being asked, the type of data being used and the types of techniques.

I marked all observations, interviews and questionnaires in order to establish key categories, searching for familiarity in content and pulling together emergent themes, such as:

- How mentors perceive the nature of their role within the employment-based route;

- How the mentors have used the Standards as teaching tools for trainee development; and
- How the mentors have used the Standards as assessment tools for trainee development.

Creswell provides a helpful eight-step analysis of the coding process that I found useful to follow:

1. Get a sense of the whole;
2. Pick one document;
3. List the topics;
4. Go back to data;
5. Create categories;
6. Abbreviate and alphabetise codes;
7. Assemble data;
8. Recode if necessary. (2009: 186)

Creswell's data analysis chart has given a structure to my thought process, leading on to Phase Four.

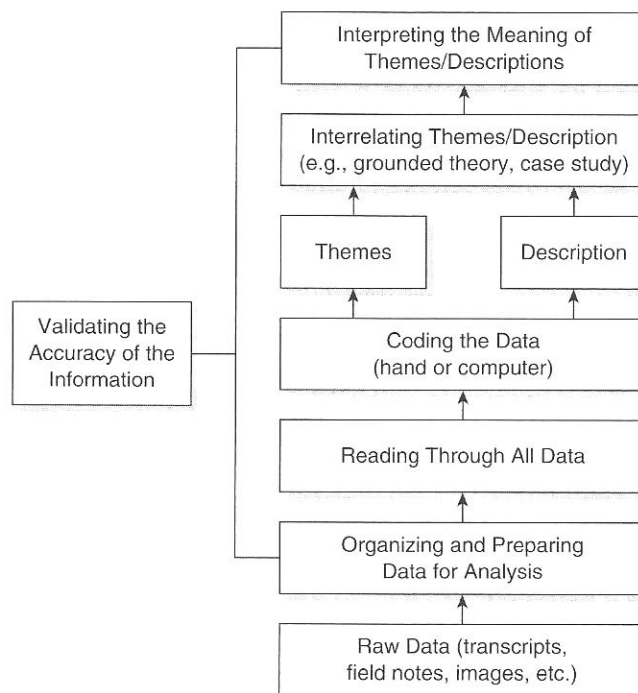


Fig. 14: Creswell's Data Analysis in Qualitative Research (2009: 185)

Phase Four

Evaluating and Interpreting Data and Information

Interpretation was an important part of the research and reporting process. It gave meaning to the data and examined whether it was fit for purpose, valid and robust. Just because the data had been collected, it did not necessarily mean that it was valid and worth reporting. Koshy identifies some pitfalls in ensuring that the same evidence is not presented in different formats. Creswell points out that “moving deeper and deeper into understanding the data” is like “peeling back the layers of an onion” (2009: 183). As I made sense of the findings, I became an interpreter, theorist and expert but in constantly changing parameters.

Even through the course of this project, the term school-based ITT has changed to school-led ITT, meaning the focus of training was to rest even more heavily on the quality of the mentors in schools. The notion of constant change within education was the most important element of Action Research and it was this process that appealed to me and was the most appropriate too, considering the constantly evolving cycle. I did not exclude the possibility that there were alternative methodologies that would have facilitated data collection but I chose to emphasise a methodology that is designed for, and implies change. This is part of my philosophy and expectations within education as a system. I could have taken a more ethnographic route but for me the ethnographer does not satisfy the need to engender change.

Phase Five

The final phase of my Action Research cycle was the production of the revised Handbook. It was built on the findings from the research, which in itself forms a cyclical process in its impact and further development.

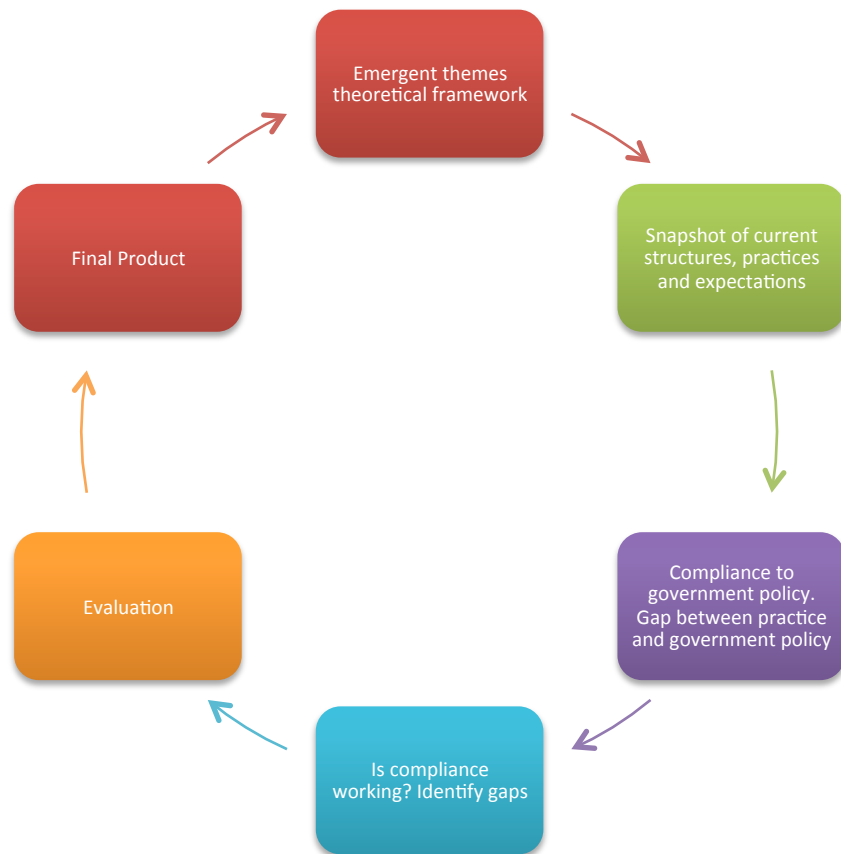


Fig. 15: The Change Cycle

Conclusion

The qualitative vs. quantitative debate merits mention, to complete my discussion of my chosen methodology. The importance for me in emphasising a qualitative methodology is that my choice is based on what is useful in this context. In the words of Smithers, “let usefulness be our yardstick for research” (1995). As previously mentioned, qualitative methodology is sometimes criticised as struggling to be legitimate. The problem centres on the problematic nature of positivism and constructivism within the construct. It would seem to me to be logical to apply a middle ground stance as purported by Stevenson and Cooper (1997). Suppositions of how we know and what can be known can be recognised as inherent in this methodology, within the parameters of this work-based project. By providing a structured means of collecting data as I did, using Creswell’s guide as mentioned earlier, there is already the expectation and facilitation to change. The government initiative sparked change that ignited this work-based project in

order for me to support rigour and quality in the way potential primary school teachers are trained within the school setting, which now leads the ITT environment. The development of this Action Research for the collection of data fulfilled the need for the research to effect change in terms of working practices. In initiating action, nothing remained the same and change was inevitable. The School Direct Handbook is a direct result of this research. In analysing my questions, I opened up new avenues of enquiry to look for the potential to promote change beyond that of my own action.

Chapter 4: Project Activity

In this chapter, to comprehensively cover project activity, I detail the process of data collection and explain the main input into the research, through an Action Research approach. With the abolition of the Graduate Teacher Programme (GTP) came the simultaneous announcement of the introduction of the 2012 coalition government's initiative 'School Direct', for which the start date was set at July 2013. With no manual in operation, no detailed guidelines and no organisational system of trainee appointment, it was left to providers to create programmes virtually from scratch, for which manuals were subsequently written. In order to enable the appointment and training of the first cohort of School Direct trainees, I had to therefore create a programme and a handbook — a task for which I only had four months. This initial handbook, which was used for the FIPC School Direct programme during the first year, became the base line for my research project. The current Handbook was developed from the first one, by incorporating research findings from the project. It would not be out of place to mention here that the initial handbook was also used as a template to create one for a lead partnership school, St. John's Church of England Primary School, which is part of the West Essex Teaching School Alliance (see Appendix 2: West Essex Handbook).

It was the altered framework of pedagogical training (i.e. from school-based to school-led) at the outset of the project, and the subsequent highlighting of gaps and weaknesses in existing programmes that became my focus when developing the fresh School Direct programme and a new Handbook for it. One major change in frameworks is that in the previous, school-based training framework, all trainees had to undergo a mandatory 60-day stint organised by a college, learning pedagogical theory. Since they are no longer obliged to do so in the School Direct training programme, the onus of the responsibility to impart this theoretical understanding to trainees, falls squarely on the mentor. This focus additionally clarifies the term *school-led* and justifies the scrutiny on the mentors' role and underlines the importance of assessing mentors' capabilities. As one quality assurance inspector put it (20th November 2014), this leads to what may be

termed a 'de-intellectualisation' of ITT. In summary, this refers to the altered context that effectively deprives trainees of the benefits they would have previously been able to avail of, specifically a wide range of expertise they would have had at their disposal via a process of consulting experts, experienced pedagogical tutors and simply belonging to an academic, collegiate environment. At an early stage of the project, gaps and deficiencies were identified foremost in the modified role of the mentor, so that the re-conceptualisation of the mentor's role formed the core issue around which the programme was formed. The new Handbook was likewise tailored to this re-conceptualisation. It is worth bearing in mind that the training of teachers had changed first from being school-*centred* to being school-*based* and then finally, to becoming school-*led*. The focus shifted from being school-centred to school-based with the introduction of the employment-based route into teaching. With this shift, training became based in a single school, rather than being clustered around partnership schools, as shown in fig.1: 3. With the second shift to school-led, it was the role of the mentor that proved to be the catalyst for change — the basis, I would argue, upon which new programmes must be developed.

To reiterate, this chapter is a reflective account of my research process, based on the actions undertaken during the project and resulting in the development of the key research output: the new and enhanced Handbook, which is discussed in greater detail in the following chapter. It would be pertinent, at this stage, to offer a timeline of the Action Research Cycle, to help clarify the various stages of project activity, including data collection and analysis (see fig. 16 below). This Action Research Cycle sits well within Lewin's (1952) model of unfreezing, change and refreezing. In summary, Lewin's model uses the analogy of a block of ice; Lewin asserts that for change to take place in a constructive manner, one needs to first unfreeze or melt the ice to make it adaptable to a different shape (i.e. susceptible to change), then reshape the ice (i.e. effect the change desired) and and finally, to refreeze (i.e. to secure the change by ensuring that its elements are firmly in place). In approaching the role of School Direct Leader, I sought to review the existing literature and reflect on the courses that I had experienced, so as to create a base line from which to operate. I realised early on that no existing framework could provide reference points that would help me structure a

June 2012	June/July 2012	December 2012	January/February 2013
Government announcement of the abolishing of the Graduate Teacher Programme (GTP) and the introduction of the School Direct concept, with trainee commencement set for September 2013. Mentor workshop held.	Partnership schools informed of the new initiative and Action Research Cycle commenced. Applications open for the School Direct programme. Creation of Teaching School training programme.	Applications for 2013/2014 closed. Advised applicants to sit for Professional Skills Tests. Shortlists discussed with head teachers in relation to the needs of the schools.	Skeleton guidelines for the School Direct programme announced. Commenced process of creating an initial School Direct Handbook, which formed the baseline of Action Research Phase. Mentor workshop held.
March 2013	April/May 2013	June 2013	July 2013
Ongoing research into other ITT programmes to assist in creation of initial School Direct Handbook. Consultation with, and involvement of, mentors. Meet with head teachers.	Finalise timetable in consultation with the PGCE programme. Further head teacher and mentor discussion to enable writing of all new documentation. Initial handbooks finalised and printed. Mentor workshop held.	All documentation (e.g. forms and templates) relating to course available. Tutor and mentor support arranged. Expectations and role of School Direct tutors and mentors defined in relation to training programme. Mentor workshop held.	Induction of new trainees and mentors. Phase One of Action Research Cycle commenced to create an improved School Direct Handbook, with focus on mentors in the school-led training programme.
September 2013	October 2013	November 2013	December 2013
Phase Two of Action Research Cycle commenced. Planned and collected data using FIPC college and eight partnership schools. Mentors, head teachers and quality assurance inspectors used as participants. Mentor workshop held.	Mentor training at FIPC underway. School visits arranged. Observations take place. Questionnaires distributed. Interviews organised. Examination of documentation.	Start of audio-visual data collection alongside observations and interviews. Reflection upon existing documentation, with tutors, ahead of mentor reflection process.	Joint observation of mentors in schools. Audio-visual processes used to collect data. Phase Three of Action Research Cycle commenced. Analysis and discussion of data collected. Reflections with mentors about the new initiative and discussion on enhancements to the programme, as it evolves.
January 2014	June 2014	July 2014	August 2014
Phase Four of Action Research Cycle commenced. Feedback to mentors provided after additional training and process of constant evaluation to create the new handbook. Mentor workshop held.	Phase Five of Action Research Cycle commenced. Improved handbooks finalised and printed. Expectations and role of the School Direct tutors and mentors revised in light of the new training programme. Mentor workshop held.	Induction of new cohort of trainees. Mentor training within improved programme commenced. Focus on new training in line with the completed School Handbook. Ongoing reflection and revision for future improvements.	DProf writing process begun to share the outcome of Action Research Cycle.

Fig. 16. Action Research Cycle

handbook. The development of the Handbook therefore constituted a challenge, especially given the short time frame within which I was compelled to develop it. I began by reviewing existing practices from a reflective standpoint. As I reviewed literature on the subject and my own past experiences in the field, I realised that being informed in this manner had enabled me to more clearly identify the significant issues that existed within the models of practice that were already in operation, *prior* to the imposed change in the training frameworks.

ITT programmes are underpinned by scholarship; put another way, they integrate educational theory with practice. Mentors (who are now called teacher educators, following this latest shift but whom I refer to as both mentors and teacher educators within the context of this project) therefore need to ensure that trainee teachers develop a high level of skills, knowledge and confidence within the classroom context, whilst also supporting the trainees outside the classroom, in their pursuit of pedagogical research activities. The concern with school-led training is that mentors will not have the time or expertise to sufficiently engage with and guide the trainees, to help them achieve the level of reflection and scholarship that is essential if they are to ultimately become high quality teachers. This may also be explained partially by the fact that many mentors, while they are successful teachers with long experience, may not themselves be up to date with current pedagogical research. Many previous programmes therefore fell short of this requirement, with the focus remaining squarely on the practical teaching skills necessary within the classroom context; few programmes successfully encompassed Action Research models and related academic study. Even when a programme handbook for the course appears to include the variety of activities necessary to develop such skills and reflection, in reality, the acquisition of skills and the understanding that stems from exposure to — and engagement with — educational theory, often does not actually take place, as the execution of the programme falls short of its intended aims. Having operated within a school-based ITT scenario, I knew that the main focus was usually on trainees developing their practice in the classroom. As suggested earlier, this process, while it imparts pragmatic skills towards teaching in a classroom, encourages little reflection on the contexts of teaching practice; it does not allow trainees to benefit from the breadth of related theory and research that habitually feeds back into practice and

indeed often leads to changes in practice. Without such understanding, trainees remain ill equipped, in that they are unlikely to ever develop the perceptions that would enable them to properly situate their teaching practice within the bigger picture. It cannot be sufficiently emphasised that to acknowledge that gaining skills in practice alone is inadequate if mentors wish trainees to develop into high quality teachers, one has to truly grasp the fact that pedagogic practice and theory are symbiotic.

In addition to recognising the core issue identified above, a knowledge of the school's administrative environment and an understanding of how a school functions day-to-day is likewise crucial if one wishes to identify gaps and weaknesses in prior and existing training programmes. For example, the observation of colleagues in the classroom is indispensable to trainees' learning growth but all too often, unexpected school events prevent the trainee from carrying out their planned observation. Another important process in trainee development is that of regular mentor meetings for target setting. Flexible and semi-formal arrangements between mentors and trainees break down because of work overloads and time constraints, which are unfortunately characteristic of everyday school delivery. With mentors too often multi-tasking, these meetings can be habitually postponed or cancelled altogether. Even at their best, meetings also often focus on 'teaching tips' to discuss trainees' pedagogic skills, as analysed superficially during observation, rather than examining trainees' educational thinking, which — as I have underlined above — underpins practice and would perhaps be revealed only through more careful discussion between trainees and mentors.

Apart from identifying the above-mentioned issue (i.e. to recognise that pedagogic theory and practice are interdependent) and possessing a knowledge of the school's administrative and quotidian environment, this research project also demanded an awareness, indeed a familiarity with the policies and regulations of government bodies and departments that assess and regulate existing and transitioning frameworks, in order to develop policy whenever and wherever this is required. Needless to say, without appropriate measures and checks, such bodies cannot assess whether and to what extent frameworks (especially frameworks for

new programmes) function successfully. ITT providers therefore have to keep such measures and checks in mind when designing a School Direct training programme, so that the assessment of the candidates as well as the programme more generally, may take place as efficiently as possible.

With the introduction of the Qualified to Teach Standards (QtTS) and OfSTED commencing its inspection programme in 1998, quality is judged on the basis of compliance with QtTS. The Cambridge Primary Review, the outcome of research conducted by the University of Cambridge's Cambridge Primary Review Trust (CPRT) into the condition and future of primary education, pointed out that there has been a tendency in ITT to represent teaching as a "matter of mastering a restricted repertoire of practical techniques", with the "teacher as a mere technician with little responsibility for exercising professional discretion" (CPRT, 2010). This statement mirrors my own observations of existing programmes. As asserted by the CPRT, there is a wealth of knowledge that teachers need to acquire if they are to be "effective mediators of learning", with a critical understanding of the process in teaching strategies that would promote excellence.

Darling-Hammond identified six common features of ITT programmes:

- "a common, clear vision of good teaching that is apparent in all coursework . . . ;
- well-defined standards of practice and performance that are used to guide and evaluate coursework . . . ;
- a curriculum grounded in substantial knowledge of child development, learning theory, cognition, motivation, and subject matter pedagogy, taught in the context of practice;
- extended . . . experiences (at least 30 weeks) which are carefully chosen to support the ideas and practices presented in . . . coursework;
- strong relationships, common knowledge, and shared beliefs among school- and university-based faculty; and

- extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice" (2000a, cited in Fullan 2007: 273).

Traditional Postgraduate Certificate in Education (PGCE) university programmes have always tried to address these issues but as situated within an overview of a variety of existing programmes (both school-centred and school-based ITT). Admittedly, some excellent providers do exist, who use individually tailored training plans to develop a bespoke programme of learning. However, the new school-led initiative will need a very particular focus on the role of the mentor in order to fulfil the requirements and features Darling-Hammond identifies above.

Given my professional training, I attempted to harness elements of existing programmes, taking specific features from a variety of sources so as to create a handbook that aims to provide a more directed focus on the role of mentors and their place in the new ITT framework. I must clarify that although the Handbook might be regarded by some as a by-product of the training programme itself and therefore as a mere manual, I highlight its importance because in addition to being the outcome — the end product — of this project, the Handbook effectively encapsulates the programme, providing clear reference points for current and future training curricula. One might even say that it offers a conceptual map for the rationale of the FIPC training programme and is thus much more than just a reference guide. I have already mentioned above that even when a programme seems to be well structured, with activities listed in a handbook apparently designed to prepare an able teacher, there is all too frequently a gap between the objectives and the outcomes of such a programme, due to problems in implementation. In addition to programmes that I had personally come across in my experience within the field (where I saw this happen), the sources I benefited from included, for example, a review of literature such as *The Rise and Stall of Teacher Education Reform* (Fullan, Galluzzo, Morris and Watson 1998), a report that highlighted the fact that the relationship between the preparation of teachers (that is, during the training they undergo) and the realities they experience in their teaching careers remains unstudied. Darling-Hammond and her colleagues also identified and conducted case studies of exemplary teacher education

programmes (2010a, cited in Fullan 2007), which prove useful as a measure against which nascent programmes may be evaluated.

As I was developing the School Direct programme, I benefitted equally from referring to management literature, as the institutional scenarios referred to in management models can be adapted to the school environment. To begin with, I explored Kotter's eight-step change management model (1996) relating it to the change process I found myself in. See fig.17 below, which represents what I came up with after I applied Kotter's model to an ITT framework.

Data Collection Methods

During this project, I relied chiefly on three sources of knowledge: my own prior and continuing professional experience; a review of existing academic and industry literature, which comprised secondary data; and finally, primary data, which I collected first-hand during the project. As the section title indicates, I will now briefly explain the methods of primary data collection used in this project, which consist mainly of questionnaires, interviews, observations and audio-visual recordings, using head teachers, assistant head teachers and mentors across four Local Education Authorities as shown in fig. 28: 109.

Questionnaires

The questionnaire was used as a tool for gathering non-biased views, or at least, perspectives that accounted for and minimised bias as much as possible. With interviews, interpersonal influence is more likely to interfere with the perceptions of the interviewee, though as pointed out by Koshy, even with questionnaires, bias may be introduced with the kind of questions one decides to ask or by the fact that respondents may answer on the basis of what they think the researcher wants to hear (2010: 84). Questionnaires were distributed at each mentor support meeting, which takes place at the FIPC base three times a year. This enabled the relatively easy collection of data and was extremely cost effective, entailing only the provision of refreshments to participants, with no travel costs involved for me.

Step 1 Create Urgency	The announcement by the 2012 coalition government had externally imposed a sense of urgency so that changes had to be carried out anyway, so this negated the need to convince my colleagues that change was necessary. I did, however, initiate discussions to get everyone talking and thinking, sparking an early motivation.
Step 2 Form a Powerful Coalition	As the change was imposed, rather than trying to find people in power to convince them that change was necessary, I surrounded myself by people who were informed participants with extensive experience, in order to create the best team possible to transform the ITT programme, thus effecting the changes required to everyone's advantage.
Step 3 Create a Vision for Change	As a clear vision would help everyone understand and contribute to the process, this is exactly what I encouraged — i.e. invited stakeholders in the programme to be a part of formulating the new vision. Having said that, I was chiefly responsible for creating and communicating this new vision of ITT, with the focus placed squarely on mentoring in the new school-led training scenario.
Step 4 Communicate the Vision	
Step 5 Remove Obstacles	Since I was responsible for leading — and implementing change into — an insufficiently developed ITT programme for which I had no prior training, I was often reminded of the psychiatrist Ronald Laing's words: "There is something I don't know that I am supposed to know. I don't know <i>what</i> it is I don't know, and I am supposed to know, and I feel I look stupid if I seem both not to know it and not know <i>what</i> it is I don't know. Therefore I pretend to know it. This is nerve-wracking since I don't know what I must pretend to know. Therefore I pretend to know everything." (1972) As change was inevitable in the situation I found myself in and I did not want to pretend to know everything, rather than risk encountering resistance to changes, I took the decision to involve my team in the process of change that would affect all the stakeholders in the ITT programme.
Step 6 Create Short-term Wins	Team collaboration itself felt like an achievement early on in the process. Accomplishment was also especially felt every time we reviewed existing ITT programmes in order to produce the second, improved School Direct Handbook, which is essentially the first of its kind.
Step 7 Building the Change	Since my team was involved in the Action Research Cycle, which resulted in the School Direct Handbook, members of the team could themselves realise the vision expressed in it and feel ownership of the process of building the change. In other words, the process of change has been perpetuated by those who were invited to contribute their views, and this ultimately empowered mentors in the school-led ITT programme.
Step 8 Anchor Changes	The Action Research reflective Cycle fosters a constant evolution in the nascent school-led ITT programme. Each procedural step is nevertheless anchored as the ITT pathway develops.

Fig. 17: Kotter's Model

This also allowed me to use my time more efficiently when visiting a variety of training venues — visits that would have been curtailed had mentor support meetings taken place over a period of time at such venues. I was also mindful of Costley's advice: "Depending on to whom and how they are circulated, questionnaires often suffer from low response rates; the highest response rates tend to be achieved with internal questionnaires and those where potential respondents have a strong interest in the subject of the research" (Costley, Elliott and Gibbs 2010: 94).

The choice of closed questions (i.e. questions to which all potential answers were identified in advance) evolved after each mentor support session, to include feedback from the previous questionnaire. This process enabled the mentors to value the research, engendering in them a feeling of participation, ownership and validation, which in turn impacted the school-led ITT tool being developed within the new framework. The initial questions were carefully phrased so as to prompt and open up new avenues of enquiry. Koshy extols the virtues of questionnaires as they "provide information which can be followed up" (2010: 84). Koshy's book *Action Research for Improving Educational Practice* provides excellent guidance on Action Research within an educational context, including case studies from his own teaching that enabled him to offer step-by-step research tools to the educational researcher, even how to present research findings for diverse groups such as parents, colleagues and funding bodies. One of the steps of educational research that Koshy underlines is looped learning or the ongoing questionnaire cycle. Put simply, while a questionnaire at the outset can be used to gain base-line data about the group of people one is attempting to collect information from, one can also use the analyses and/or results from the questionnaires to inform and formulate a follow-up set of questions, interviews or observations.

One mistake I made with the pilot questionnaire was to restrict it to competent mentors (whom I had known for many years), which — I realised upon reflection — did not alert me to possible problems with novice mentors, who should have been included as respondents in the pilot questionnaire. A diverse group of respondents for the pilot questionnaire would have undoubtedly ensured the best revision for follow-up questionnaires. The main revision I had to make in the

mentor questionnaire was to change the wording, as I found that even highly experienced respondents did not necessarily understand what I meant by the terms 'objective' and 'subjective' in the key question asked: "In what ways does your perception (subjective) of trainee level of attainment of Standards outweigh the objective levels of guidance to Standards?" This question, and especially the terms 'subjective' and 'objective', generated too many distinct responses, including "I'm not sure" and "I don't understand the question". This also made me realise the wisdom of Koshy's advice to keep the questions and the language they are articulated in as simple as possible. Koshy, who recommends doing a pilot run before embarking upon using questionnaires in Action Research, counsels — among other things — keeping in mind how one might analyse responses to questions; being aware that one should include questions to elicit factual information required; steering clear of leading questions; assuring respondents that their responses would remain anonymous in research findings; considering whether one wants to use closed or open-ended questions (or both) and if using the latter, carefully reviewing how one might analyse these (2010: 83-84). Note that in my case, all respondents were willing to have their names cited in the study and agreed to this in advance.

In an initial questionnaire following upon the pilot questionnaire, another area of concern was highlighted. The two charts below (figs. 18 and 19) that I constructed at mentor workshops following a collaboration of ideas and beliefs, clearly demonstrate that there is a gap between mentors' perceptions of their knowledge, and their actual knowledge of, for example, Teaching Standards. Evoking in me a concern about the possible lack of depth in mentors' theoretical understanding, this resulted in my rephrasing questionnaires further but also made me factor in this aspect when designing interventions in the training programme. Even keeping in mind that the initial questionnaire, following upon the pilot, would really provide just baseline data on mentors' attitudes upon which interventions and subsequent questionnaires could be shaped, the lack of understanding highlighted above proved worrying. The mentors' educational research knowledge is a key skill, which is really essential in the school-led training framework, so if some mentors do not have the necessary level of pedagogical knowledge to train the future generation of teachers, it poses a serious problem. With school-led ITT relying so

Mentors' Understanding and Interpretation of the Standards

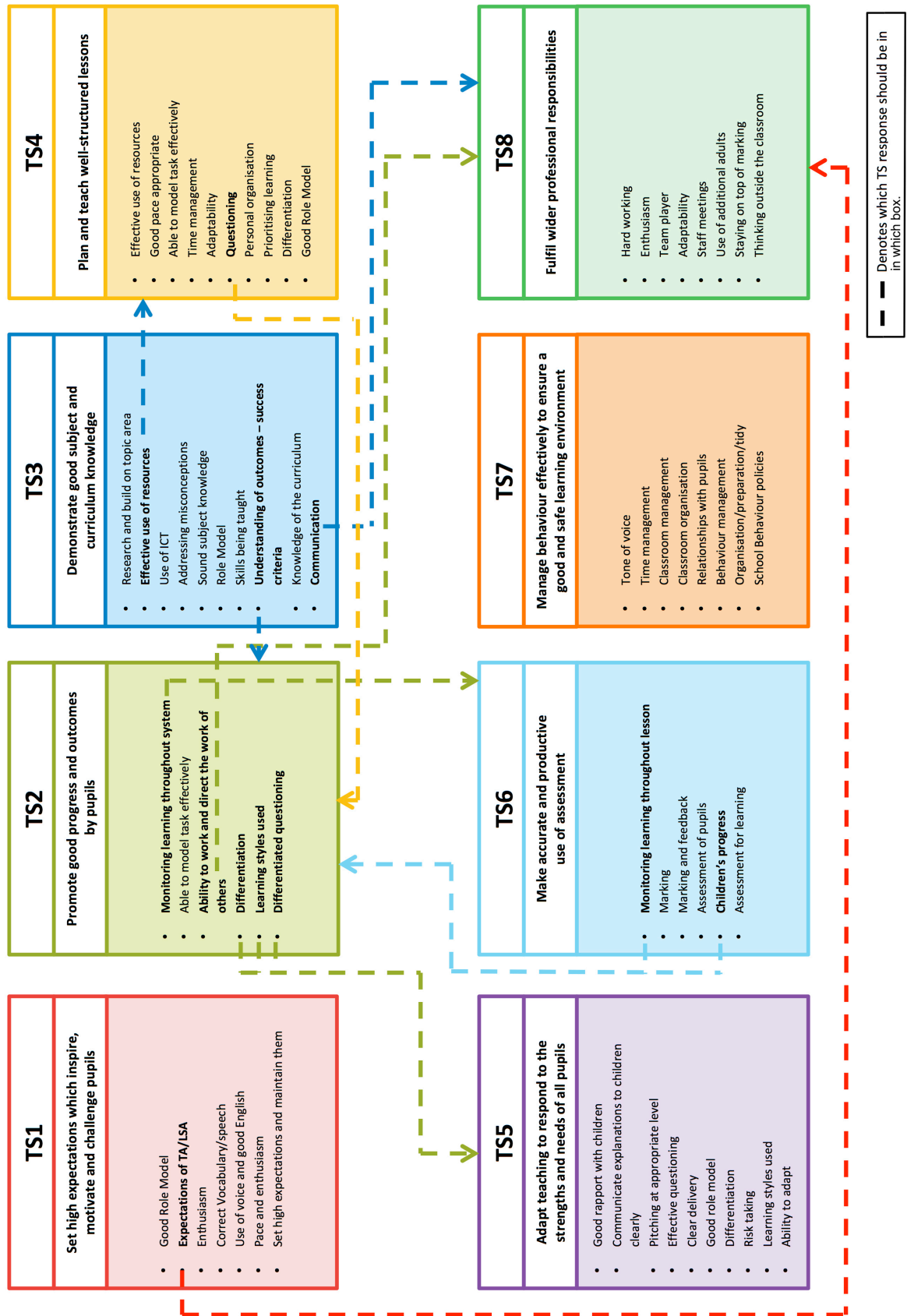


Fig. 18: Mentors' Understanding and Interpretation of Standards

As a mentor, how confident do you feel working with the new Qualified to Teach Standards?

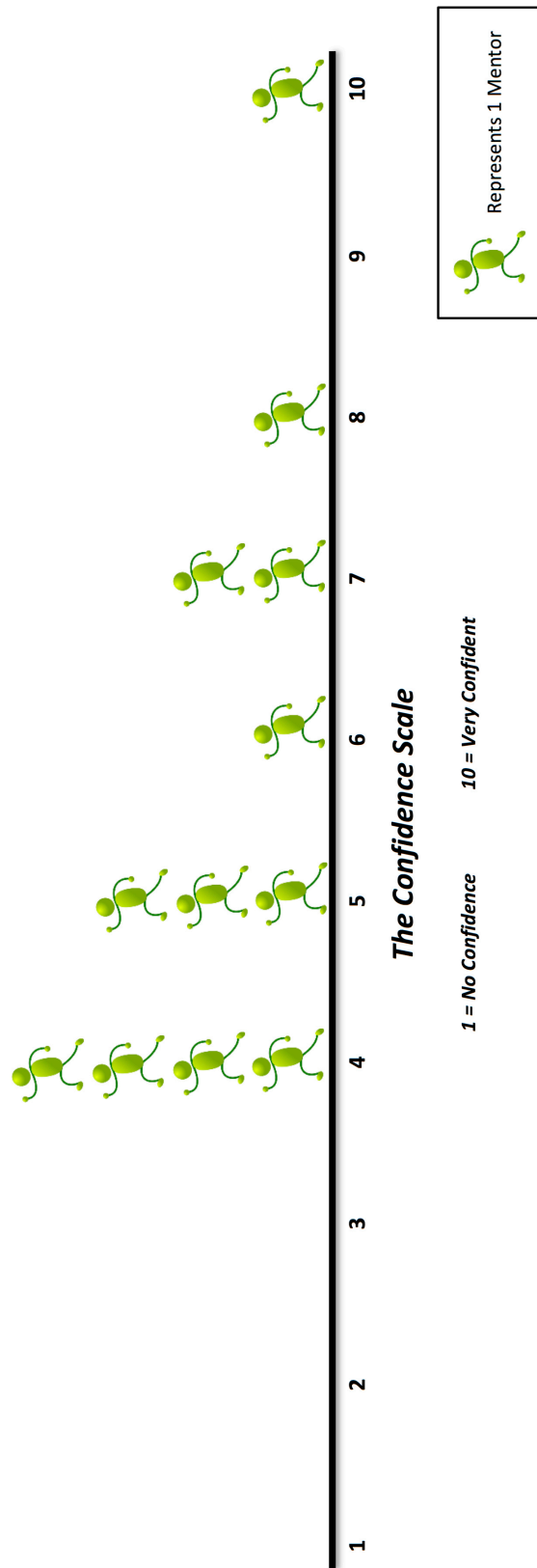


Fig. 19: Mentors' Confidence in Using the Standards

heavily on the mentor, mentors — who as 'trainers', are the facilitators of the ITT programme — have to demonstrate sufficient academic ability to ensure high quality delivery of the training. So, testing or assessing mentors' ability to underpin practice through essential theory becomes crucial. This is why the key question proved challenging, when I realised that I had over-estimated some respondents' knowledge of pedagogy-specific vocabulary. Deliberating this, I decided that what this gap indicated was the lack of educational knowledge of some mentors and their inability to deliver theoretically based justifications for methods used in teaching. While this inability to demonstrate familiarity of the Qualified to Teach Standards came as an unpleasant surprise, a positive outcome of this realisation was that it resulted in my specifically addressing the problem by introducing a strictly Standards-based knowledge session at FIPC base (see figs. 20-25 below).

It may be useful to briefly elaborate on this Standards-based session and explain where it fit into the programme. Mentor training took place in January 2014, during which mentors completed a form where they reviewed their needs (see fig. 26: 'Mentor Needs Assessment' questionnaire below). This included self-assessment in the form of reflecting upon their practice and evaluating their own needs but also assessment of the programme, in that they had to consider to what extent the programme was addressing their needs. Mentors then compiled concrete examples, to demonstrate that they met Teaching Standards. After Peter Gordon delivered Standards-focused training for mentors, it was decided that each subsequent mentor training session would have a Standards focus included, as we realised that it proved very useful. During the first training session, videos were watched of trainees' classroom teaching, group discussions were held about the targets that were set through a process of peer observations and the Standards met. We included examples of completed observation forms of 'best practice', in order to set a high bar but also to expose trainees to a variety of 'best practice' examples. The value of trainees observing best practice was supported by Lortie, who highlights the necessity for placing the trainees' actions at the centre of a pedagogically orientated framework (2012: 62). Mentors train for the better part of the year in one school but to gain exposure to distinct environments and possibly practices, they change schools for a period of three weeks, so peer observations during this period of change can present problems. Such issues were also

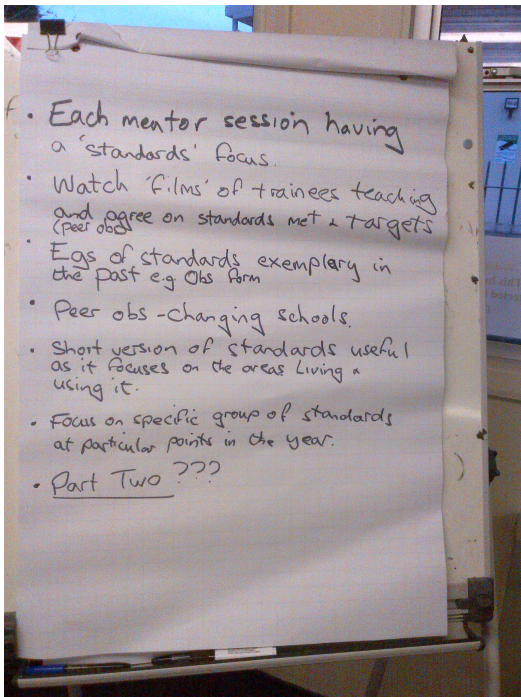


Fig. 20 (top): Peter Gordon leading a mentor workshop.

Fig. 21 (bottom): At the mentor workshop.



Fig. 22 (top): Mentoring workshop at Epping Forest

Fig. 23 (bottom): Mentoring workshop at Redbridge



Fig. 24 (top): Workshop documentation, Epping Forest

Fig. 25 (bottom): Workshop documentation, Epping Forest

discussed during the workshop. In the second part of this Standards-focused training session, we concluded that a shorter, simplified version of Standards helped us focus on the areas where we use them. This is because as articulated by the National College of Teaching and Learning (NCTL), the Standards can feel like jargon, especially for novice mentors or mentors reacquainting themselves with revised Standards. We also deliberated upon how specific Standards take precedence at particular times of the school's annual calendar. For example, Teaching Standard 7, which has to do with behaviour management, is — for obvious reasons — the focus of training during the initial weeks of the programme. It may not be out of place to mention here that while Koshy's counsel proved extremely useful during the data collection process, in one respect, his experience differed significantly from mine. Contrasting with Koshy's view that "students do prefer to complete these [i.e. online questionnaires] as opposed to pencil and paper versions" (2010: 83), in my experience, the response to online questionnaires was quite low. However, this may have had to do with the fact that while Koshy was referring to students, my questionnaires were targeted at staff, whose age bracket and profiles might incline them more towards hard-copy questionnaires than online ones.

As Creswell points out, there is a gradual acceptance that a combination of quantitative and qualitative methods benefits social science and humanities research. As research methodologies continue to develop and we acquire a better understanding of the complexity of social science and humanities research, the validity of both approaches is increasingly acknowledged. Creswell, who refers to this combination as 'mixed methods procedures' points out, quite rightly, that either method by itself proves insufficient and that using them in combination allows for a greater scope of perceiving and addressing research problems because, when used in conjunction, these methods provide further insight (2009: 203). At its simplest, while quantitative methods can provide base-line data and can prove useful for mapping exercises, to gain a bird's eye view of a practice, qualitative methods can be used to further this data by providing depth, nuance and complexity. Put another way, data collected from diverse participants can often be collated in greater numbers to indicate tendencies. These tendencies can then be explored more particularly through the use of qualitative methods, such as

MENTOR NEEDS ASSESSMENT: SUMMARY OF MENTORS' RESPONSES							
Mentor: 12 - as listed				School: Various - as listed			
Please reflect upon your experience of being a mentor and evaluate for yourself what you perceive to be your strengths and weaknesses. Use this 'Needs Assessment' to structure your thoughts and to communicate to us what you feel would enable you to meet your needs.							
1 = Very Good (with several outstanding features)		2 = Good (with no significant weaknesses)		3 = Adequate (requires significant improvement)		4 = Inadequate	
Area of expertise		1	2	3	4	Nature of 'ideal support'	
1. Understanding the role of mentor		1	10	1		*Modelling good/outstanding practice. Ensure trainee feels secure and encouraged, receives whole staff's support. *Providing time for trainee - giving feedback, support. *To have the meeting/training before taking on a trainee. *I'm getting better as I go. *Expectations and role made clear before placement begins and regular updates. *Knowing extent of support to give to trainees.	
2. Interpersonal Skills: Active listening, giving advice, information and support		5	7			*Informal. Opportunities to discuss all aspects of the teaching/learning throughout the day. *I feel I'm good at listening.	
3. Familiarisation with the QTS, including Target Setting.		0	10	2		*Refer to them, draw attention to them when opportunities arise. Use them for reflection for improvement. *Ensuring judgements are the same as the tutor. Paid observations and discussions. *Time to become more familiar. *Familiar with the Standards to support target setting. *A progression of how the Teaching Standards 'may' progress. *Was very familiar with 'old' Standards, and mentor with FIPC for three years.	
4. Providing written and verbal lesson observation feedback that highlights areas of good practice and areas for further development.		2	9	1		* Need to ensure I develop more systematic approach to 'written' feedback as opposed to 'coached' feedback. *Highlight areas of strength, use areas to develop as opportunity to model, then opportunity for trainee to implement. Assess. *Maybe see/observe how the FIPC tutors do it. *I need to write feedback down more often, rather than [just respond] to verbal feedback. **Tips' for good feedback protocol	

5. Structuring a mentor meeting	1	10	1	*What is going well? Even better if ... *But find it hard to find the time due to other demands *Maybe see/observe how the FIPC tutors do it. *I meet very often, at least one every week. *What to do next. *Linked with planning meeting.																								
Please use the following space to highlight any issues that you feel should form part of your Mentor Development agenda.																												
*I just want to make sure that I am giving the right level of support and encouraging independence.																												
*Contents of end of term/year reports.																												
*Making more time to discuss general topics and issues.																												
*How to challenge outstanding trainees.																												
*I need to provide more written feedback.																												
*What counts as evidence and how to break targets down.																												
*I would have liked more training before September. I feel that I now have a better understanding but it is now November.																												
*Challenges related to being both a mentor and a new member of staff in the school are being overcome.																												
LIST OF MENTORS AND SCHOOLS THAT HAVE RESPONDED TO QUESTIONNAIRE																												
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Mentor: Dan Lea</td> <td>School: Gearies Primary</td> </tr> <tr> <td>Mentor: Charmaine Ward</td> <td>School: Abbotsweld Primary</td> </tr> <tr> <td>Mentor: Jude Milburn</td> <td>School: Manford Primary</td> </tr> <tr> <td>Mentor: Samantha Simmonds</td> <td>School: Manford Primary</td> </tr> <tr> <td>Mentor: Shauna Ellis</td> <td>School: Glade Primary</td> </tr> <tr> <td>Mentor: Beth Dilnot-Smith</td> <td>School: Larkswold Primary</td> </tr> <tr> <td>Mentor: Lesley Duff</td> <td>School: St Johns C.E.Primary</td> </tr> <tr> <td>Mentor: Helen Jones</td> <td>School: St Johns C.E.Primary</td> </tr> <tr> <td>Mentor: Alison Tinker</td> <td>School: St Johns C.E.Primary</td> </tr> <tr> <td>Mentor: Keith Richmond</td> <td>School: Woodside Primary</td> </tr> <tr> <td>Mentor: Katherine Roberts</td> <td>School: St Bede's Primary</td> </tr> <tr> <td>Mentor: Lucy Higgins</td> <td>School: St Johns C.E. Primary</td> </tr> </table>					Mentor: Dan Lea	School: Gearies Primary	Mentor: Charmaine Ward	School: Abbotsweld Primary	Mentor: Jude Milburn	School: Manford Primary	Mentor: Samantha Simmonds	School: Manford Primary	Mentor: Shauna Ellis	School: Glade Primary	Mentor: Beth Dilnot-Smith	School: Larkswold Primary	Mentor: Lesley Duff	School: St Johns C.E.Primary	Mentor: Helen Jones	School: St Johns C.E.Primary	Mentor: Alison Tinker	School: St Johns C.E.Primary	Mentor: Keith Richmond	School: Woodside Primary	Mentor: Katherine Roberts	School: St Bede's Primary	Mentor: Lucy Higgins	School: St Johns C.E. Primary
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Fig. 26: Mentor Needs Assessment

interviews. Both methods might thus enrich the process of data collection and analysis.

Interviews

Interestingly, among the distinguishing characteristics between the questionnaire and interview that Creswell points out is that the former often has numerous specific, narrowly focused questions while the latter often has a primary question that is very broad in scope, followed by a sub-set of questions that relate to it (2009: 129-130). Indeed, he believes that researchers more familiar with

quantitative research (who are more habituated to using questionnaires) may struggle with the interview approach. However, in my case, my questionnaires also often had a primary question followed by a sub-set of questions that were designed to provide more nuanced responses relating to the primary question. There was nevertheless a key difference between my use of the questionnaire and the interview as a research tool. The main reason for using interviews as a data collection tool was that it allowed me to ask questions that focused on the 'why' rather than the 'how'. Primarily, I had to find out from head teachers the diverse reasons that motivated them to select particular teaching staff as mentors. In this way, the interviews differed from the questionnaires, as they often do, in that unlike questionnaires, which tend to provide quantitative data, in this context, the interviews provided qualitative data. In other words, they gave me greater insight into the rationale of head teachers' decision-making processes.

In total, eight people were interviewed — not only head teachers but also assistant and deputy head teachers, since they too choose mentors. Indeed, assistant and deputy head teachers play a lead role in training, so they often know more about the training process than head teachers do; this was another reason for including them as interviewees. Each interviewee was chosen in the hope that s/he would bring a distinct experience to the table and in this instance, selecting a range of interviewees paid off, as they did, in fact, contribute diverse perspectives.

As is well known, the interview is one of the main data collection tools in qualitative research. The interview process consists of constructing reality, where both sides — that of the speaker and that of the listener, or that of the interviewer and the interviewee — contribute to it and are affected by it (Punch 1998). Considering Alvesson's discussion of interviews from the neopositivist perspective (considered as a research 'tool') and the romanticist perspective (viewed as a 'human encounter'), Qu and Dumay advocate a 'localist' approach. Rather than just a tool of research or data collection, the authors argue that the interview should be recognised as a complex, social and organisational phenomenon (2011: 238). The authors discuss three main categories in interview methods: structured, semi-structured and unstructured. While reflecting on these interview methods, they advocate semi-structured interviews because they argue that "the neopositivist

view (studying facts) corresponds more to structured interviews, the romanticist view (focusing on meaning) to unstructured interviews, and the localist perspective (social construction of situated accounts) to semi-structured interviews, with overlap at the boundaries" (2011: 239-240). Note that in Koshy's text, the unstructured interview is referred to as the "open-ended interview" (2010: 87). In this research project, the questions are explored in a particular practice context and setting that is unique to the participants' personal situatedness, which influenced the choice of interview method employed. Choosing semi-structured interviews rather than structured ones produced an open dialogue, which provided a flow of information and facilitated attentiveness to the topics that were raised and the changing directions that were needed. I agree with Qu and Dumay's belief that the semi-structured interview is a sophisticated choice for context-specific interview methods. Denscombe highlights the fact that with the emphasis on the interviewee, both interviewers and interviewees (especially the latter) are able to elaborate upon points of interest: "With the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher" (2010: 175).

Unlike structured interviews, where the interviewer has considerable control and the unstructured interview, where the interviewee may perhaps wax eloquent and may possibly go off on tangents, the semi-structured interview requires the interviewer to possess certain skills, such as knowing when to prompt; recognising when to take a backseat to allow the interviewee to do the talking, even if this means occasionally permitting the interviewee to lapse into silence. Although I had been trained in interview techniques at the BBC in my role as education correspondent, the process for this research was quite different. I followed Denscombe's guidance in ensuring that the interview was more than a conversation. As an insider researcher, I was aware of my opinions, emotions, feelings and experiences in dealing with sensitive issues and privileged information. For me, it was the ease of access to prospective interviewees and therefore the viability in terms of costs in time and travel that proved to be a great advantage. As my visits were pre-determined throughout the year, it also enabled me to give the interviewee sufficient notice, so that we could arrange an

appropriate setting, which I discovered can impact significantly on the quality of the interview, as has often been noted. It was essential that the interview took place in a setting where the interviewee felt comfortable and secure enough to relax in, a venue where they would feel at ease to explore and expand upon their thoughts and responses. I was aware of the possible effect that a venue may have on an interviewee from talking to a colleague, who had carried out interviews as part of a research project within schools. She later discovered that the interviewee's hesitancy in answering her questions was due to the previous use of the setting and the fear and apprehension that the interviewee associated with the venue of the interview.

I shall be elaborating below upon 'coding', i.e. arranging into themes the responses I received from mentors during interviews, a procedure which the mentors participated in, so that the themes we arrived at are as much theirs as mine. It is sufficient to say here that I realised afterwards that among the themes we included, we ought to have also considered 'setting', since it proved to be a recurrent factor. Setting is, in fact, mentioned elsewhere in this text and identified as a theme but I must admit that at the time of coding, I did not recognise it as an explicit theme. It has been argued that by using interviewing, the researcher becomes in a sense, a part of the place where the research is conducted. For example, if an interview is conducted in an interviewee's home, the interviewer may feel obliged to stay on a little longer after the interview as a matter of courtesy. At other times, the place might define the interview differently, such as for example, if a curator of a landmark exhibition returns to the museum where the exhibit took place for the purpose of being interviewed. 'Place' can trigger memories and a plethora of feelings and responses that should be factored in when selecting an interview venue. Interestingly, many reference texts on research methods tend to overlook the importance of the interview setting. For example, little is said about this subject in either Cohen, Manion and Morrison's *Research Methods in Education* (2011), or in Creswell's *Research Design* (2009). Considerations of place are more often discussed when either the researcher or the research subject is explicitly identified as being vulnerable in some way or with reference to ensuring that the environment is conducive to an uninterrupted and otherwise hassle-free interview. Koshy merely states that a comfortable setting

should be chosen for the interview (2010: 87) but as mentioned above, a Quality Assurance (QA) tutor mentioned setting in the context of not receiving responses she was expecting due to the setting having particular associations for the trainee/ respondent. Such considerations go beyond merely ensuring that the surroundings are comfortable. It is not so much a question of ensuring that the chairs or other seating arrangements are suitable or that the noise levels are conducive to recording an interview in audio, or even that the interviewee need not be anxious about colleagues or superiors possibly overhearing their views. The choice of venue for the interview extends to ensuring that its physical surroundings have no undue influence on the state of mind of the interviewee. For example, if a student has suffered peer pressure in a particular classroom, s/he may not wish to be interviewed in such a classroom (even after school hours, i.e. without the presence of peers), as the physical setting is almost certainly likely to impact on how s/he feels during the interview process.

I tried to be sensitive to such considerations. My other strengths in interviewing were in attentiveness, in my ability to tolerate silences — which often allows interviewees the space and time necessary to formulate their thoughts and articulate their responses but at the same time, as I have indicated above, being adept at prompting and probing when necessary. I did, however, refer to Denscombe's guide in structuring the interview, "kicking off with an easy question" (2010: 185) to ensure a relaxed and confident start to the participatory exercise. I also heeded Koshy's advice in ensuring that the interviews were not too long; according to Koshy's counsel, between "half an hour to 40 minutes for each [interview] is about right" (2010: 87).

Interviews were conducted in two cycles. The main cycle included eight head teachers, while the broader study involved two QA inspectors whose focus in a year's cycle of trainee /mentor interviews related to the Teaching Standards. As the main questions during interviews related to the appointment of mentors and their perception of the Standards, the threads of the data impacted upon the discussions following questionnaires in mentor sessions. In the early stages of the Action Research method, my actions and reflections, along with the literature review, contributed to the development of an approach through which the interview

data could be collected and interpreted, woven together into the analysis and outcomes in Chapter 5.

As mentioned briefly above, the mentors themselves helped me to code the interview material. This primarily involved jointly recognising — through group discussion — the dominant themes that recurred in the material. Comments from mentors, in response to the following question: 'What do you feel are the best strategies for improving trainees?' were themed jointly by the mentors and me, into seven themes we identified together: modelling; collaboration; feedback and reflection; support; observing the trainee; observing variety of best practice and lastly, training. The brainstorming session that led to the grouping of comments into broad, overarching themes actually took place during a mentor workshop (see fig. 27).

Admittedly, my invitation to those who had a stake in the outcome of this research, to participate in the devising of the training programme and its Handbook, resulted in what often felt like a collaborative process. Nevertheless, as I had initiated the collaboration and often had to steer it, and since the written outcome was articulated by me, I was clearly playing what may be called a leading role. For example, as a training provider and researcher, I would have additionally included as a theme trainees' need to demonstrate evidence in assessable terms, a concern that mentors have not flagged up, as their primary role is to train novice teachers rather than to assess them. So despite a continuing process of formative assessment in the training programme and the required collation of evidence in the form of a portfolio, which mentors are undoubtedly aware of, the relative lack of summative assessment is an issue that I, as a provider, would be more concerned about than my research participants. I therefore had to reflect upon my role both as a researcher and as the person who had core responsibility for the implementation of the School Direct programme.

Within the context of these roles, interestingly, it was the interview as a tool that heightened my awareness of the issues of power and powerlessness that can be engendered during a research endeavour. For instance, one head teacher, in particular, expressed feelings of powerlessness, as he did not even have a

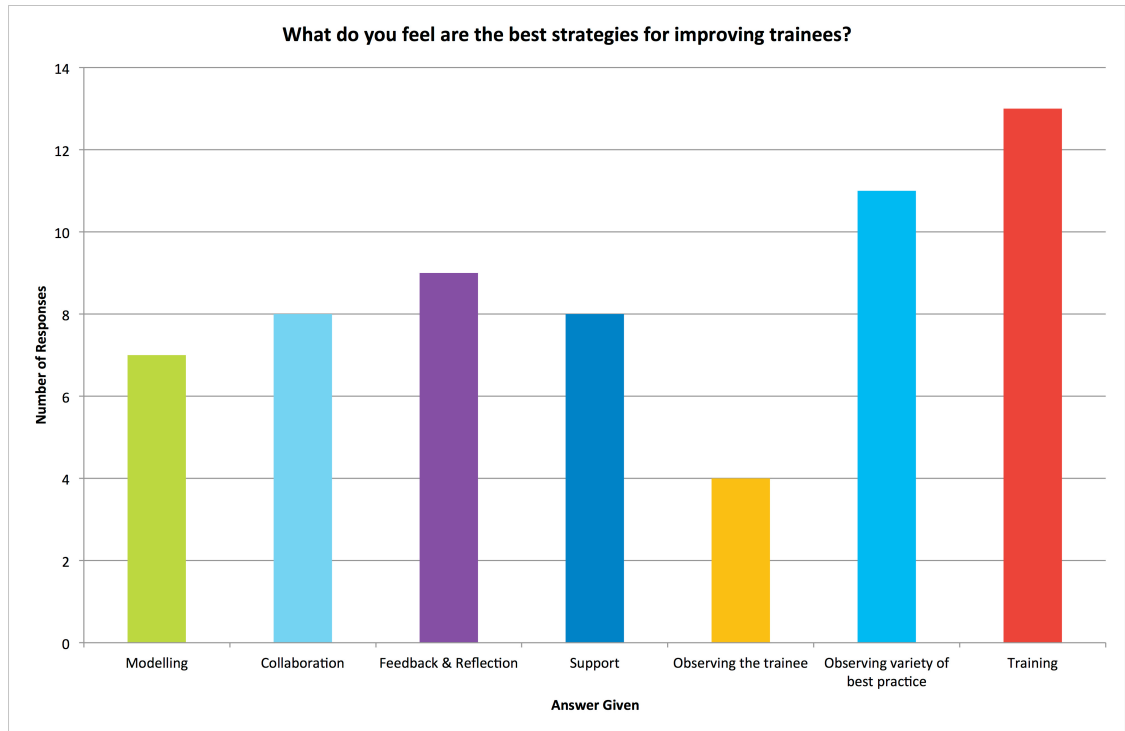


Fig. 27: Tabulated responses to the question: "What do you feel are the best strategies to improve trainees?"

qualification; although he had a certificate in education, he had no degree. He had never done any sort of research or higher-level examination, despite being in the post for over 20 years. He had a lack of subject knowledge, with regards to training of teachers and he felt powerless because of a general lack of knowledge but moreover, he felt really embarrassed about this.

By contrast, another head teacher felt powerful precisely because he was so experienced in ITT. Having worked alongside FIPC, he felt very knowledgeable. I had, in fact, set up a training programme for the institution where this individual works, based on the FIPC model. This school takes on four trainees annually and each has an experienced mentor. In addition to trainee teachers, it trains mid-career and experienced teachers within the continuing professional development (CPD) framework, in the whole borough. So this head teacher felt powerful because this wealth of experience made him knowledgeable.

A third head teacher felt very powerful and what came across consistently in his conversation was that he prioritised the needs of the pupils, which — while it may

sound like a sensible approach — resulted in him completely ignoring the needs of the trainees. With the exception of their one-day release to college, he effectively ignored their experience, their courses and their timetable scheduling. He was adamant that it was his school and he was uncompromising about any suggested changes to accommodate others in the process, largely because he did not wish to relinquish control. Although he answered my questions, in reality, he selected mentors who sported attitudes that were much the same as his own. In this instance, apart from an analysis of the answers provided during interviews, the face-to-face interaction proved instrumental in adding insight into his character. In other words, my perception into his character, which stemmed from observation, offered me additional qualitative data.

I was also made aware during this process of the number of reasons why one may feel powerful or powerless. For example, one head teacher felt powerful because his school had only just become a teaching school. It was clear that his institution essentially 'going up a notch' imparted a sense of accomplishment and success and thus resulted in a feeling of empowerment. From my own position as a researcher, I felt both powerful and powerless at various times. For instance, although I felt powerful in being privileged enough to be in a position where I could represent my professional community, this entailed a strong sense of responsibility. Having created the programme, I wanted to ensure that head teachers understood the priorities of trainees and mentors, that they were not led by financial and administrative constraints. This did not happen with the head teacher who was inflexible, yet I was powerless to do anything about it, as in the school-led training framework, I could not insist that his approach align itself to the programme. The providers thus have an element of additional control that was perhaps lacking in the school-based or school-centred frameworks.

It would be pertinent to clarify here, in the chart I created, that the organisation of Forest Independent Primary Collegiate (FIPC) partnership schools influenced the selection of research participants (see Fig. 28: Partnership Schools in Local Education Authorities). Schools were chosen within a cross section of local education authorities using my previous knowledge of the stability of those participants, in that I expected them to remain in position for the duration of this

Partnership Schools in Local Education Authorities visited by 2 Quality Assurance Inspectors

Local Authority	School	Participant
Redbridge	Glade	AHT + mentor
	Manford	DHT + two mentors
	St Bede's	AHT + mentor
	Gearies	HT + mentor
Hertfordshire	Woodside	HT + mentor
Waltham Forest	Larkwood	AHT + mentor
Essex	St John's	HT + four mentors
	Abbotsweld	HT + mentor

Fig. 28: Partnership Schools in LEAs

research project. I also considered the experience of participants involved in ITT within a school environment. This determined the process of selection and defined the pool from which the group of 12 head teachers could be chosen. That said, one head teacher from this pool has changed roles since the start of this project. I received full cooperation from the participants and they all agreed to take part in the research process, without setting any conditions upon their participation. Indeed, because we had worked together for a number of years, trust was already established. The familiarity of these relationships could have unduly influenced me while I was conducting the face-to-face interviews but I was aware of this possibility and did my best to avoid this happening. A positive outcome of this familiarity was that it significantly aided the interviewees' inclination to participate. What provided them with an even stronger motivation to participate was the fact that they regarded this research project as an opportunity to influence the provision of a tool: the training programme being devised within the new school-led framework. They recognised that this tool could enable high-quality ITT to take place within the new, altered framework, an outcome that undoubtedly benefited them too.

During an interview, it is often advised that the interviewer should take into account the fact that the interviewee's way of thinking and responses may be biased to some extent, especially by the wish to please the researcher. What is said is often what the interviewee thinks the researcher wants to hear. However, while acknowledging that as a researcher, I was one of the main research instruments in this project and additionally in a leading position insofar as being a training provider was concerned (due to my stewardship of the FIPC training programme), I did not feel that in this case, this advice was as relevant. This was chiefly due to this shared desire between the participants and myself, to produce the most effective ITT tool possible. Needless to say, access to the research participants was therefore freely available and in all cases, consent forms were provided in advance.

It must be clarified that the two Quality Assurance inspectors (QAs) who took part in this research were both FIPC internal assessors, rather than external assessors appointed by a government body. The decision to involve QAs as interview respondents was taken at the outset. This was for a number of reasons: QAs are multi-functional. As a part of this research undertaking, I needed to carry out an investigation of how the Teaching Standards were being perceived by mentors. So to some extent, the decision to include QAs as research participants was dictated by practical considerations, as I did not always have on-the-ground information, situated as I was in the FIPC base for the better part of this project. QAs, on the other hand, were relatively mobile and dealt with — on a regular basis — a wider variety of personnel involved in the training process. This exposure that they have to diverse personnel's differing perspectives results in them developing overarching and astute views that I felt would benefit my project. So in addition to benefiting from the two QAs' participation, in that they provided me with information I could not collect for myself, I gained significantly through their participation due to the wealth of experience they contributed to the project.

The Quality Assurance visits by inspectors Louise Martin and Peter Gordon took place in late 2013. They visited eight partnership schools to investigate the way that the Standards are being used across the FIPC umbrella of schools and to moderate the Standards with mentors. For the purposes of the research study,

they spoke to 12 mentors and 23 trainees. During this time, 22 lessons or part lessons were observed jointly by the QAs, with the mentors. Trainee files were examined and reference was made to FIPC documentation for mentors and trainees regarding the Standards (see Appendix 1: FIPC Handbook 2014/15: 25-35). The first two schools were visited jointly by both QA inspectors to establish a common frame of reference and to ensure consistency between the two QA inspectors. The visits were carried out between 11 September and 13 December 2013. Some interim feedback was given after six visits and this informed the discussion at the mentor meeting in February 2014, and subsequently, on 30 October 2014. In the beginning, there was some confusion and misunderstanding around the purpose of the visits and this is why at one school, a joint observation of the trainee was not carried out. However, subsequently, it became obvious that the mentor and trainee networks were utilised over the course of the visits and that knowledge about the visits was being exchanged. In summary, the findings of these visits include the following points:

- In conversation with the mentors, after jointly observing the trainees, there has been a consistent agreement of where the trainee is in their development with regard to the Standards, which refer specifically to teaching (Observation templates were changed to incorporate additional Standards achieved, which were not observed during a lesson) (See figs. 29-33: Lesson Observation Templates 1-3 below);
- All mentors are working with the Standards but some feel more confident than others (see Fig. 19);
- Not all mentors attend the vital mentor meetings at the FIPC base and thus miss may be missing valuable training;
- Some mentors use the Standards on their lesson observation forms – but not all;
- Most mentors go through the Standards with the trainees by the end of the programme;
- Some mentors reference the Standards when setting targets for improvement but this is inconsistent;
- There is some confusion about what 'meeting the Standard' means;
- All lesson plans had Standards figuring prominently at the top;

An excellent lesson - well done!

Forest Independent Primary Collegiate

Lesson Observation

Trainee: Cathy Burgess

Observed by: Lucy Higgins

Date: 7.2.13

Subject: Maths

Class: Year 2

Standard Focus: TS 2a 2b 4d 3

Planning, Preparation and Resources:

(Clear objectives? Subject knowledge sound? Differentiation? Resources suitable, prepared, checked?)

Good choice of interactive resources for the starter. Hands-on activity prepared for main teaching - good - you were not reliant on IWB scheme. Resources were varied and well thought-through. You used the Collins IWB very effectively. Activity book page copied into IWB - good. Extension activity prepared

Starting off:

(Good start? Clear explanations? Subject Knowledge?)

Super pace with the starter activity. You discouraged any time wasting when children came in room and launched straight into the quick fire additions on the IWB. A good activity which fired children's enthusiasm. Well done - a good response from children

Main Part of Lesson:

(Delivery? Pace? Monitoring progress? Whole class awareness?)

You directed questions to individual children - excellent awareness of who was answering questions. You included all the children - good. (in starter). I really liked your main activity, throwing beanbag to individual children to answer the question. It really made the children focus on thinking about the answer. Super questioning throughout the lesson, involving differentiated levels. Lovely differentiated activity planned for the extension.

Understanding:

(Appropriateness? Too hard/easy? Suitability? Subject knowledge?) Has the trainee demonstrated an understanding of the key concepts, language and skills relevant to the subject area? Progression in the subject area? Connections to other topics?

Good use of mathematical language throughout. Excellent understanding by trainee of the learning objective. It was relearning number bonds to 10, ~~10~~ and it was clear some children needed to practise this. Main activity of learning addition facts to 20 using the Collins IWB. I liked how you linked $3+2=5$ to $13+2=15$. Super progression.

Classroom/behaviour management:

(Manner towards children? Clear trainee strategy for behaviour organisation/use of LSAs or other adults?)

Praise for children who were sitting nicely. You had a brisk manner which helped the children feel motivated and involved. TA was involved in monitoring who was taking part and checking behaviour. You were really encouraging to all the children and showed awareness of individual abilities and personalities. TA giving very well focussed support to group in table work.

Plenary:

(Suitability? Evaluate learning? Use of effective questioning?). Assessment, attitude, pedagogy, transition.

You reminded class of the learning objective - good. An interactive hands-on activity to finish - good. You prepared a good plenary adapting the Collins schemes and helping to refocus the learning.

Strengths and Areas for Development

- Excellent teaching of how to use number bonds to 10 to help with number bonds to 20 - super explanations.
- Super variety of teaching methods within the lesson, including kinesthetic and visual (IWB).
- Using children to come to IWB and demonstrate methods.
- Excellent activity devised for paired work as an extension and a well prepared plenary.

* Think of strategies to manage behaviour when children need to move on to the next task.

Fig. 29: Lesson Observation Template 1



Forest Independent Primary Collegiate



Lesson Observation

Trainee Katie Scott

Observed by D. Setterfield

Subject Literacy

Date 29.01.13

Year 3/4 Pupil no. _____

Standard Focus 1a, 2d, 5a, 5b, 8c

<p>Starting Off (Good start? Clear explanations? Subject Knowledge? Professionalism?)</p> <p>Chn settled well using the 'to do' list on the board. Smooth transition onto the carpet. A good starting activity listening to music - perhaps ask all chn to close their eyes to improve their listening / imagination. Starter built on previous lesson knowledge. Chn wrote descriptive words in their rough books. (2b)</p>	<p>Planning, Preparation and Resources (Clear objectives? Subject knowledge sound? Resources suitable, prepared, checked?)</p> <p>Thorough lesson plan with timings and L.O. Good differentiation included on plan. IWB presentation prepared and checked. Good organisation. Don't forget to display L.O.</p>
<p>Main Part of Lesson (Delivery? Pace? Monitoring progress? Whole class awareness? Subject knowledge? Assessment opportunities? Questioning?)</p> <p>Chn continued to write descriptive words/phrases for a variety of pictures - great images were chosen. Did some chn need some ideas from a talk partner before writing? Lovely positive manner with chn - encouraging all ideas. Excellent questioning during the shared writing activity (2c)</p> <p>SEN chn sat with TA to support their ideas (2d) HA chn stayed on the carpet and were introduced to a thesaurus - a good way to extend/challenge these chn to use more adventurous vocab. Katie focused on CD, RD and AS during the main activity which kept them engaged and on task as well as consolidating their understanding. Mini-plenary enabled chn to hear others' ideas. The use of word mats enabled LA/SEN chn to access the task well.</p>	<p>Understanding (Appropriateness? Too hard/easy? Suitability? Subject knowledge?)</p> <p>Has the trainee demonstrated an understanding of the key concepts, language and skills relevant to the subject area? Progression in the subject area? Connections to other topics?</p> <p>Secure knowledge of descriptive writing - good questioning to extend children's ideas. Good understanding of shared writing - encouraging all ideas, recording some/most, dotting the words that are tricky to spell etc. (2d) (3a)</p> <p>Classroom/Behaviour Management (Manner towards children? Clear trainee strategy for behaviour organisation/ use of LSAs or other adults?)</p> <p>Excellent use of positive re-inforcement and stating of expectations. Effective use of school behaviour policy. Good use of Countdown to bring chn back together. All pupils were attentive and well-behaved. (7a) (7b)</p>

Fig. 30: Lesson Observation Template 2a

Plenary

(Suitability? Evaluate learning? Use of effective questioning, assessment, attitude, pedagogy, transition)

Shared some of the children's ideas and reminded them to think about 'magpie-ing' some ideas.
Chose a good range of chn to share their work (FA, MA, LA)

General Comments - Strengths of lesson

Lovely positive, calm manner with the children.
Good understanding of Pi Corbett strategies - shared writing etc and good differentiation to ensure all chn could access the task and were also appropriately challenged

A lovely lesson - thank you! ☺

Areas for development

8c - Communication with TA. Don't forget to talk to TA during the lesson - perhaps ask Mrs H how her group had got on or for a great idea.

Assessment - How do/will you know if chn have met the L-O? Were there any opportunities for self assessment?

Trainee comments

Signed _____



Fig. 31: Lesson Observation Template 2b



Forest Independent Primary Collegiate

Lesson Observation

Trainee Jessica Sparke
<http://www.fipc.ac.uk/homepage.htm>

Observed by Helen Tyler

Subject Literacy

Date 19.5.14

Year 4 Pupil no. 26

Standard Focus 8c, 4a, 5a

<p>Starting Off (4b1c) <small>(Good start? Clear explanations? Subject knowledge? Professionalism?)</small></p> <p>Excellent start with pupils brought to the carpet and encouraging focus by use of positive reinforcement. Effective use of IWB (zoom etc. previous target)</p>	<p>Planning, Preparation and Resources (1a2b4c5d) <small>(Clear objectives? Subject knowledge sound? Resources suitable, prepared, checked?)</small></p> <p>Excellent preparation of resources ~ L.O. displayed, key vocabulary + success criteria. Modelling sheet prepared + LSA planning.</p>
<p>Main Part of Lesson (2e3c4a5b7c8d) <small>(Delivery? Pace? Monitoring progress? Work class awareness? Subject knowledge? Assessment opportunities? Questioning?)</small></p> <p>Pupils were engaged throughout this session. Jessica demonstrated a mature, confident teaching manner. Questioning was effective, encouraging responses. Jess was secure in her detailed knowledge of this lesson ensuring a successful delivery. Good modelling enabled the children to achieve the required learning outcome.</p>	<p>Understanding (1b2d3a5a5b5d) <small>(Appropriateness? Too hard/easy? Suitability? Subject knowledge?) Has the trainee demonstrated an understanding of the key concepts, language and skills relevant to the subject area? Progression in the subject area? Connections to other topics?</small></p> <p>Attention to appropriate success criteria and creation of word bank ensured pupils were secure in understanding of challenges in the task.</p>
<p>All tables well scanned at start of task ensuring pace and individual support as required.</p>	<p>Classroom/Behaviour Management (7a7b7c8b) <small>(Manner towards children? Clear trainee strategy for behaviour organisation/ use of LSAs or other adults?)</small></p> <p>Effective behaviour management techniques ensured all pupils were on task throughout.</p>

Fig. 32: Lesson Observation Template 3a

<p>Plenary (24, 2c, 6d) (Suitability? Evaluate Learning? Use of effective questioning, assessment, attitude, pedagogy, transition)</p> <p>Pupils were confident to share their predictions. Pupils peer assessed with 2* and a wsh. This was particularly successful to promote effective learning.</p>	<p>Standards relating to lesson and discussion</p> <p>3d Phonics lesson 3e Early Maths lesson 4e Cross Curricula lesson</p> <p>4d Trainee demonstrates the ability to reflect appropriately</p> <p>8e Interaction with parents observed pre or post lesson.</p> <p>3b Knowledge of up to date educational developments from discussion</p> <p>8a Trainee demonstrates full participation in school life – discussion on assemblies, playground and other duties.</p> <p>6a, 6c Trainee demonstrates secure assessment knowledge</p>
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5a ✓ IA differentiation.

Strengths (with standards) 4b Target ~ use of ICT addressed ✓

- ✓ 8c Additional adult well planned for.
- ✓ 4a Detailed planning ~ well done ~ good pace.
- ✓ 3c Clarity in diction ~ an amazing transformation in speech ~ well done Jess!

Areas for development (with target standards)

- * Don't forget sharp pencils! 😊 (only one "we was" near the end)

'ART TWO * Although pupils only had 2 mins. to discuss with partner they were walking slowly and carefully back to their tables ensuring safety ~ by commenting at their slow pace were you wanting them to rush and have possible accidents?! I thought the transition was appropriate as it was.

8c * Try more vocal communication with TA in modelling ~ could she create word bank?

Fig. 33: Lesson Observation Template 3b

- There is inconsistency as to how the target Standards at the top of the lesson observation template were arrived at;
- The number of Standards focussed on varied enormously (as high as 17 in one instance);
- Trainees felt they should write all the Standards they wanted to achieve instead of focusing on a few;
- Evidence of some lack of understanding with 'Part Two' of the Standards;
- There were many instances where the Standards on the form were not focused on during the lesson;
- Many trainees were unclear about the purpose of the Standards on the lesson plan – about half added them after the plan had been written, although as the exercise has progressed, more attention has been given to identifying appropriate developmental Standards on the lesson plan.

Note that figs. 29-33 show samples of templates from the first, middle and end stages of the research project. The first template makes no mention of Standards that might provide references to help the mentor complete these forms more effectively. The second template signals a turning point in the process, where a mentor, in filling this form, interspersed her text with references to numbered Standards, which can be seen encircled in figs. 30-31. This was important because it essentially aided the trainee by providing guidance on how to refer to practice with reference to the Standards in this evidence-based route. The third lesson observation template demonstrates the progression in the template itself, as references are made to numbered Standards in each section of the form. This provides greater structure, and thus further clarity for those filling out these templates.

As one can see, the quality assurance visits and the mentor workshops proved helpful in clarifying Standards but mentors clearly needed guidance, insofar as explaining targets were concerned.

Observations and Audio-visual Methods

In my role as tutor in ITT, one of my main responsibilities is to ensure the progress of training teachers. A key tool used to ensure this progress is observation. To

clarify, the main purpose of observation is to provide an additional and effective mode of formative assessment, in order to aid mentors' progression. This mode of formative assessment benefits not only the mentor-trainee relationship by giving structure to the dialogue but also offers a legitimate 'checkpoint', as it were. This exercise encourages reflection and is triggered explicitly by feedback. Joint observations with mentors are routinely carried out every term to highlight and ensure parity in training. Joint observations of the trainee are additionally carried out occasionally by tutors and by me in my role within ITT (and during this research project, in my role as a researcher too). The purpose of joint observations is to ensure consistency in feedback, to encourage objectivity and to maximise feedback. So while the opposite may seem true — as in, one may wonder whether comparing notes would not lead to *decreased* objectivity — this exercise in reality helps to ensure that the distinction between the roles of researcher, mentor and/or tutor is maintained, resulting in greater objectivity. For example, a mentor might rely on my observations due to their own diffidence but in part due to us observing strict protocol in being seated at a distance from each other and in part due to the exercise of comparing notes from distinct professional viewpoints, the joint observations contribute to the method of 'moderating' observations, to use a term more generally employed with reference to assessment.

In order to ensure objectivity, one factor was always pre-determined: where each observer would be situated in the classroom during the observation exercise. When I found that a mentor, perhaps due to diffidence, would sometimes want to copy my observations, I decided that it would be best if observers during joint observations sat or stood well apart from each other. Any comparison therefore took place *after* the observations were noted, rather than *during* the exercise. I also ensured that I employed an observational protocol for recording information. Each observation required three elements: the actual observation itself, the verbal feedback and the written feedback, which I will expand upon below. As McIntyre and MacLeod state, "[T]he systematic observer is concerned with an objective reality (or, if one prefers, a shared intersubjective reality) of classroom events. This is not to suggest that the subjective meanings of events to participants are not important, but only that these are not accessible to the observer and that there is

an objective reality to classroom activity which does not depend on these meanings" (in McAleese and Hamilton 1978, cited by Cohen, Manion and Morrison 2011: 454). It must be noted that observations, and *joint* observations in particular, are generally positively perceived as an effective method by all concerned.

The main critique levelled against observation is that it lacks depth and remains purely mechanical, since it perpetuates or mirrors the superficiality of feedback and mentor support, a chief concern raised repeatedly in the school-led training framework. While actions are observed, and feedback on these is provided, there remains little reflection on the motivations and meanings of actions. Ironically, Michaela Borg uses the term "an apprenticeship of observation" to describe a more general area of concern but it is nevertheless relevant specifically with reference to observations too. In summary, her term refers to the practice of providing trainee teachers with a model, in the form of mentors and teachers, whom they observe and watch in action in a classroom — almost on a stage, as it were, but the trainee teachers do not get to see the teachers and mentors from the wings. They thus never get an insight into all those intentions and activities that take place off-stage, where teachers select goals, make preparations or engage in post-classroom analysis (Borg 2004: 274). Having only observed teaching activities at the most superficial level, trainee teachers therefore see a default set of tried and tested methods and when they begin teaching themselves, rather than being able to adapt their activities to reflect their own teaching philosophies, they tend to perpetuate a conservative method of teaching that is no longer necessarily suitable (2004: 275). Notwithstanding these issues, I felt that the benefits of observation do outweigh the weaknesses of the method.

According to Costley, the kind of observation generally used in Action Research is not dissimilar to the kind of observation used in ethnographic studies, which involves observing and jotting down notes about activities, events and conversations over a certain time period (Costley, Elliott and Gibbs 2010: 95). However, to clarify, the observation being referred to here is an intrinsic part of the training schedule, rather than a research exercise. So while the observation that forms part of the training schedule also serves as a research exercise, it is

designed for the former purpose. Cohen, Manion and Morrison speak about the probable conflict of roles in qualitative research and the possibility that a researcher, as participant observer, may be required to switch roles, from being a passive observer to being an active participant at certain times during the research process (2011: 233). There are, as the authors point out, different kinds of positions one may take in observation, from being a complete participant (being fully involved in the activity under observation), to being a participant-as-observer (a participant with insider access who admits to 'observing' being an aim), to being an observer-as-participant (where the researcher role supersedes other roles, and where the observer tends to be an 'outsider') to being a complete observer (that is, completely detached) (2011: 457). Even taking into account the fact that as an active practitioner, I was an 'insider' participant, I felt that a certain cautiousness must be exercised to ensure that the activities contributing to the research project were in no way disrupting the routine delivery of training and teaching. In this context, it must be said that while research may involve observation in more ways than one, the above-mentioned exercises in joint observation, since they formed a part of the pedagogical training schedule, allowed me to use observation as a non-intrusive tool that simultaneously benefited both the training agenda and my research objectives. In other words, during this activity, my roles as researcher and training provider were less in conflict than at some other times during the research process and the activity enabled me to collect what Cohen, Manion and Morrison refer to as 'live' data, i.e. not inferred or mediated by other participants.

Observations can be unstructured or structured. In an unstructured observation, the observer attempts to get an impression of all the factors that affect the investigated person or environment and records or otherwise documents these factors as best as possible. There are also focused observations that only — or at least chiefly — describe predetermined issues. For example, a trainee observation may need to focus on behaviour management due to that particular Standard being highlighted as an area of concern in the previous observation. While I have used the word focused, rather than 'structured', one might say that such an observation is 'structured', a term traditionally used to describe observations where the data can be numerically coded, and where the environment and all variables are predetermined or factored into the observation agenda (Cohen, Manion and



Forest Independent Primary Collegiate

Lesson Observation

Trainee Sophie Higgins Observed by Helen Tyler
 Subject History/Literacy Date 4 ~ 2 ~ 14
 Year 1 Pupil no. 29 Standard Focus TS2e, TS4a, TS7a

<p>Starting Off 4b, 1c <small>(Good start? Clear explanations? Subject Knowledge? Professionalism?)</small></p> <p>Good interaction from the start following the reveal of the washboard. All pupils were able to contribute through talk partners. <small>(Previous target met)</small></p>	<p>Planning, Preparation and Resources 1a, 2b, 4c, 5g, 8c <small>(Clear objectives? Subject knowledge sound? Resources suitable, prepared, checked?)</small></p> <p>Very clear procedure with identified "sensible questions" All resources and tables beautifully organised demonstrating good</p>
<p>Main Part of Lesson 2d, 3g, 4a, 6f, 7g, 8d <small>(Delivery? Pace? Monitoring progress? Whole class awareness? Subject knowledge? Assessment opportunities? Questioning?)</small></p> <p>Excellent cross curricula link to start the questioning task. Sophie modelled well with pupil contribution, highlighted with a silver question mark. Transition was smooth due to security in task expectation and well organised tables. Having developed enquiry from the pupils the IWB presentation served to answer these questions, encouraging focus ~ really effective to promote listening skills.</p>	<p>Understanding 1b, 2d, 8a, 5a, 5b, 5d <small>(Appropriateness? Too hard/easy? Suitability? Subject knowledge?) Has the trainee demonstrated an understanding of the key concepts, language and skills relevant to the subject area? Progression in the subject area? Connections to other topics?</small></p> <p>Highly appropriate task, engaging and relevant within the curriculum. The colourful question word cards demonstrated pedagogical knowledge.</p> <p>Classroom/Behaviour Management 7a, 7f, 7d, 8b <small>(Manner towards children? Clear trainee strategy for behaviour, organisation/ use of LSAs or other adults?)</small></p> <p>Well done for moving pupil who was disrupting learning. Good communication with LSA. Clarity in diction with appropriate emphasis. lovely clapping for praise.</p>

Fig. 34: Joint Observation Lesson Template 1a

Plenary (2a, 2b, 6d)	Standards relating to lesson and discussion
(Suitability? Evaluate learning? Use of effective questioning, assessment, attitude, pedagogy, transition)	3d Phonics lesson 3a Early Maths lesson 4e Cross Curricula lesson
<p>The IWB presentation enabled pupils to investigate their findings & answering questions and becoming totally involved in acquiring information. Well done - a really child centred lesson.</p>	4d Trainee demonstrates the ability to reflect appropriately 8e Interaction with parents observed pre or post lesson. 3b Knowledge of up to date educational developments from discussion 8a Trainee demonstrates full participation in school life - discussion on assemblies, playground and other duties. 6a, 6c Trainee demonstrates secure assessment knowledge
Strengths (with standards)	
4b ✓ Good interactive teaching strategies & pace better (4a target) ✓ Resource preparation & super reveal to promote excitement, inquisitive minds. 7d ✓ Teacher voice & diction & grammar developing 8b ✓ Relaxed & humour	
Areas for development (with target standards)	
7a * Pupils still call out without putting their hand up. * Avoid "Can you... come back to the carpet with your post it notes." Instead say "Push your chair in and..." Idea ~ have blu-tak ready ~ post-it notes often don't stick.	
4a * Continue to work on pace.	

Fig. 35: Joint Observation Lesson Template 1b



Forest Independent Primary Collegiate

Lesson Observation

Trainee Miss Higgins Observed by M. Pava
 Subject History/English Date 4/2/14
 Year 1 Pupil no. 29 Standard Focus _____

<p>Starting Off 4b,1c <small>(Good start? Clear explanations? Subject Knowledge? Professionalism?)</small></p> <p>Prar learning - history, time, long ago - victorian times. Questions - positive reinforcement cc - Science - materials - glass, wood.</p>	<p>Planning, Preparation and Resources 1a,2b,4c,5c,8c <small>(Clear objectives? Subject knowledge sound? Resources suitable, prepared, checked?)</small></p> <p>Visual resources, on line word fans / cards on table TLP post it notes ready.</p>
<p>Main Part of Lesson 2a,3c,4a,6b,7c,8d <small>(Delivery? Pace? Monitoring progress? Whole class awareness? Subject knowledge? Assessment opportunities? Questioning?)</small></p> <p>What do you think it might be? - TLP - Good spllist - what did your partner say? Question words, sensible → questions - Capital letters, for question marks. - correct way to write / made mistakes for children to correct. - they got a little too excited but you quickly got them back. Children sent off to write questions, would have helped if you had brought them back to the object (held it up) and reminded them that their questions should be to find out more about <u>this</u> object.</p>	<p>Understanding 1b,2d,3a,5a,5b,5d <small>(Appropriateness? Too hard/easy? Suitability? Subject knowledge?) Has the trainee demonstrated an understanding of the key concepts, language and skills relevant to the subject area? Progression in the subject area? Connections to other topics?</small></p> <p>Good subject knowledge - History / English - Might have helped them a little with their question if you had reminded them about yesterdays lesson and all the ways they found out about the old objects</p> <p>Classroom/Behaviour Management 7a,7b,7d,8b <small>(Manner towards children? Clear trainee strategy for behaviour organisation/ use of LSAs or other adults?)</small></p> <p>Seated children app Clap hands for a transition One questions were done children got a little noisy and not all were listening to your instructions - you needed to then the instructions and talked over the children. * Remember to use machine 1</p>

Fig. 36: Joint Observation Lesson Template 2a

Plenary 2a,2c,6d

(Suitability? Evaluate learning? Use of effective questioning, assessment, attitude, pedagogy, transition)

Standards relating to lesson and discussion

- 3d Phonics lesson
- 3e Early Maths lesson
- 4e Cross Curricula lesson

4d Trainee demonstrates the ability to reflect appropriately

8e Interaction with parents observed pre or post lesson.

3b Knowledge of up to date educational developments from discussion

8a Trainee demonstrates full participation in school life – discussion on assemblies, playground and other duties.

6a,6c Trainee demonstrates secure assessment knowledge

Strengths (with standards)

Resources
Sequence of lesson
Prior learning -

Subject knowledge
* assessment - Science
through questions. + English.

Areas for development (with target standards)

Clear voice when asking questions
maintain pace on the carpet during
questioning + answers

Remember to give of clear instructions,
so everyone hears - wait until you have
stopped everyone before continuing to
save time.

Meera

Fig. 37: Joint Observation Lesson Template 2b

Morrison 2011: 459-460). To put it succinctly, I turn to Cohen *et al* again: "Structured observation is useful for testing hypotheses, while unstructured observation provides a rich description of a situation which, in turn, can lead to the subsequent generation of hypotheses" (2011: 458). I feel that in this research project, while unstructured observations may have proved useful for the research agenda, for the purpose of the training schedule, structured observations were deemed to be more appropriate as specific targets and aims could then be addressed by distinct observers.

Numerous structured observations were conducted in the lessons of all the FIPC School Direct trainee teachers. Observation forms were completed simultaneously by the mentors based in the schools and the FIPC tutors. The notes were taken during the observations on a template (see figs. 34-37: Joint Lesson Observation Template, filled out by a mentor and a tutor — in this case, as it happens, myself — following a joint observation), which I had devised for the purpose of analysing parity between the tutors and mentors' perceptions of how Standards were being met. This form also included information about the date, time and place and the environment where the observation took place. The feedback from the dialogue that the trainee and the mentor engaged in, directly following the observation and recorded in the audio-visual section of the research process, is innovative in that it presents corresponding views on Standards and other related measures from tutors, mentors and trainees. These steps were taken because we found that carrying out the joint lesson observation did not result in the desired outcome, which was that the tutor and the mentor would demonstrate parity in the recognition of Standards achieved and targets set for the trainee, to use as a means of developing practice and providing evidence. In order to establish parity in thinking, an audio-visual approach, followed by mentor training, was adopted to ensure the desired outcome.

Mentors were each requested to carry out a whole lesson observation in a particular week, comprising a lesson's starter, main and plenary (see Appendix 1: FIPC Handbook 2014/15: 65-66 and 71-72, which provide lesson plans and observation templates to be used by trainees). Issues with the timing of this exercise presented challenges, as we had to factor in the availability of the mentor

and allocate dedicated time for this training activity. The timing also held particular significance as this activity had to be planned for a time when the trainee teacher was far enough along the training schedule, so that the lesson observation template that was used could be presented as evidence of Standards met. To briefly explain, the lesson observation template was used to record concise notes, and to comment on both teaching and learning. Attention was paid to context, objectives, structure, teaching style and learning outcomes. This lesson observation template had to include comments on the progress of the trainee's familiarity with Teaching Standards, which are required as evidence towards the trainee's attainment of the qualified teacher status.

Verbal feedback was recorded following these observations. The setting needed to be quiet and in an undisturbed area. It was important to ensure that mentors and trainees had given their agreement to be filmed on each occasion. Agreeing on the objectives, prior to filming, proved instrumental towards the gathering of useful, substantial material even for future use. The camera was placed at an angle to be as unobtrusive as possible and appropriately positioned to dispense with the need for an operator. The request was to provide feedback immediately following the observation, while ideas were still fresh. This activity also provides an opportunity for emotional release for a trainee, when things have not gone according to plan. The informality of the discussion can be useful in encouraging a trainee to critically evaluate his or her own teaching. It also enables trainees to implement ideas immediately, without waiting for the formality of the weekly mentor session. In the instances where this did not happen, a definite appointment time given shortly following the observation allowed for discussion and the sharing of ideas, during which strategies would be agreed upon.

Written observation provided a formal record and was therefore crucial in providing concrete evidence of progression, over the long term, for the trainee and mentor. As the School Direct route is evidence-based, the frequency of observation is a vital element of the programme in demonstrating the achievement of the Qualified to Teach Standards. Creating a focus for each lesson proved invaluable in linking a learning outcome to evidence-based progress and provided the trainee with a basis for reflection and self-evaluation. Mentors were asked to engage only in

constructive criticism and to highlight areas for improvement rather than focus on 'weaknesses'. They were also encouraged to cite real examples of teaching practice and to offer the trainees concrete ideas for improving their teaching, in order to enable the trainee to utilise such strategies with greater ease. While this may be interpreted as a perpetuation of providing only 'practical tips', an area of concern I have highlighted earlier in this text, imparting ideas in the abstract is not necessarily strategic immediately following an observation of trainees' teaching.

I additionally made video recordings of training sessions, which were then watched by trainees, in my presence. Videoing is, for starters, an easy method of data collection. It is unobtrusive in execution; it saves the researcher the hassle and disruption of taking notes and allows for direct observation, which can then be supported and followed up with through indirect observation via the recorded video. Video is also especially useful when observation is taking place outside the classroom, where note taking can be physically challenging. Apart from the ease of execution for the researcher, more importantly, it provides visual evidence to support and complement feedback and it offers a different dimension to the feedback afterwards. For example, the trainee might make observations while watching the video that in fact the mentor and researcher have not made. I have found that audio-visual recording is a very useful tool for trainees, who might, for example, spot habits of repetition or that s/he unconsciously turns their back on the children. One trainee focussed on a particular child throughout the session and had no idea s/he was doing this. The video camera proves invaluable in capturing such evidence of unconscious behaviour, which — when pointed out by mentors — is not always believed. This tool is therefore a form of visual 'evidence' that can be referred to by all.

My involvement as a tutor in this research process was very high. As previously stated, the partners in this research: the head teachers, mentors and professional tutors participated with enthusiasm and application because they knew they would be contributing towards shaping the quality of school-led ITT, an outcome that benefits them. Although Elliott (1991) refers to actual teaching, when he avers that we ought not to become so occupied in executing our day to day role that we do not have time to think about how to change the way we proceed, his sentiments

are just as applicable to the overall pedagogical training context. Essentially, this necessitates a 'stepping back' from routine work, to gain an overarching perspective. Indeed, according to Creswell, coding, or grouping into themes the research material collected, is about addressing an over-arching theoretical perspective in the research and the traditional approach in the social sciences is to let the codes develop during data analysis (2009: 187). Citing Bogdan and Biklen, Creswell lists the different kinds of codes one might come up with, which may have to do, for example, with contexts, perspectives, processes, specific activities, strategies, relationships or pre-assigned themes (1992: 166-172, cited in 2009: 187).

Having identified the themes and coded the data, in order to conceptualise but also reduce data to a manageable output, the next phase was analysis. I was reassured by Koshy, who indicates that feeling overwhelmed by one's own research data is not unusual and indeed, to be expected (2010: 115). I also took Koshy's advice in employing the services of 'critical friends' throughout this process. These friends included one recently retired head teacher who had extensive experience working with the University of Hertfordshire in supporting trainees. She was chosen because she is very thorough and gives considerable support. While her extensive support proved to be of immense value, her generosity in providing information often led to time-consuming sessions. The other critical voice was, in stark contrast, incredibly succinct and capable of identifying smart targets very quickly. Finally, the third critical person had great experience in the creation of documentation and in general, brought a breadth of experience to the table.

During the analysis, I had little difficulty in interpreting the views of the participants due to my close working relationship with them. Admittedly, this can work both ways and such a relationship might have biased my analysis. However, as previously mentioned, I was alert to my position as 'insider researcher' and felt that in general, it proved to be an asset rather than a hindrance. The greater challenge lay in stepping back from the material collected during the project, in order to objectively present its findings. In the following chapter, we will see how following the coding, or grouping into themes of some of the material — a task carried out

jointly with mentors involved a triangulation of responses as taken from observations, interviews and questionnaires, which helped further in analysing the primary data collected during the project, towards establishing some broad conclusions. I then tied these findings to the work of other published researchers as a means of establishing greater credibility for the research carried out here.

Several procedures were developed to help maintain the quality of this project. The concept of trustworthiness, put forward by Lincoln and Guba (1992), is still relevant today. This concept discusses different strategies such as credibility (how true are the research findings), dependability (essentially referring to the consistency of the findings), transferability (how applicable are the findings to other contexts and projects) and 'confirmability' (referring to whether the findings are verifiable by third parties). I used Creswell's guidance to examine evidence from various sources, which converge to establish recurrent themes (2009: 191). In conducting ongoing mentor meetings, I ensured the accuracy of information through 'member checking'. Creswell suggests that verification of research can take place through a combination of various processes, including the triangulation of data, long-term observations (over a suitable period of time to cover changes in the research subject cycle), peer review, the elimination or clarification of research bias (which I expand upon in my final chapter on reflexivity and the researcher's positionality within the research project) and participatory modes of research (2009: 199-200). Among these methods of verification, Creswell includes member checking, where the informant serves "as a check throughout the analysis process. An ongoing dialogue regarding . . . interpretations of the informant's reality and meanings will ensure the truth value of the data" (2009: 199). In other words, the dialogue between my research participants and myself serves to check and establish the research material through a process of clarification and review.

My research participants' responses led to further development and sparked discussion, which enabled the participants to 'own' the research and feel fully involved in the production of the tool to enhance the way teachers are trained in the school-led environment. As I have explained earlier in this chapter, the Quality Assurance inspectors who were included as research participants in this project were internal FIPC auditors, i.e. not appointed by external bodies. I did not feel the

need to employ an external auditor to review the entire project, something Creswell suggests to achieve additional validation. Having had such thorough involvement from a variety of educational personnel, including the research participants mentioned above and critical colleagues, I felt that the concern about validation was addressed in ongoing dialogue and verification. I ensured that the same observation process was used multiple times, thus allowing a sufficiently long period of observation, as advised by Creswell, which also enabled the identification of repeated phenomena. Such recurrences reveal patterns that in their turn elucidate tendencies in teaching and mentoring practices. Where these work, it is useful to incorporate them into future training frameworks. Where these are identified as being unsuccessful, the recurrences are examined to find underlying causes and adjust future frameworks by replacing or altering the strategies and processes that result in these repeated phenomena. The observation of a similar lesson and interviews sharing the same goals were conducted to provide additional verification, as these help to reduce too many variables. Transferability as a means of validation is achieved here partially through accurate description of the settings of the research, so that appropriate modifications may be applied when adapting my findings to comparable educational research contexts. I ensured that descriptions were rich enough to “give the discussion an element of shared experiences” (Creswell 2009: 192). I spent lengthy periods of time at the research site as much of the research was carried out in my workplace, at the FIPC base or in the schools in which I operate. So I felt reassured by Creswell’s view that “the more experience that a researcher has with participants in their actual setting, the more accurate or valid will be the findings” (2009: 192). I also used peer debriefing in the twice a term tutor meetings, to involve colleagues in review and to ask questions about this qualitative study “so that the account will resonate with people other than the researcher” (Creswell 2009: 192). While in my role of training provider and also researcher, I attempted being empathetic at the research site, I have tried to be neutral while reporting the findings. This is a challenge that I tackle in my next chapter, that of making my account relevant by ensuring that its narrative resonates with others’ experiences; one way to do this is to communicate my intimate knowledge as an insider researcher, of this particular research context, and yet, this account must

simultaneously be kept objective enough to ensure that it is truly transferable to other educational research contexts.

Chapter 5: Project Findings

Following on from the previous chapter, which summarised the actions undertaken in the various stages of this Action Research project, this chapter deals with the analysis of its findings, which led to the creation of the end product: the FIPC School Direct Handbook (see Appendix 1). Chapter 4 explored the phases of the project within the context of a cycle of activities and findings, which fed back into subsequent activities, to form a progression of 'looped learning'. Chapter 5 extends beyond this cycle, to bring together all the knowledge generated during this project, including secondary data. Following the analysis of the emergent themes from the research activities described in chapter 4, the findings have been developed into the concrete outcome of the project. This outcome, which principally takes the form of the Handbook, supports the School Direct Programme used by mentors, trainees and tutors in the school-led ITT framework, although I have also included here additional outcomes — two co-authored, published research papers, which are based partially on the findings of this research project (see Appendices 4 and 5).

A significant feature of this project, which made it an innovative and unique learning experience, was the involvement of three local education authorities (LEA) in developing the new training programme within the school-led ITT framework. The Handbook referred to above is currently being fine-tuned and tailored to meet the particular needs of partnership schools under the umbrella of partnership schools' 'lead' schools in the LEA, namely Essex, Waltham Forest, Enfield and Redbridge (see Appendix 2: West Essex Handbook, which provides a model for ongoing efforts to launch similar programmes in other LEAs).

To clarify, lead schools, which are registered with University and College Application System (UCAS), first request places for ITT. The lead schools then receive training grants from the National College for Teaching and Leadership (NCTL) and distribute these funds as deemed suitable to the following:

- the provider (in this case, FIPC) for training expenses

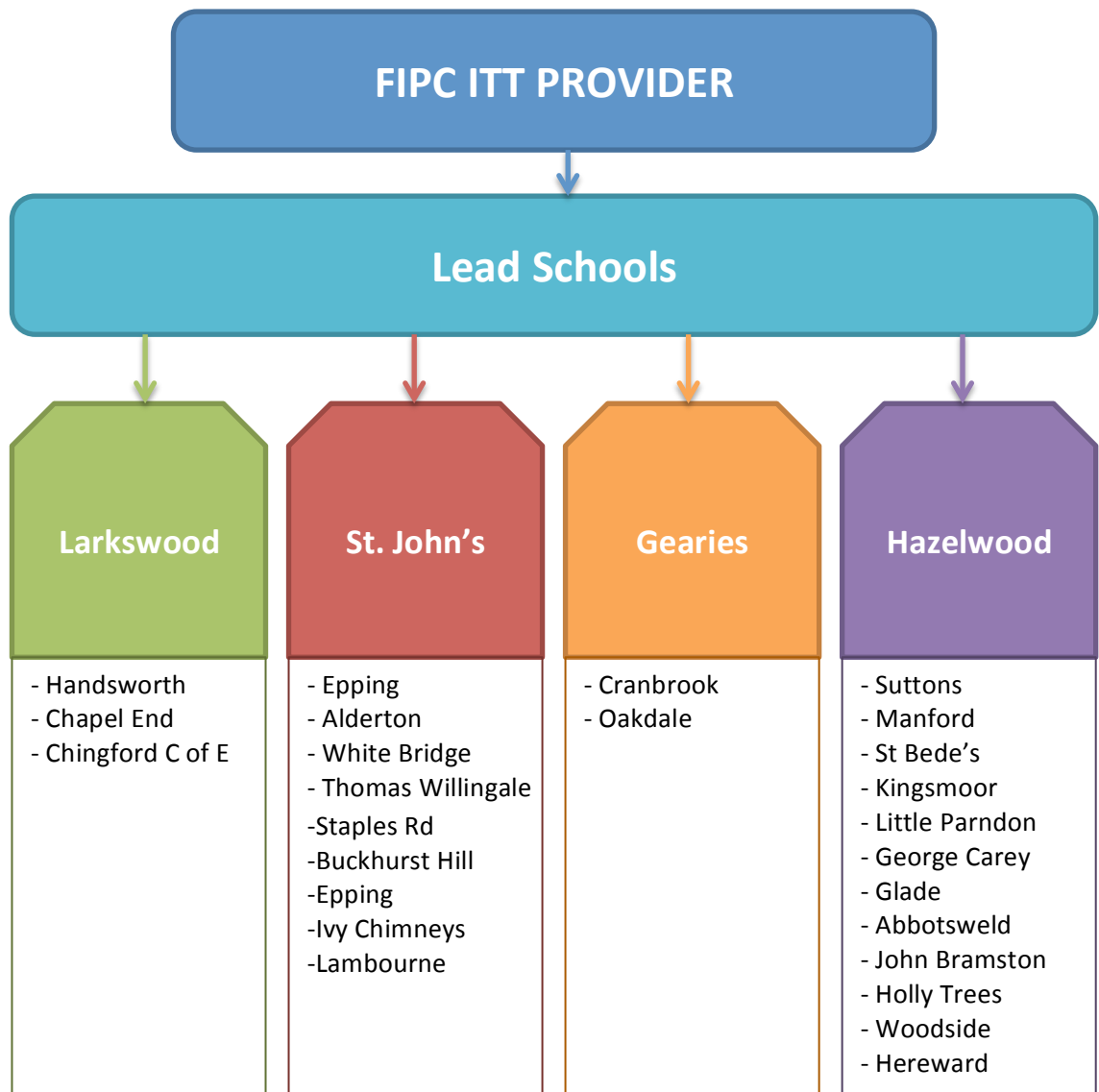


Fig. 38: Umbrella of lead schools

- to the placement or host school, which is the partnership school (a school that is situated in the same locality as the lead school, and one where head teachers usually know each other, although this is not always the case) to part fund the trainee's salary
- to an administrative team (usually at the lead school) (see fig. 38: Umbrella chart of lead schools)

It may be pertinent at this point to elaborate a little on the field that the outcomes of this project contribute to, as this contextualisation will clarify the findings presented in this chapter. I think it would be reasonable to take it as a given that outstanding learning in schools depends primarily on the quality of the teachers. As an initial teacher trainer (otherwise referred to as an ITT provider in this text), it is my responsibility to deliver the highest possible quality in the training of future teachers. The introduction of the new school-led ITT by the coalition government in 2012, sought to enable head teachers to recruit trainees of high quality to meet each school's needs. To clarify, head teachers were thus entrusted with this responsibility *and* empowered to carry it out. The overarching concern in implementing this vision lay with the mentors and providers' interpretation of what constituted 'high quality' recruits. As emphasised throughout the course of this project, the mentoring role is underpinned by scholarship and research. Interestingly, mentors are now called 'teacher educators' in the school-led training process. This shift in terms, from 'mentor' to 'teacher educator' reflects the change in the ITT framework, namely that the mentor moves from being a 'support' player to a central position, entrusted with the key responsibility of 'educating' future teachers. Since I view teaching as a practice, which is not just a vocation that requires pragmatic skills but also, and equally vitally, an understanding of pedagogical theory, I feel that it is imperative in the new school-led framework to determine anew what constitutes a 'top quality recruit'. This is because, in effect, in the school-led scenario, the schools are screening potential teachers and thus performing an employment recruiter's role. While it stands to reason that they may be the people best placed to evaluate what a school looks for in a future teacher, it also places a burden of responsibility that will be carried out best if the characteristics of a top quality recruit are collectively defined for future reference. Such characteristics can then become the criteria for selecting or rejecting applicants to the training programmes. This is just one of the many factors that

needs to be reviewed, with reference to the changes that the school-led framework has necessitated. Because of the rapid changes that take place in educational policies and frameworks, note that some of contexts as well as the literature reviewed in this chapter have not previously been discussed in earlier chapters.

When I initially started writing up my findings, I began by grouping distinct findings for each of the methodological data collection tools used (questionnaires, interviews, observations and video recordings) but I soon realised that presenting them in turn was too contrived because recurrent themes and issues emerged across all these tools used, such as for example, mentors' lack of pedagogical knowledge, their misconceptions of Teaching Standards, the concern over the de-intellectualisation of ITT and the constraints placed on mentors due to administrative and quotidian demands, to name just a few. In this text, such themes are highlighted and supported further with relevant literature. As some of the findings presented in this chapter build upon a review of recent literature, in order to facilitate the introduction of what may be regarded as new — albeit secondary — material, I will now summarise some of this literature against the backdrop of a brief recap of the context in which this research project was undertaken.

It is interesting to examine the School Direct approach against the list of the six common features of ITT programmes that Darling Hammond identified as essential to promoting children's learning (2000a, cited in Fullan 2007: 273 and detailed in the previous chapter). As described in Chapter 4, through questionnaires, interviews and observations, I identified the problems faced in the School Direct training scheme. Moreover, any of the problems I identified within this new, school-led ITT initiative have been echoed in the recently published Carter Review and a much-followed blog by Professor John Howson (2014: 23-24). These include up-to-date pedagogical knowledge of how to teach and moreover, how to assess the outcomes of what is being taught, as well as changing ideas about child development, an area that Howson believes has been the most neglected one in ITT programmes in the past 30 years. This last area is now included for consideration in the Carter Review (Carter 2015). This report likewise stresses that behaviour management, evidence-based teaching

techniques, assessment and special educational needs should also be addressed, while emphasising afresh the need for pedagogical knowledge.

The other key emphasis in the school-led framework is demonstrability. According to Professor Sarah Corrie, who delivered a seminar at the institute for work-based learning at Middlesex University, "evidence is a marketable product and has an investment value to those that produce it" (2014). The School Direct route demands a collation of evidence as a means of 'meeting' the Qualified to Teach Standards. While Professor Corrie feels that we may suffer from 'measurement mania', she observes that numbers remain incredibly powerful today because:

- Measurement implies credibility;
- Our collective culture prizes rationality over creativity; and
- We live in a numeric culture.

Corrie supports the idea of evidence as 'an organising context' and' a form of reflective practice representing an attempt at continual improvement. To clarify, the context within which the evidence is produced has to be organised in a manner that facilitates the production of evidence. This aspect of evidence is designed to enable relatively easier assessment by those who oversee and measure the operational success of new training programmes and is thus 'external' in some sense. Notwithstanding the usefulness of this 'external' measure, an aspect of evidence may be simultaneously viewed as an 'internal' measure, since it allows those producing the evidence to use it as a self-assessment tool and thus helps them to perpetuate a life-long learning path.

The School Direct programme sits well within such a well-defined framework of 'evidence'. The documentation that accompanies the training programme as well as the evidence that one is required to submit for the attainment of the Qualified to Teach (QTS) status is tailored to a context of learning and discovery. This framework of 'evidence' thus describes the content in clear terms, determines the process of the training programme but is also designed to additionally ensure that appropriate measures and checks are in place to enable the trainees to 'assess' in measurable terms their own experience of practice and research. This is

demonstrated in the assignment section of the portfolio's organisation of evidence in the Handbook (see Appendix 1: Handbook 2014/15: 25) and is further detailed in the fourth finding presented below.

In the previous chapter, I emphasised how the Handbook is not a mere training document that lists schedules and exercises, but one that reflects the rationale of ITT in the new, school-led training framework. We will see, in the findings I shall discuss shortly, how this rationale developed and led to concrete changes that are incorporated in the Handbook. The six key findings, which relate in various ways to the themes identified in the previous chapter, are:

- 1) The gap identified between the identities of teachers, when they become mentors;
- 2) The de-intellectualisation of ITT;
- 3) The need for a mosaic mentoring model;
- 4) Issues relating to pupil assessment frameworks and philosophies;
- 5) A concrete example of mentoring counsel: Heron's Active Listening and Intervention models;
- 6) The advantages of exploring the potential of mentors as researchers.

I will now present each of the findings and discuss them in further detail.

1st Finding: A Gap in the Identities of Mentors as Teachers

Maynard and Furlong noted that learning to become a teacher can be a "complex, bewildering and sometimes painful task" (1995: 10) but it is not trainees alone who are challenged in developing what — for them too — is a new role. Mentors as teacher educators are equally challenged. In industry literature, specifically in the literature about their professional development, mentors or 'teacher educators' are referred to as second order practitioners. Murray and Male (2005) first used the term 'teacher educators' to distinguish the work of teachers from teacher educators. Needless to say, mentors are almost always practising teachers. It was

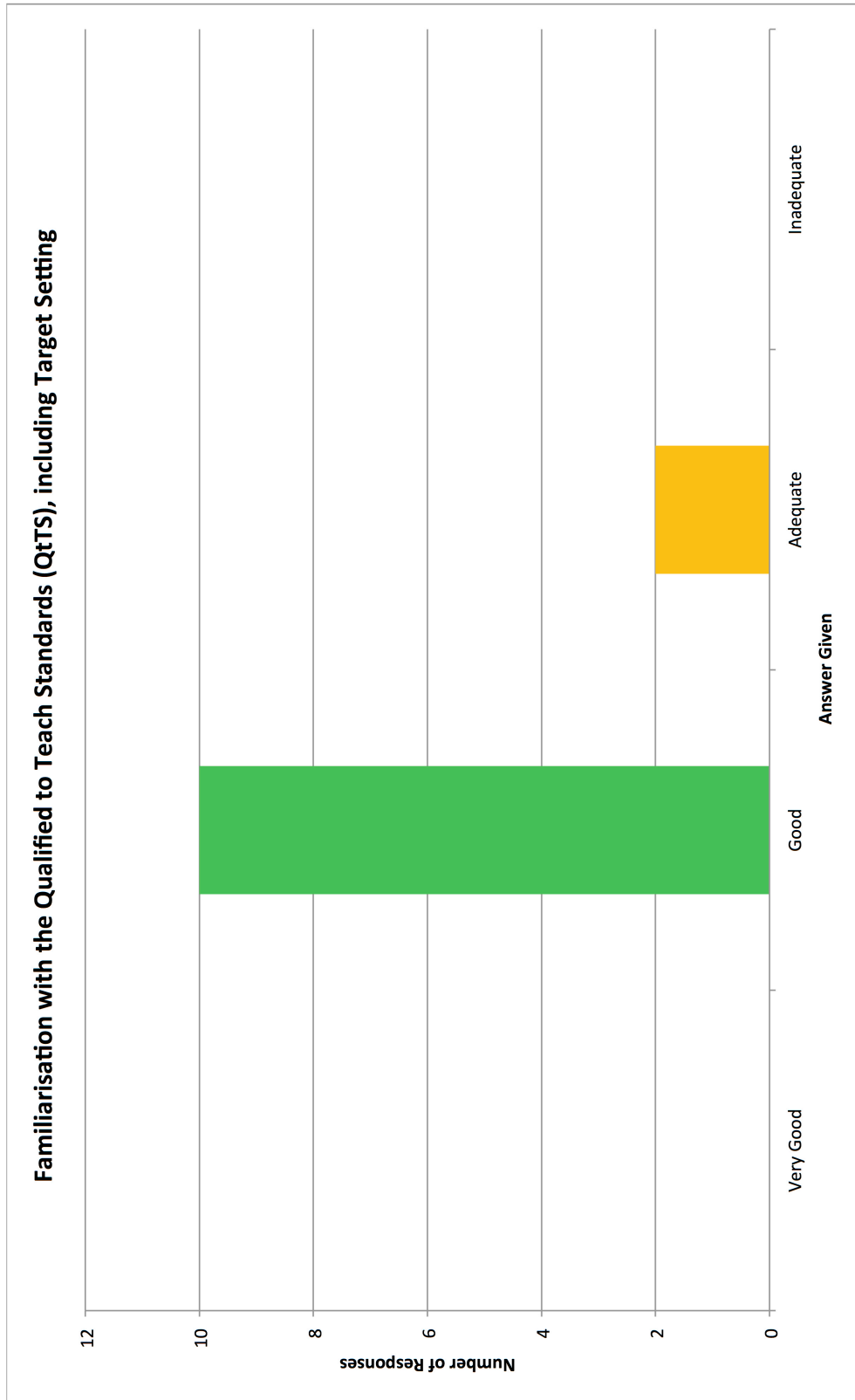


Fig. 39: Mentors' Perceptions of their Familiarity with Teaching Standards

interesting that many of these practising teachers, when questioned during the self-assessment exercise, felt very confident about their abilities to carry out their role as mentors, without fully appreciating the multifaceted demands placed on them due to the revision of the role that the shift to school-led training has necessitated. As seen in fig. 39: Mentors' Perception of their Familiarity with Qualified to Teach Standards (above), the majority of mentors in the partnership feel good about their mentoring skills, including their knowledge of the Qualified to Teach Standards but surprisingly, when asked about their confidence in *using* these standards, the results (as shown in fig. 19) show that a contrasting perspective emerges, with one mentor worryingly displaying no confidence at all, many having little confidence and some, at best, only expressing moderate confidence. This gap between their perceptions and their reality is much easier to comprehend if one considers that teacher educators have as yet to grapple with their own changing roles, as they transition from being teachers who are confident and often experienced in working with children to becoming novice teacher educators, finding their own way. As White and Jarvis assert, many researchers have pointed out that "Becoming a second order practitioner involves a period of de-skilling while moving from [being] expert in one field to novice in another" (2013: 5). Indeed, as White and Jarvis continue, while mentors may at first rely on their own classroom teaching experience, they soon realise that to be effective 'teacher educators', they need to gain a plethora of skills and knowledge of teaching practices, most often through engagement with a community of practitioners. Here is a statement by two mentors that supports my finding that the idea of moving from being an expert in one field to a novice in another has proved unsettling for mentors: "[O]ur current role as teacher educators does not place us in a strange, new category of educator. . . . [O]ur evolving identity as a teacher has remained with us" (Young and Erickson 2011: 127, cited by White and Jarvis 2013: 16). It is essential in the school-led training programme that mentors develop the ability to not only to articulate theory but also be able to impart to the trainee an understanding of how theory relates to practice. One comment from a mentor about how a 'teacher educator' needs to encompass a variety of roles, supports this view further: "I need to set up learning experiences for [trainee] teachers to make their own new discoveries. I need to be [a] thought provoker, an

open minded communicator, an empathetic listener and a critical reflector" (Clemans *et al* 2010, cited by White and Jarvis 2013: 19).

While moving from teacher to teacher educator may seem like a natural transition, in that seemingly, the ability to teach young pupils at school should have equipped them fully to train future teachers who will operate in the same environment, in fact, there remain significant differences in teaching primary school children and future teachers. The other reason for this gap in perception and reality may be that as experienced teachers, they need not demonstrate awareness of and adherence to Qualified to Teach Standards, so that even if they are familiar with the concepts and principles highlighted in the Standards, they do not have to think about how to demonstrate awareness of them in their own practice. As mentors however, they need to ensure that the trainee teacher can *demonstrate* theoretical knowledge of the Standards and demonstrate adherence to these Standards in their practice. This requirement of demonstrability in the school-led training framework is just one of the many factors that emphasises the gap between what is required of them as *teachers* and as *mentors* teaching trainees. In education, the term surface learning refers to pupils learning material merely to reproduce it in an exam or test whereas deep learning refers to pupils learning material with the aim of truly understanding it. For teachers, teaching pupils — even when it aims to enable deep learning as opposed to surface learning — tends to include more transference of subject information and knowledge. By distinction, teaching trainee teachers in their role as mentors involves imparting not only subject knowledge of a different kind but providing trainees with sophisticated theoretical context, not to mention equipping trainees with the tools to embark on a self-sustaining learning path, as far as pedagogy is concerned. While trainees may later benefit from participating in Continuing Professional Development (CPD) sessions (I have observed that teaching schools offer a lot more CPD for trainees, which aids their post-training progression significantly), the best tool a training programme can equip trainee teachers with is the ability to continue self-directed learning. For mentors, teaching someone to teach also fundamentally involves transferring an understanding of how the mind develops, a key difference between pupils and trainee teachers that mentors should not be expected to automatically appreciate when they transition from their roles as teachers.

The above-mentioned gap has repercussions in more ways than one. Berry and Loughran (2002) note that teachers in mentoring roles have to realise that whilst they are experts in one role, they find themselves as novices in the other — the training of novice teachers. Suddenly, from being in a position of power and confidence, they may feel unsure. Due to finding themselves at the bottom rung of a learning ladder, so to speak, this shift therefore also possibly results in a loss of confidence. After all, they are 'learning' to teach a different set of people, whose profiles and backgrounds and experiences differ vastly from the pupils that mentors (as teachers) teach at school. Clemans *et al* (2010: 127, cited by White and Jarvis 2013: 18) suggest that teachers do move from teacher-focused to learner-focused pedagogy over time. That is, novice teachers — at the start of their training — tend to be preoccupied with demonstrating their own understanding of teaching and learning practices (and this would especially hold true in a training scenario where demonstrability is key in their achieving Qualified to Teach status). By contrast, experienced teachers are almost always far more focused on whether their *pupils* are meeting their learning outcomes as determined for each course. This shift from teacher-focused to learner-focused learning is in fact reflected in the training of trainee teachers, in that the process is initially very much focused on trainees' learning and I normally see a shift to the learning of the *pupils* during the Spring Term. The renewed focus on pupil progress by OfSTED has unfortunately placed undue pressure on the trainee teachers, as they have to concentrate on the progress of the pupils in their class from the very beginning of their training. This results, rather unhelpfully, in their teaching only parts of lessons in order to demonstrate pupil progress, since it would be too challenging an undertaking to ensure and demonstrate pupil progress in a full lesson from the outset.

While mentors must clearly focus on teaching novice teachers, it would be worth underlining that no matter what their role, no one involved in education must lose sight of the fact that the ultimate beneficiary of teacher training is the pupil at school. This does not mean, of course, that the needs of novice teachers or mentors should be neglected. Quite the contrary; the recognition that preparing mentors and trainee teachers for their roles will undoubtedly benefit the pupils

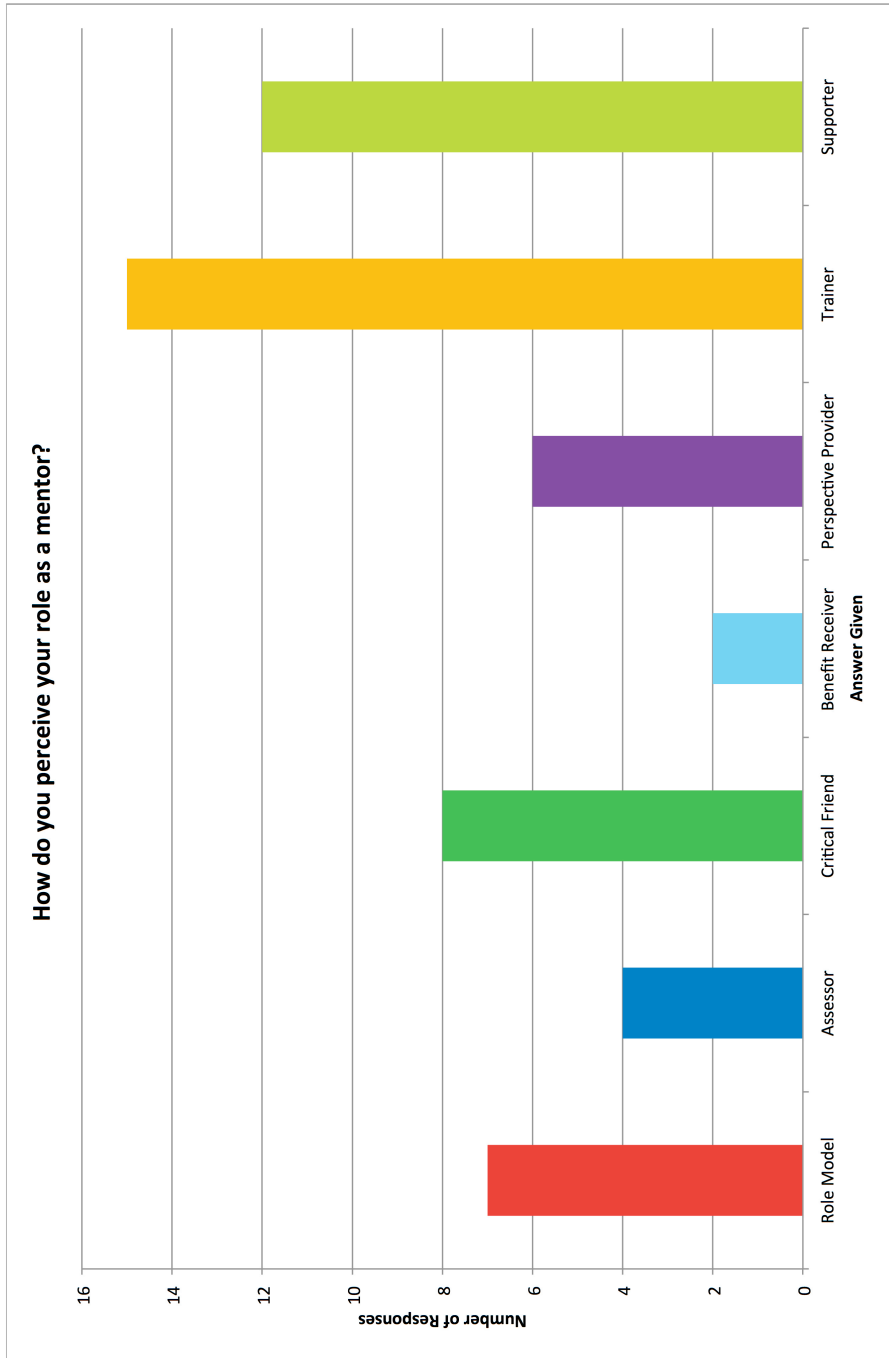


Fig. 40: Perceptions of the Role of Mentor

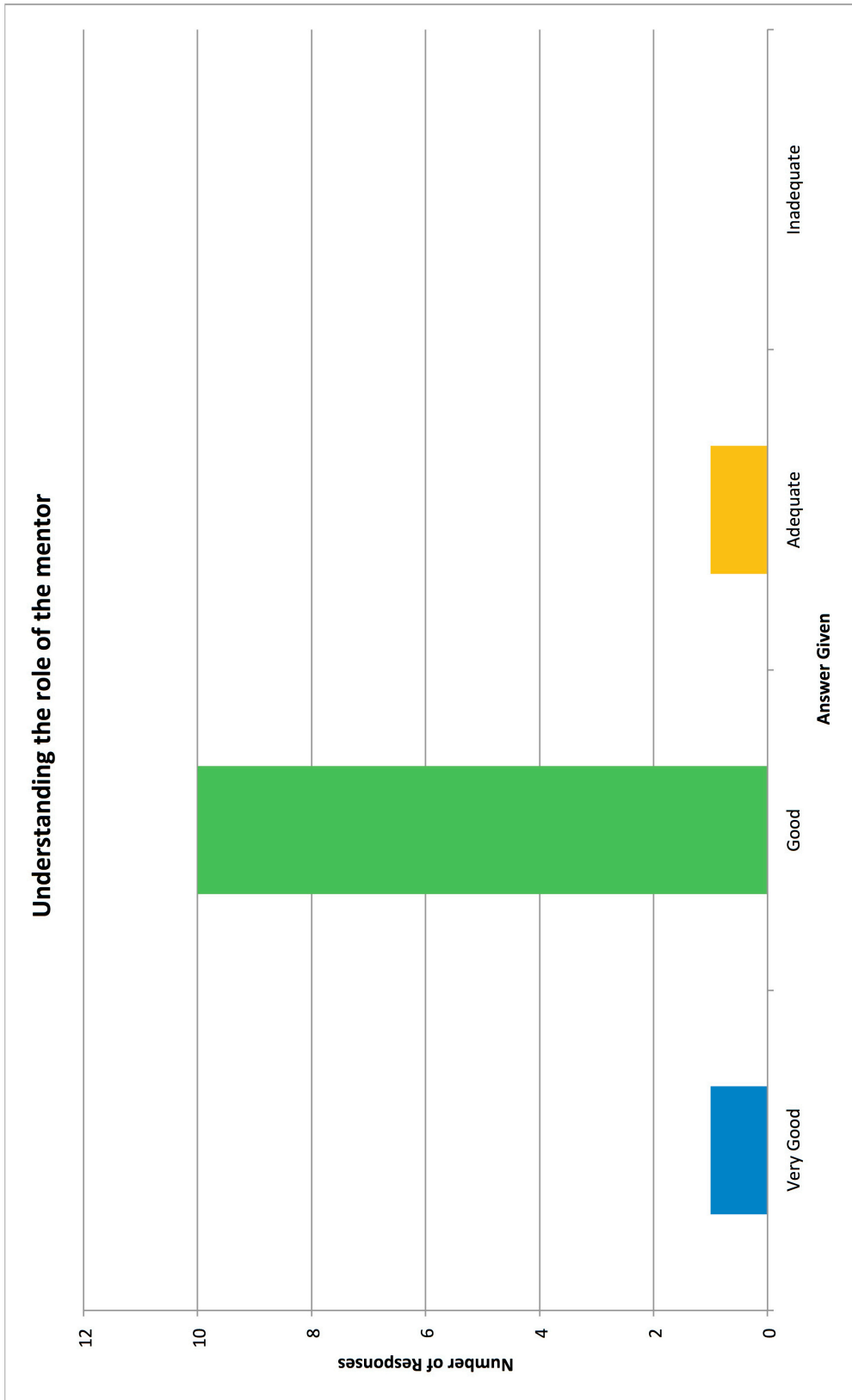


Fig. 41: Understanding the Role of the Mentor

should drive ITT providers to develop their training programmes as best as they can. It is with such understanding that the developmental workshop held at the FIPC base (see figs. 40 and 41 above), which encouraged and facilitated working through the teacher and mentor identities with colleagues, identified in fig. 28: 109, was instrumental in addressing the professional development of the mentors, so as to facilitate their own changing roles.

For the above-cited reasons, it is ill advised for head teachers to consistently prioritise the needs of pupils over the needs of the mentors, since allowing mentors to come into their own as mentors (not teachers) will equip them to train a new generation of teachers, who are, after all, going to teach pupils. This cannot be emphasised sufficiently because a frequent mistake that is made in training programmes is to underestimate the importance of the personal development of mentors and trainee teachers, not just as professionals but as *people* as well. Grappling with changing professional identities is often a process that makes demands on professionals' personal identities, so that allowing them to mature as individuals by incorporating into the training schedule 'away days' or training opportunities outside the classroom becomes essential. At such training sessions, staff can then interact with one another and benefit from colleagues' experiences and insights, away from the pressure of teaching in the classroom, where pupils' learning must necessarily be a priority. It is imperative for mentors to be able to occasionally step back from teaching practice. Nevertheless, while mentors themselves need to work on their insecurities when they transition from being teachers to becoming mentors, as I hope I have established, this has to do primarily with their changing identities. Perhaps more importantly, trainee teachers similarly need to develop as people, away from the classroom, independently of their relationship with pupils. So whether it is mentors or trainee teachers, it must be recognised that both roles would benefit from allowing these professionals to develop experience outside the classroom.

The developmental path of the mentor, or teacher educator, as they gain in experience and perspective through dialogue and socialisation within the school environment, is particularly meaningful in school-led training where mentors in schools did not necessarily recognise themselves as teacher educators in the

workplace but rather as supporting a training programme. This new identity — reflected in the change of nomenclature from 'mentor' to 'teacher educator' — has far-reaching implications that require further exploration. As trainees are being helped to develop their identity as teachers, the mentors themselves have a new identity to establish. While my emphasis on this 'double' process of change may seem unwarranted, its relevance may be supported further by Wenger's suggestion that "there is a profound connection between identity and practice. . . . [P]ractice entails the negotiation of ways of being a person in that context" (1998: 149). Although the teacher remains in the same setting, i.e. the school, as a teacher educator, the context has changed to connecting with others in the professional field including teacher educators in other schools and ITT providers. I have briefly mentioned earlier in this text the need to define what constitutes a top quality recruit, with reference to trainee teachers. Needless to say, mentoring is a crucial element of professional development in education, so recruitment to this role needs to be an equally careful process, not merely an allocation of the role without taking into account an experienced teacher's skills and competencies.

The above emphasis on 'outside the classroom' professional development in no way undermines the importance of training within the classroom context. Indeed, when asked how mentors manage the conflict between the needs of the trainee and the often divergent needs of the pupils, the highest response was 'coaching' (otherwise referred to as 'modelling') (see fig. 42: Managing the Needs of the Trainees and the Needs of the Pupils). While mentors, as teachers, need no instruction about how to teach pupils, they do need to grasp how teaching pupils, as a demonstrable activity, can be subtly altered to be beneficial as an example of teaching practice, for the benefit of the novice teacher. For instance, emphasis, clarification and repetition are all tools that might be used to transfer to the trainee teacher the methods of teaching. These tools can then be further supported through discussion during meetings following such activities of 'modelling' in the classroom. Moreover, during such 'modelling' demonstrations, the mentors effectively challenge the trainees by exposing them to a potentially different method of teaching, which thereby introduces fresh viewpoints. Ruddock asserts, "Immersion in the world of routine practice can tend over time to reduce the capacity of the practitioner both to contemplate alternative courses of action and

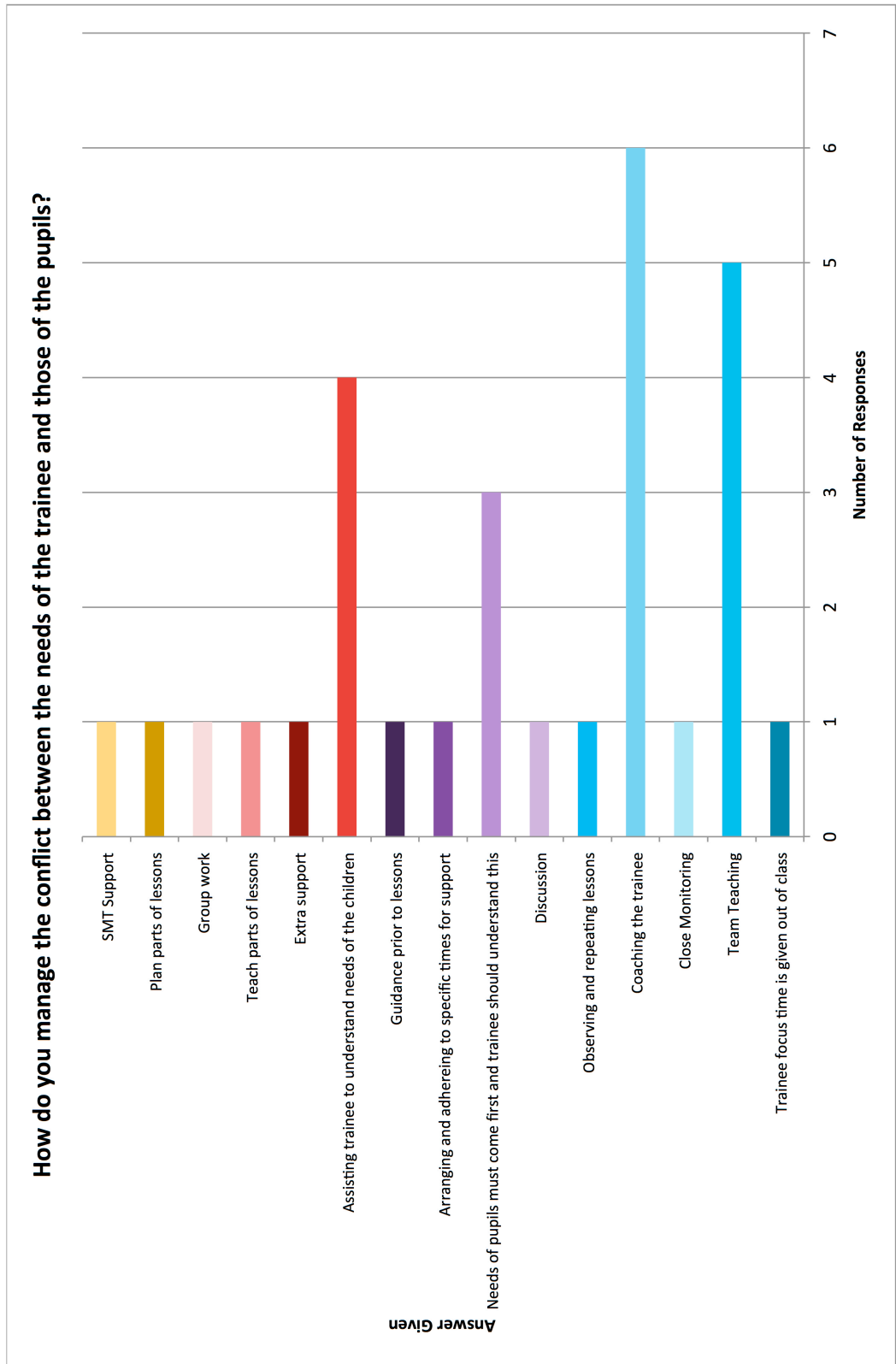


Fig. 42: Balancing the Needs of the Trainees and the Pupils

continue to gain insight into every day events. As insight goes, so some of the intellectual excitement of teaching goes too. A new perspective is needed that can bring back freshness of vision" (1987: 130). In other words, in their role as mentors, experienced teachers can also benefit from the mentoring process, as it gives them an opportunity to step back, reflect and clarify their own understanding of teaching and learning practices. Modelling can therefore introduce fresh viewpoints for *both* the novice or trainee teacher and the mentor (see fig. 27: Best Strategies for Improving Trainees, where mentors express the desire for more training at the FIPC base). Indeed, many mentors commented that supporting a trainee gave them a clearer understanding of how they could think creatively about their own practice and professional development, empowering them to reach their full potential. As Ruddock's assertion suggests, this is most likely due to the tedium of teaching that mentors — as teachers — begin to experience, when they are engaged in what becomes a routine practice, whereas having to think about what needs to be imparted as skill and information to trainees, encourages them to think afresh about what constitute the essentials of teaching practice. In this way, mentoring itself can represent a 'stepping back' from practice for mentors who would have been engaged in teaching for at least a few years. This gives them enough past practice to reflect upon; they can then apply the fresh perspectives they gain from mentoring to the wealth of past experience, a fruitful process that can subsequently be fed back into mentors' future practice as teachers.

However, when choosing a mentor, it is not merely the number of years of teaching experience they might have that is taken into consideration by the head teachers but indeed, what qualities an experienced teacher may have that makes him or her suitable for the role. As I have stated above, this is, in its current avatar, a role that is still being defined, so the mentor self-assessment questionnaire was carried out, in part, to establish their perception of the role of mentoring. The questionnaire also directly involved the active participation of the mentors, in defining this role further. That is, in distributing the questionnaires, my aim was to ultimately involve mentors in their own development. I needed to ensure that these 'teacher educators' would aspire to developing high levels of skill and confidence in the training process. I created five graphs following the mentor workshops that

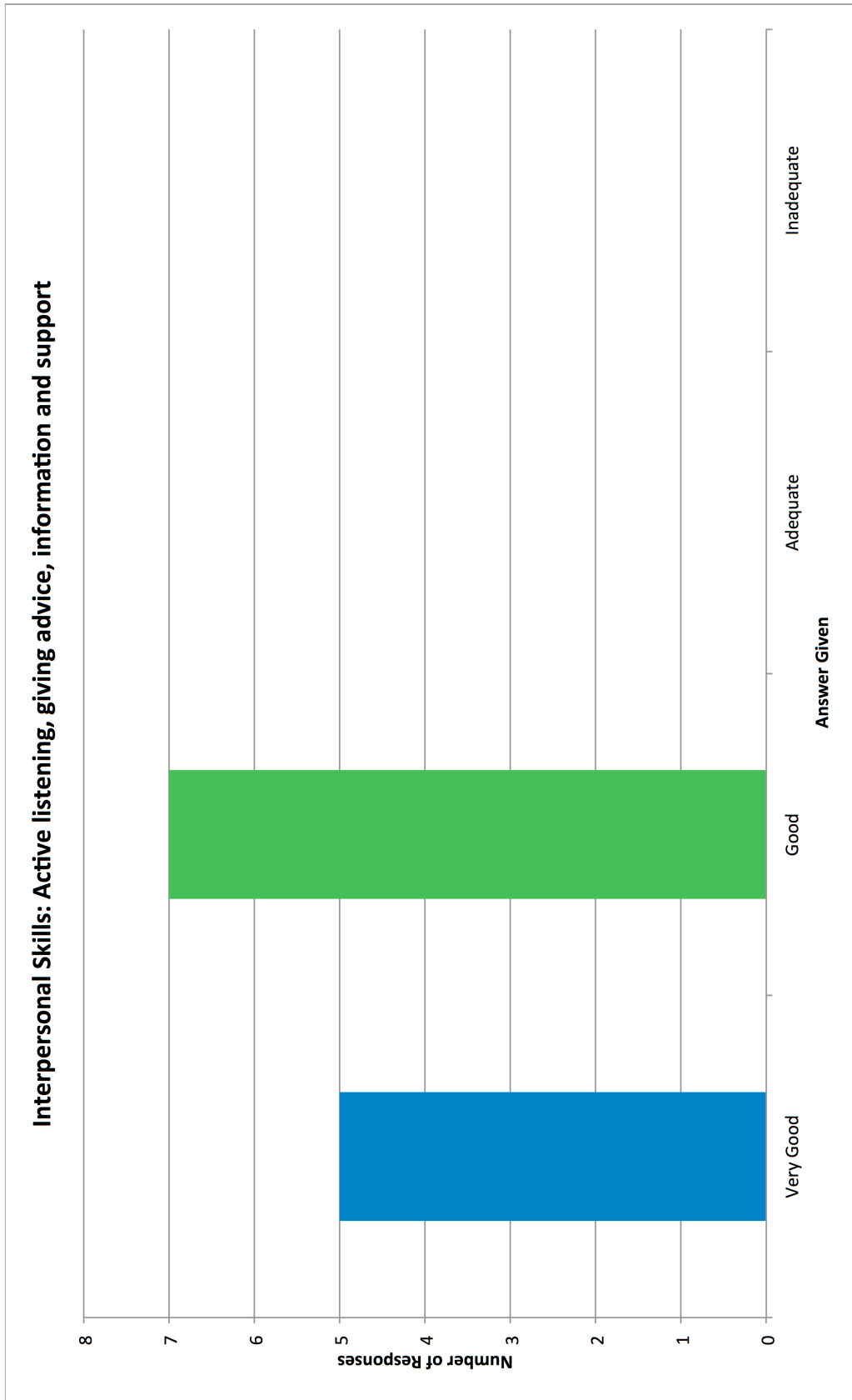


Fig. 43: Interpersonal Skills

took place over one academic year (in addition to figs.39-41: 138-143 shown above, see fig. 44 below), based on findings from five questionnaires focused on self-assessment, which represent mentors' development over a period of time; these demonstrate the progressive changes in their perceptions of their own role.

Workshops were subsequently held, that were designed keeping in mind the results of these five questionnaires. The first training session was held in the spring term, following the joint observation visit (See Handbook for a schedule of these events). The activity during the first session was designed to gain a better understanding of what the mentors felt the role encompassed and then, they were encouraged to analyse their requirements (see fig. 26: Mentor Needs Assessment). As stated earlier, I found that they did not necessarily know what their needs were. It may not be out of place to mention here that the mentor training sessions (listed in the Handbook timetable) were based loosely on Kolb and Fry's (1975) experiential learning framework. To briefly explain, the term 'experiential learning' can refer to two paradigms. One involves direct learning from a life event (Houle 1980: 221) while the other, which is applicable to teaching contexts, describes learning carried out specifically to acquire and then apply knowledge, skills and feelings in a pertinent scenario. We felt that this model would help mentors learn outside the classroom and then apply what they had learnt to the classroom, where they need to sometimes balance the competing demands of the trainees and pupils. Outside the classroom, they are thus under less pressure, giving them some space to develop. It is hoped that such sessions will prove to be effective measures in helping mentors transition into their new roles as teacher educators.

2nd Finding: The De-regulation of ITT

In the second finding, I shall focus on the need for mentors to acquire and impart pedagogical knowledge. Although I have already discussed this issue several times in this text, it remains a persistent source of anxiety, especially given the institutional constraints within which mentors operate. For example, one of the tutors interviewed in the course of this project opined that there was insufficient time for research in the school-led programme. With the increased responsibilities

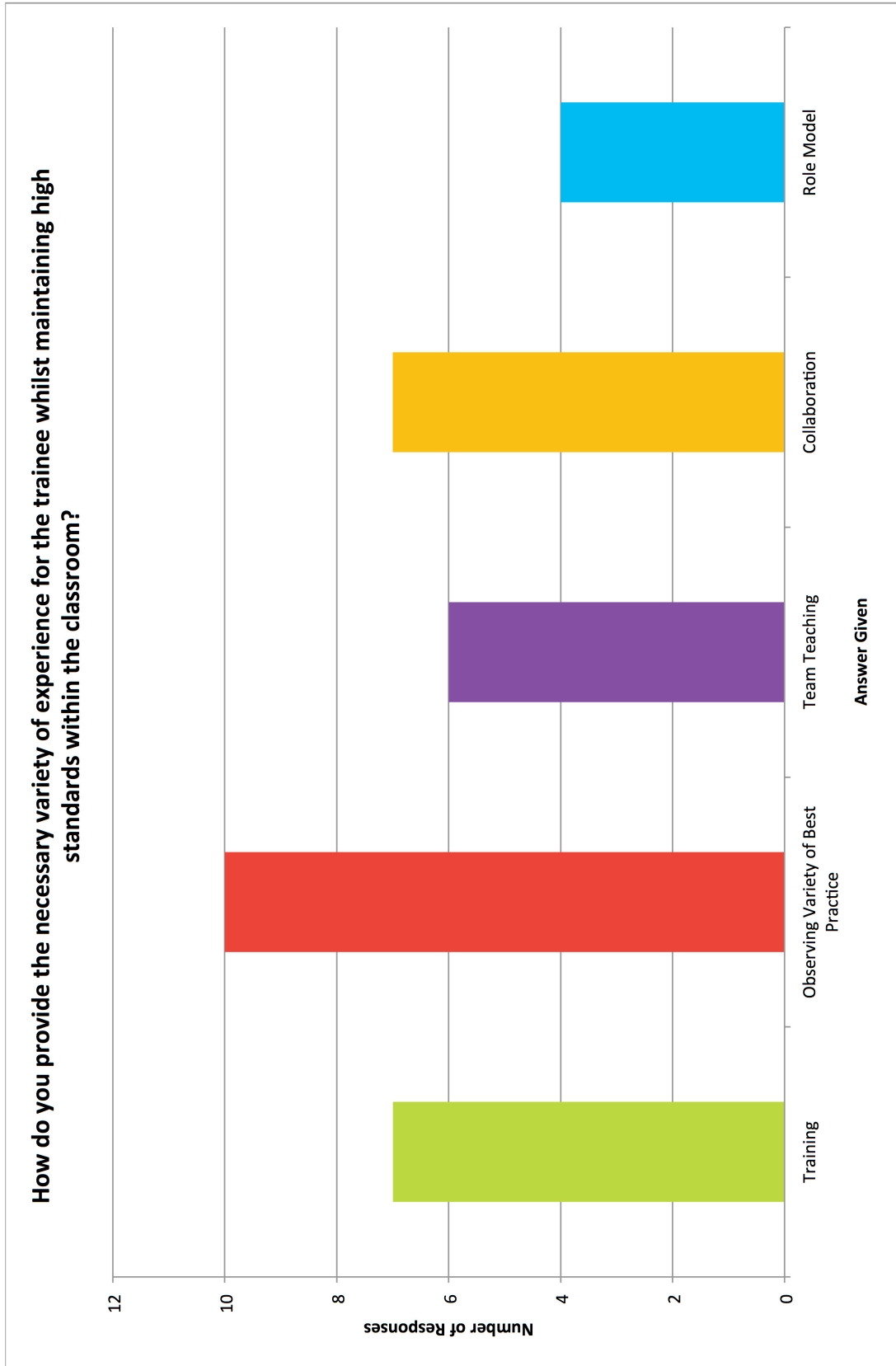


Fig. 44: Tabulated responses to the question: How do you provide best variety of practice?

that mentors must now handle, it is hardly surprising that they should feel that they are not well placed to gain the knowledge they need in order to become effective teacher educators. This mentor felt that too much emphasis was placed on the 'how', and that insufficient importance was accorded to the 'why'. This echoes not only the Cambridge Primary Review and the recent Carter Review but Howson's blog as well. One quality assurance inspector, as I have mentioned in Chapter 4, refers to the insufficient acquisition of pedagogical knowledge in the new, school-led training framework as the "de-intellectualisation of ITT".

It has to be remembered that ITT constitutes only the initial phase in a new teacher's development. As suggested in the first finding, ITT should provide the foundation upon which new teachers can build their own learning paths, and it should therefore be designed as only the beginning of what one hopes will become a life-long professional journey. In this sense, it is not just a question of ensuring that ITT furnishes knowledge in the form of information; rather, it becomes more important to impart the skills — for example, an ability to develop criticality and reflexivity — which would empower trainee teacher candidates to begin a self-sustaining process of learning.

Although pedagogical learning for trainees is already in place in the FIPC programme, it must be said that such areas do not seem to be accommodated in several training programmes. For example, several new providers of ITT, who are unsure of how to incorporate the acquisition of theory into their programmes, have approached me to provide counsel and help in this area. Specifically with reference to questions about the acquisition of pedagogical theory, time constraints featured prominently in the responses to questionnaires, as did misconceptions of the Qualified to Teach Standards. Another significant concern is that where mentors are expected to transfer specific aspects of teaching and learning to trainees, there should be a pool of resources that mentors can refer to, in order to acquire or refresh the knowledge they need to be able to transfer such skills and understanding to trainees. I discuss this further in the next finding. Clearly, for the mentor to feel equipped to impart the tools of criticality and reflexivity to trainees, they themselves need to be not only highly critical and conversant with theory but really, up to date with a range of teaching and learning

methods and rationales. Indeed, the last finding, which develops upon this one and others, focuses on mentors in their potential roles as researchers.

What measures did the FIPC training programme put in place to ensure mentors' own pedagogical learning? To address this question, it is pertinent to emphasise that this research project aimed at contributing towards the re-conceptualisation of the mentor's role within the new training framework. With the introduction of school-led ITT, the mentor self-assessment questionnaire was distributed to gain a clearer understanding of the new mentor role. The outcomes of this questionnaire and others discussed in the previous finding led to a complete change in the way mentors operate in schools, taking into account the challenge to become 'teacher educators' within their re-conceptualised role. Built into mentor training within the FIPC programme is now a focus on ITT knowledge, starting with educating mentors in strategies and techniques suitable for trainee development (as nuanced by Furlong and Maynard, who were cited previously). Mentors are required to attend the child development and theoretical sessions, in addition to their involvement in Action Research projects that are designed as group projects, in effect team efforts involving both trainees and mentors. These joint projects take place in the classroom but are followed up with a formal, assessed presentation and theoretical paper submission. Responding to mentors' concerns about their workloads not allowing them sufficient time for pedagogical learning, expectations of increased time commitment has been built into the school/provider partnership agreement to ensure compliance with programme expectations. Workshops are also in place to address the misconceptions around the Qualified to Teach Standards, to help address the anxiety that the school-led ITT programme will lead to the de-intellectualisation of trainee teachers and teaching practice more generally.

Thus far in this text, it may have seemed as if I were questioning existing mentors' competence but in fact, in the school-based ITT training framework, mentors are believed to be very competent. In a sense, it would be correct to say that while my positive assumptions about existing mentors' capabilities were justified in the school-based ITT programme, these capabilities were not fit for purpose in the new school-led ITT programme. Thus, it is not so much mentors' abilities that are

TDA EASTERN REGION ITT PROVIDERS: STANDARDS FOR MENTOR TRAINING: AS EVIDENCE FOR PERFORMANCE MANAGEMENT REVIEW etc

Level Descriptors for mentors

Level 1: A totally new mentor, someone in their first year of mentoring or one who has mentored one trainee with support from a more experienced colleague.

Evidence of operating at Level 1: supporting a trainee, as above, and;

- ❖ writing the required paperwork (i.e. observation reports, target setting, interim / final reports, reference) for the ITT provider;
- ❖ attending mentor training focussed on level 1 criteria. (provided by HEI / SCITT / other provider) that will probably be institution and phase specific.

Level 2: An experienced, confident mentor who has mentored one or more trainees effectively over a substantial and sustained teaching practice using the QoT Standards 2002. Is able to contribute to supporting other mentors within the school and possibly in a wider context e.g. in another school, in other classes in own school, in helping to deliver training for the ITT Provider or mentoring NQTs. Evidence of reaching this level may contribute to a UPS2/AST portfolio.

Evidence of operating at Level 2: Supporting a variety of trainees, including:

- ❖ completion of a range of paperwork (i.e. observation reports, target setting, interim / final reports, references);
- ❖ involvement in professional development opportunities at (certificated) level 2 with a focus on the further development of effective ITT mentoring;
- ❖ have written and delivered feedback and targets from a joint lesson observation in the school setting or have written a reflective log on a particular topic or have written a report on what has been done to support a new mentor or have written a report on the active engagement with another's professional development or involvement in the delivery of Level 1 mentor training and a written critique of this training.

Level 3: Additionally to level 2, level 3 is an advanced mentor who is able to manage other mentors as a professional mentor/ITT co-ordinator. Who is likely to be working at masters level on an accredited Programme of study and who understands the concepts and theories underpinning the principles and practices of mentoring. This mentor may be applying their mentoring expertise in settings external to their own school. Evidence of reaching this level may contribute to a UPS3 or NPQH portfolio.

Evidence of operating at Level 3:

- ❖ CATs accredited assignment;
- ❖ history of attending and providing Professional Development in ITT;
- ❖ working closely with local school cluster / HEI.

Fig. 45: Performance Criteria For Mentors 1a

Performance criteria for mentors: Expectations, responsibilities and professional requirements		Professional Competences in relation to: UPS2.3, AST, NPQH
<p>GTC TLA Verification Criteria as objectives: level 2 differentiated objectives in bold</p> <p>Demonstrate knowledge of professional practice, current relevant sources and appropriate referencing. Undertake an analysis of the additional knowledge and ideas and of how these impact on teacher development.</p> <p>Identify and access peer support in mentoring. Be clear about the value of the support and how this will move on teachers' development. Do this over time, critically analyse the impact upon teachers' development.</p>	<p>As a mentor within the school setting, the success criteria are to:</p> <ul style="list-style-type: none"> Understand the ways in which mentors can contribute to partnership development. 	<p>LEVEL 2 Evidence</p> <p>Workshop attendance</p>
	<ul style="list-style-type: none"> Understand how to facilitate trainee's self-evaluation and reflection. 	<p>Workshop attendance</p>
<p>Plan the professional learning/training and set aims, targets, timescales and progression. A coherent plan to be developed and key learning opportunities to be identified with outcomes.</p>	<ul style="list-style-type: none"> Engage with and help to resolve sensitive issues for trainees. Be able to reflect critically on their own and others' practice for professional development. Understand the progression of professional development during a training programme. 	<p>Workshop attendance</p> <p>Assignment Written/Oral</p>
<p>Carry out change – implement, review, monitor analyse and evaluate progress. Identify further actions and learning required, reflect upon actions and outcomes</p>	<ul style="list-style-type: none"> Ensure that trainees are working with good role models in school. Use assessment procedures for trainees confidently and consistently to ensure progression. Moderate trainees within own school. Ensure effective external moderation/examination procedures are followed. Provide effective feedback and set targets to ensure progression, in particular be able to address the developmental needs of challenging trainees e.g. referrals/those at risk of failure, very good trainees, those who have ceased to progress. 	<p>Assignment Written/Oral</p> <p>Assignment Written/Oral</p>
<p>Evaluate and Disseminate good practice through sharing with immediate colleagues. Critical reflection and analysis helps to identify next steps.</p>	<ul style="list-style-type: none"> Be involved in training new mentors within their own school/elsewhere. 	<p>Partnership Director/head to sign</p>
<p>Mentor Name.....School.....</p> <p>Signed Headteacher/Professional Mentor.....</p>		<p>Threshold: Demonstrate responsibility for professional development and use outcomes to improve teaching and learning.</p> <p>NPQH: Establish systems for monitoring and evaluating the quality of teaching and learning.</p> <p>UPS: Provide role model for teaching and learning</p> <p>Headteacher standards: Ensure that trainees and NQTs are appropriately trained, monitored, supported and assessed. Support and coordinate the provision of high quality professional development.</p> <p>Headteacher standards: Ensure that trainees and NQTs are appropriately trained, monitored, supported and assessed.</p> <p>Threshold: Demonstrate consistent and effective monitoring to give clear and consistent feedback.</p> <p>AST: Demonstrate an excellent ability to advise and support other teachers. Provide clear feedback, good support and sound advice to others. Provide examples, coaching and training to help others become more effective.</p> <p>NPQH: Take action to improve the performance of staff.</p> <p>UPS: Contribute effectively to the work of the wider team.</p> <p>AST Be highly respected and able to motivate others.</p>

Origin: Punter, Pickering, Miles, Leverett, Taylor, Osborne, Amrane-Cooper, Coltman, Warwick TTA Eastern Region Steering Committee

Fig. 46: Performance Criteria For Mentors 1b

TDA EASTERN REGION ITT PROVIDERS: STANDARDS FOR MENTOR TRAINING: AS EVIDENCE FOR PERFORMANCE MANAGEMENT REVIEW etc

Level Descriptors for mentors

Level 1: A totally new mentor, someone in their first year of mentoring or one who has mentored one trainee with support from a more experienced colleague.

- Evidence of operating at Level 1:** supporting a trainee, as above, and;
- ❖ writing the required paperwork (i.e. observation reports, target setting, interim / final reports, reference) for the ITT provider;
 - ❖ attending mentor training focussed on level 1 criteria. (provided by HEI / SCITT / other provider) that will probably be institution and phase specific.

Level 2: An experienced, confident mentor who has mentored one or more trainees effectively over a substantial and sustained teaching practice using the QIT Standards 2002. Is able to contribute to supporting other mentors within the school and possibly in a wider context e.g. in another school, in other classes in own school, in helping to deliver training for the ITT Provider or mentoring NQTs. Evidence of reaching this level may contribute to a UPS2/AST portfolio.

Evidence of operating at Level 2: Supporting a variety of trainees, including:

- ❖ completion of a range of paperwork (i.e. observation reports, target setting, interim / final reports, references);
- ❖ involvement in professional development opportunities at (certificated) level 2 with a focus on the further development of effective ITT mentoring;
- ❖ have written and delivered feedback and targets from a joint lesson observation in the school setting or have written a reflective log on a particular topic or have written a report on what has been done to support a new mentor or have written a report on the active engagement with another's professional development or involvement in the delivery of Level 1 mentor training and a written critique of this training.

Level 3: Additionally to level 2, level 3 is an advanced mentor who is able to manage other mentors as a professional mentor/ITT co-ordinator. Who is likely to be working at masters level on an accredited Programme of study and who understands the concepts and theories underpinning the principles and practices of mentoring. This mentor may be applying their mentoring expertise in settings external to their own school. Evidence of reaching this level may contribute to a UPS3 or NPQH portfolio.

Evidence of operating at Level 3:

- ❖ CATs accredited assignment;
- ❖ history of attending and providing Professional Development in ITT;
- ❖ working closely with local school cluster / HEI.

Fig. 47: Performance Criteria For Mentors 2a

Performance criteria for mentors: Expectations, responsibilities and professional requirements

LEVEL 1

Mentor Name:.....**School:**.....

Performance criteria for mentors: Expectations, responsibilities and professional requirements at Level 1:

Pre-requisites as a teacher	Head's/Prof mentor's signature
Model professional behaviour in all aspects of work, including: ❖ knowledge of teachers' responsibilities ❖ an inclusive commitment to trainees' development ❖ a willingness to engage in professional dialogue with trainees	
Have good subject knowledge including NCPoS, Strategies and Exam syllabuses	
Have knowledge of the work of professional bodies	
Provide a model of effective classroom practice and support in: ❖ planning; ❖ managing the classroom and pupils; ❖ managing other adults; ❖ using a range of teaching styles to support learning styles; ❖ identifying pupils' achievement and progression; ❖ managing equal opportunities and inclusion issues.	
Be able to provide information on professional bodies	
Know how to assess and moderate pupils' work	

GTC TLA Verification Criteria as objectives	As a mentor within the school setting, the success criteria are to:	Tutor's signature
Demonstrate knowledge of professional practice, current relevant sources and appropriate referencing.	Be familiar with the QIT 2002 Standards. Know the trainee's Programme requirements.	
Identify and access peer support in mentoring. Be clear about the value of the support and how this will move on teachers' development.	Know the principles of partnership and liaise effectively with the ITT provider Be briefed/trained. Possess good communication and interpersonal skills. Recognise the dual support and assessment role of the mentor. Liaise with other colleagues to support the trainee's subject and pedagogical knowledge	
Plan the professional learning/training and set aims, targets, timescales and progression.	Plan and implement the training programme, with attention paid to trainee's records/audits	
Carry out change – implement, review, monitor analyse and evaluate progress.	Complete the appropriate paperwork Assess trainees by: ❖ Undertaking analytical lesson observations and giving formative feedback. ❖ Assessing, using a range of evidence, in relation to the Standards. ❖ Supporting the trainee in setting appropriate targets. ❖ Evaluating progress.	
Evaluate and Disseminate good practice	Recognise the value of mentoring in CPD Support trainees in generalising from specific experiences in the classroom. Understand and develop effective professional relationships with adult learners and discuss good practice.	

Signed : University of Hertfordshire Tutor.....Date.....

Signed: Professional Mentor/Headteacher.....

Fig. 48: Performance Criteria For Mentors 2b

in question here but the need for ITT providers to allow them the time, space and support to help them adjust to their increased responsibilities.

As explained in previous chapters, I used an Action Research approach to establish the problems in the re-conceptualisation of mentors within school-led ITT. I did this by consulting a variety of provider-led programmes, including the University of Hertfordshire Graduate Teacher Programme (GTP), which adopted performance criteria for mentors (see figs. 45-48). Concern has previously been expressed about the quality of the mentoring of trainee teachers in school-based programmes and as already established, in the School Direct Programme, much more is required of mentors than was previously the case. OfSTED inspects schools for the purpose of determining quality and this is judged on the basis of a set of government Standards. Prospective teachers are therefore assessed against these Standards and have to demonstrate compliance with these Standards before they can be awarded Qualified Teacher Status (QTS).

The Cambridge Primary Review's (2010) observation of the tendency in ITT to represent teaching as merely the ability to acquire and use a narrow set of practical skills is believed to lead to teachers becoming acquiescent followers of accepted methods, rather than exercising professional discretion in order to select the best approach to teaching, which ought to be customised to particular contexts. This was also mentioned in the context of Michaela Borg's 'apprenticeship of observation' concept. It is essential that mentors observing trainees do not revert to their own 'default' models, as illustrated by Johnson's study in 1994. Johnson's study offered an insight into the internal struggle that teachers face in teaching in a style reflecting their own beliefs while simultaneously attempting to follow a style they learn as trainee teachers, when they observe mentors' teaching during 'modelling'. Certainly, all those involved in training teachers acknowledge that trainees need to have access to a large body of knowledge on which to base their teaching efforts, including pedagogical theory.

In the pre-research mentoring workshops (see figs. 49 and 50), I encouraged mentors to reflect on their practical skills by building a 'mind map' of required skills for school-based ITT. As skills required in education do not necessarily relate

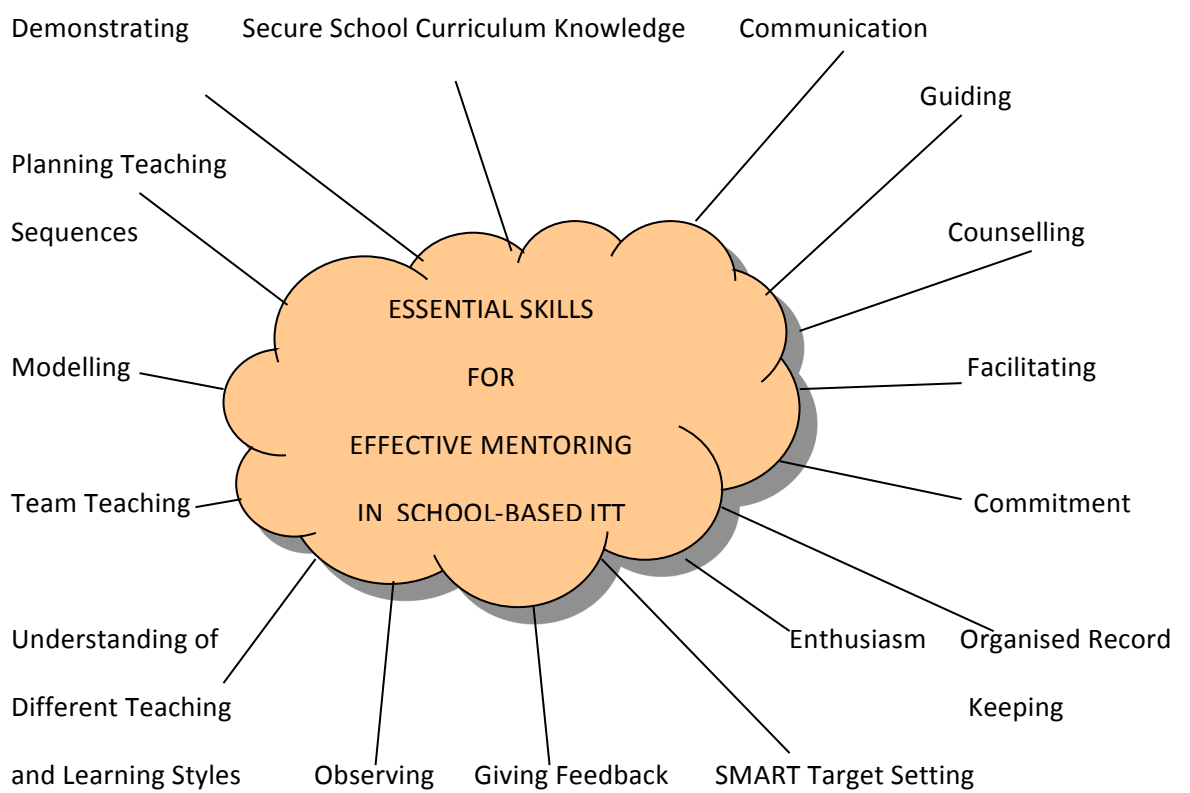


Fig. 49: Pre-research Mentoring Workshop

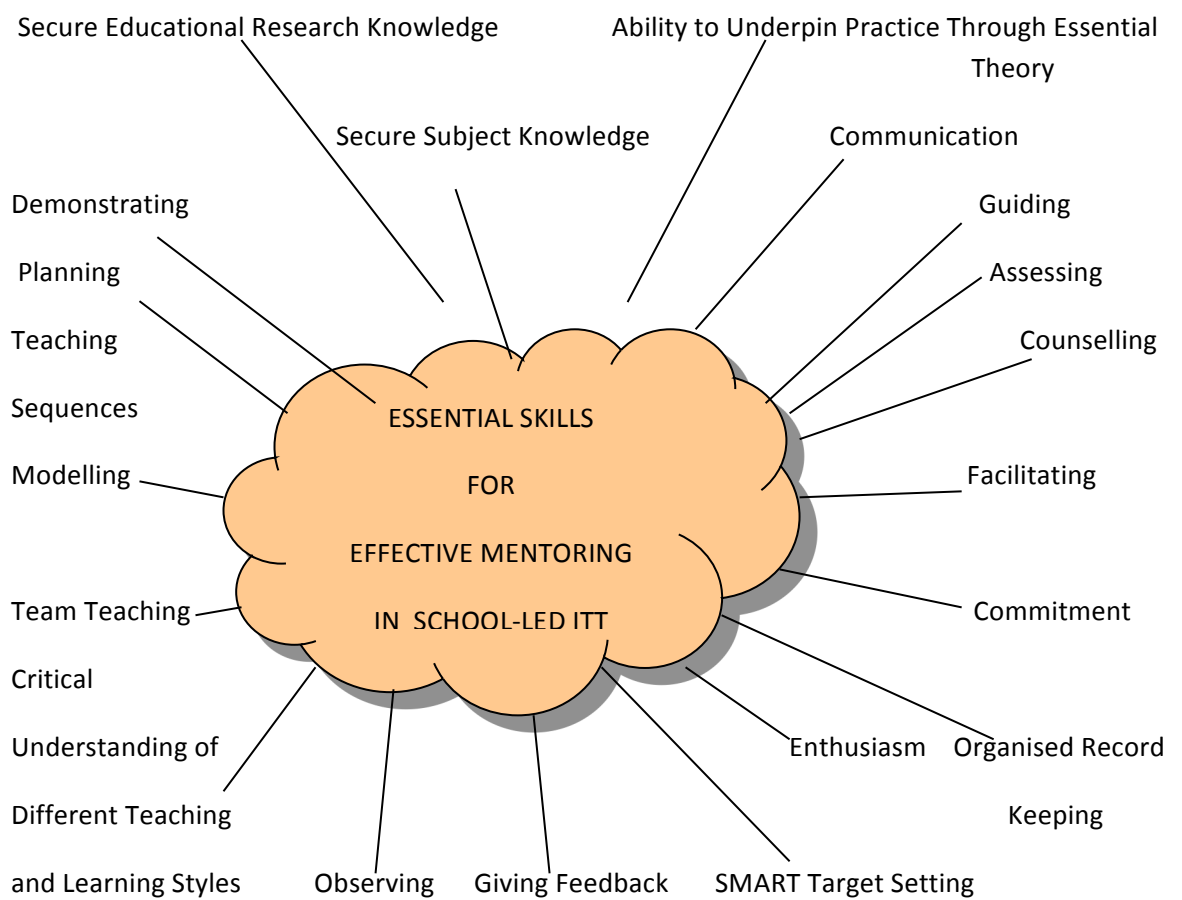


Fig. 50: Post-research Mentoring Workshop

to each other in a logical and clear sequence, I felt that it would be appropriate to use a mind map — a term that refers to a much freer method of putting down ideas and associations and used extensively in education to assist people to organise their thoughts more coherently. This relatively visual method is also more inclusive as not everyone is comfortable with lists or sequential narrative texts. Following the expectations of the school-led ITT approach and the project findings, this mind map evolved, and through discussion, demonstrated concern over the de-intellectualisation of ITT in the new approach. The skills that were now identified as being essential included the ability to underpin practice with essential theory, the acquisition of educational research knowledge, a critical understanding of different teaching and learning styles, an understanding and awareness of assessment methods and frameworks and the ability to advise trainees (see fig. 51: Mentoring Development Roles and Skills). The second figure below shows the acquisition of new skills and the transference of existing skills, which are adapted to changing practices (see fig. 52: Mentoring Development Roles and Practices).

While this research project identified the necessity for an ITT curriculum for trainees, I feel that the FIPC School Direct Programme already features the majority of recommendations in the Carter Review. The weekly ITT curriculum sessions held at the FIPC base or indeed within the lead school network, to aid inclusivity and collaboration, provide trainees with exposure to high quality educational pedagogy and theoretical teaching. I am in the process of developing and fine-tuning further inclusions in a revised Handbook, based on findings from this research project that are supported by the Carter Review, which hints at the possible need for a structured national curriculum for trainees. Thus, while some of the findings in this research project may support other researchers' findings, and some findings develop upon previous research, my belief that a curriculum for trainees is advisable possibly anticipates policies that might be based on the recommendations put forth by the Carter Review. I firmly believe that while currently, the existing work force is expected to train apprentices, be they trainee teachers or trainees from other sectors, there needs to be a particular focus on those delivering the training. For this reason, I intend to create an ITT curriculum for mentors to ensure that they have the necessary skills and knowledge to impart the appropriate pedagogical and theoretical knowledge to the trainees whose

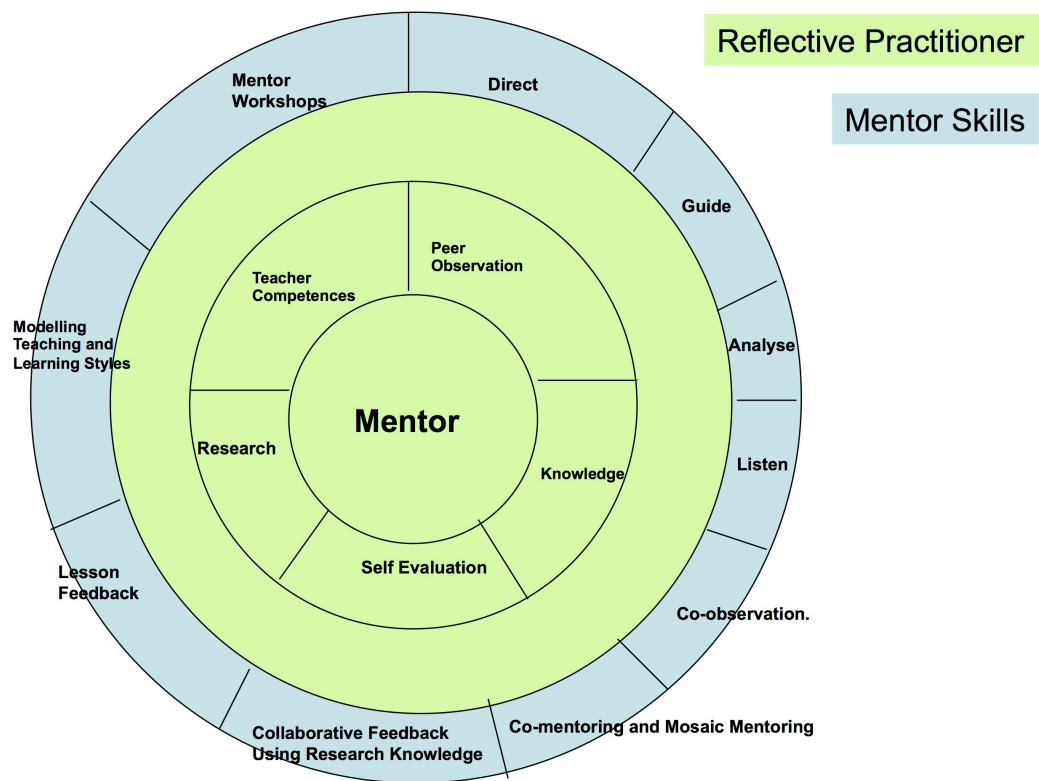


Fig. 51: Mentor Development Roles and Skills

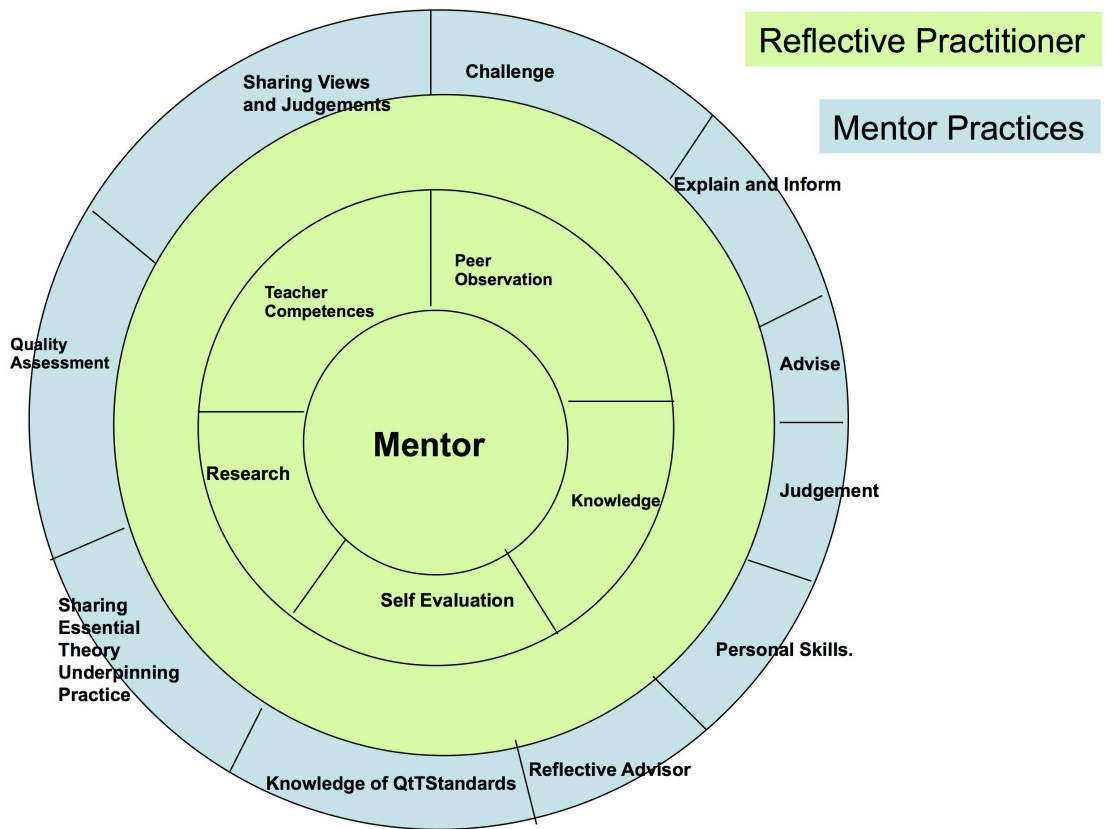


Fig. 52: Mentor Development Roles and Practices

professional development they are responsible for. This will form the next focus of my continuing research activities.

Although the Carter Review has recommended that there be a framework of core content for ITT, I had, in fact, anticipated the need for this and had already put such a framework into place, following my own research findings. This provident action on my part was taken due to my concern — and that of my colleagues — about the de-regulation of ITT that the School Direct programme engendered, *prior* to the publication of the Carter Review. Rather than regard some of my findings as now redundant due to some of them being echoed in the Carter Review, I see this as a positive outcome, due to the fact that several of my findings are supported by the Carter Review and vice versa. To have a study wherein the findings have been arrived at through empirical data collection, mirror some of the recommendations by the Carter Review, is, in my view, a further indication of the strength of my findings. That said, it might be pertinent to highlight some of the cleavages between my findings and the recommendations listed in the Carter Review. The similarities are that in the FIPC programme, we address subject knowledge, subject-specific pedagogy, familiarity with research activities, acquisition of child development knowledge, behaviour management strategy training and onsite training in a school for special needs and disability. My findings also highlighted the need for the acquisition of educational theory to be evidenced. While the Carter Review's suggestion of an amendment to the Teaching Standards will be welcomed, there are some qualitative differences in my recommendations and those of the Carter Review's. For example, whilst the Review suggests a construction of National Standards for mentors (i.e. these will remain uniform across the nation), my recommendations go deeper into this essential element of the *school-led* process. Indeed, my suggestion that we need to develop a standard curriculum for mentors is a new concept and is not echoed in the Carter Review. As clarified earlier, this suggestion is occasioned by my perception — which I feel is amply supported by my primary findings in this study — of the fundamental change in the nature of training in the school-led system, i.e. mentors have now become teacher educators. Furthermore, by jointly venturing into Action Research, the mentor becomes involved in a research project that forms part of the training

process, in addition to their attendance of all the educational theory sessions at college with the trainees.

3rd Finding: Devising a 'Mosaic' Mentoring Model

Amidst the material presented in the previous chapter was a questionnaire handed out to mentors that asked the question: "What do you feel are the best strategies for improving trainees?" (See fig. 27). The overwhelming response to this question was, to put it succinctly, "training". This need for 'training' is also mentioned by Maynard and Furlong (1993). In the further comments box of the 'Mentor Needs Assessment' questionnaire (see fig. 26) too, a high percentage of mentors expressed the desire for more training. As one mentor phrased it, "I would have liked more training. . . . I feel I have a better understanding but it is now November" (i.e. significantly advanced in the training schedule). So, mentors essentially feel that both they *and* the novice teachers require training at the FIPC base.

The mentoring role in education, in one way or another, has existed long enough to have a plethora of texts that mentors may refer to, in order to develop and gain insights into their practice. Such literature includes a variety of mentoring models that mentors may wish to explore. To cite just one example, based on the work of previous researchers, Maynard and Furlong (1993) consider three models of mentoring: the apprenticeship model, the competency model and the reflective practitioner model, each being linked to successive stages of training: the first, the middle and the last, respectively.

In the early stages of training, Maynard and Furlong suggest that the trainee needs practical experience, which often suits an instrumental level of understanding. This casts the mentor in the role of an exemplary model, who teaches the trainee the 'craft' of classroom teaching. The apprenticeship model thus involves considerable 'modelling', a term that has alternately been referred to as 'coaching' in some places in this text. Under the competency model, which is based on research into effective teaching, the aim is for the trainee to achieve —

Stage of Student Development	Focus of student learning	Mentoring Role	Key mentoring strategies
Beginning teaching	<ul style="list-style-type: none"> • Rules, rituals & routines • Establishing authority 	Model	<ul style="list-style-type: none"> • Student observation and collaborative teaching focused on rules and routines
Supervised teaching	<ul style="list-style-type: none"> • Teaching competencies 	Coach	<ul style="list-style-type: none"> • Observation by student; systematic observation and feedback from mentor on student's 'performance' • Mentor facilitates reflection – on-action.
From teaching to learning	<ul style="list-style-type: none"> • Understanding pupil learning; developing effective teaching 	Critical friend	<ul style="list-style-type: none"> • Student observation; re-examining of lesson planning
Autonomous teaching	<ul style="list-style-type: none"> • Investigating the grounds for practice 	Co-enquirer	<ul style="list-style-type: none"> • Partnership teaching; partnership supervision

Fig. 53: Furlong and Maynard's Trainee Development Stages (1993)

by the end of their initial training — the acquisition or honing of an identified set of skills. It should be noted that Maynard and Furlong (1995) believe that none of the

three models they propose is adequate when used in isolation; they become successful only if they are used complementarily. In the last model, the reflective practitioner model, which places great emphasis on critical evaluation, the mentor is in effect expected to go beyond the role of a model to that of a collaborative enquirer (Maynard and Furlong, cited by Fletcher 2012: 207). We will see in the last finding, how there is a move towards this enhanced role, at FIPC.

While different models of mentoring are required to suit the different stages of the training schedule, this application needs to be tailored equally to the rate of individual trainee development. People change and develop at different rates and a single generic model would prove counterproductive. There are nevertheless stages of trainee development identified by Furlong and Maynard as being broadly applicable to all trainees (see fig. 53 above); these are:

- 1) Early Idealism
- 2) Personal Survival
- 3) Dealing with Difficulties
- 4) Hitting a Plateau
- 5) Moving On

In keeping with Maynard and Furlong's observation that trainees tend to move through different stages of learning how to teach, it would make sense for mentoring to reflect the different stages, so perhaps mentoring also needs to be designed as being a developmental process.

As stated in the previous finding, the mentoring system worked well and mentors were generally deemed capable in the school-based framework, and yet, several factors demand a review of this role in the school-led framework, among them the fear of de-intellectualisation as well as the increased responsibilities placed on the mentor. The recognition of the constant adaptation and progression to school-led training is a major challenge for any mentor. This means that even if mentors are indeed capable, in the interim period, while they adjust to their increased responsibilities, a secure system needs to be put in place that guarantees that trainees receive the best possible support that ITT providers can offer. It would be

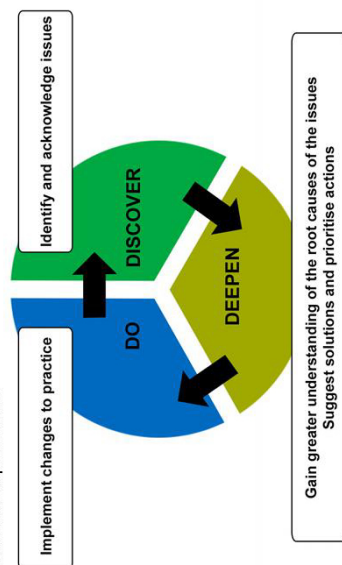
strategic, of course, to design a system that will retain its usefulness beyond the transition period.

From analysing the mentor self-assessment questionnaire and what mentors perceive to be their key role, it seems clear that they are currently struggling to cope in the acquisition or further development of the skills and qualities that they highlighted as necessary to the mentoring role. Listening, demonstrating empathy, questioning, paraphrasing, reflecting, summarising and challenging appeared to be key mentoring skills that they felt they possessed. However, confronting, supporting and moving forward through relevant pedagogical discussion was not evident. Training activities at FIPC workshops are now addressing the acquisition of these necessary skills for effective mentoring.

Sally Graham in *School-based teacher training* (cited in White and Jarvis 2013: 37) explored the 3D approach to driving change: Discover, Deepen and Do. Mentors felt confident in their ability to discover critical moments and set targets in the "Do" approach but the area of concern is with regards to the "Deepen" approach, where mentors must engage with enquiry into practice through research and relevant literature (see fig. 54 for my adaptation of her representation). This is even more relevant in school-led training as opposed to school-based, where the mentor has to convey clearer links between theory and practice, as has already been established earlier in this text. This is where the mentoring support — which, no matter how outstanding the level of each mentor's support, frequently remains merely pragmatic in nature — needs to expand to encompass a community of teacher educators who collectively possess the necessary skills to support the trainee's transition: from executing tasks competently, to carrying out an insightful educational role. An extended repertoire can then be developed within the competency model. However, evidently, the more dynamic element in the reflective practitioner model requires a thought process central to thinking and understanding.

School Direct is an evidence-based programme and as such requires the compilation of evidence to meet the Qualified to Teach Standards (QtTS) (DFE 2011). Sadly, this structure leads to a point where once standards are 'met', the

As a teacher educator you will be leading the learning of trainees. Leading learning involves teacher educators to think about the future and about pedagogy building sustainable practice.



DISCOVER	DEEPEN	DO
<ul style="list-style-type: none"> ◆ Create mutual openness and trust ◆ Be attentive and listen ◆ Show respect ◆ Be patient and caring ◆ Create a positive environment ◆ Show empathy ◆ Exhibit a sense of sharing as a critical friend ◆ Don't make assumptions, be non judgemental 	<ul style="list-style-type: none"> ◆ Layer open questions ◆ Use coaching methods ◆ Offer feedback through summarising, paraphrasing and further questioning ◆ Make links between theory and practice ◆ Underpin with research ◆ Share insights and feelings ◆ Investigate the grounds for practice as a co-enquirer 	<ul style="list-style-type: none"> ◆ Identify next stages to take the learning forward ◆ Establish a vision for the future ◆ Set targets ◆ Critically reflect on insights gained and new connections made ◆ Identify patterns of behaviour ◆ Promote and support change according to stage of student development ◆ Identify measures of success

Fig. 54: My adaption of Sally Graham's 'Discover, Deepen, Do' approach

trainee often plateaus in his or her professional development. This plateauing is, as per Furlong and Maynard's stages of development outlined above, the fourth stage. In this finding, I focus on measures I have taken to tackle especially the last stage, i.e. moving forward in the development of a trainee once plateauing occurs. Towards this purpose, I sought to explore ways in which a trainee may be given maximum support in the school-led ITT framework. From coding the interview recordings, a number of clear themes emerged, as shown in Chapter 4. Head teachers agreed that mentors were more effective and acquired competence if a number of trainees had been supported. Head teachers found that mentors seemed very capable of guiding trainees towards the acquisition of a variety of distinct experiences in diverse teaching scenarios, to gain evidence to meet the Standards, if they themselves had been exposed to diverse scenarios. Put another way, the ability to transfer this knowledge requires the mentor not only to be an experienced teacher but also to use their familiarity of different teachers, teaching methods and classroom scenarios, which they can exploit for the benefit of the trainees. So I felt that one way of tackling the issue of providing maximum support to the mentoring relationship was to expose trainees and mentors to diverse teaching contexts and personnel.

Before I expand upon the mosaic mentoring model that I came up with as a viable solution to address the above concerns, I would like to underscore a few other issues that strengthen the case for the need to bring in others into the mentoring relationship. The first of these was weaknesses in the recruitment of teaching mentors and the allocation of support mentors. To clarify, the support mentor is a senior member of the school staff who oversees the mentoring process. A tutor is also allocated by the provider, in this case FIPC, to support the trainee and mentor, thus assuring the quality of the school-led training process. The term tutor should not be confused with teacher, which in this text refers to a primary school teacher. The tutor is usually someone with extensive teaching experience (often a head teacher and in fact, all the tutors at FIPC are former primary school head teachers). Indeed, I came up with the term 'supporting mentor' to connote anyone who is experienced enough to support the teaching mentor. The position of the support mentor at FIPC was loosely modelled upon one that was introduced by the

University of Hertfordshire, where this role was referred to as 'professional mentor'. I explain this precedent further on in this finding.

When selecting a *teaching* mentor (see responses to the question 'How do head teachers choose their mentors?' in fig. 12: Interviews of Head Teachers), head teachers often did not seem to grasp what a mentor's role encompassed, or did not factor in how time constraints or work overloads may impinge upon the mentoring role, thereby affecting the trainee teacher's development adversely. All too often, FIPC tutors would visit schools but not be able to check and oversee the process because the 'teaching mentor' would be absent or otherwise occupied and thus unavailable. So I had to examine the factors that influence the mentor-trainee relationship and it became increasingly evident that the changing nature of the role was preventing teaching mentors from providing adequate support to trainees. This raised the question of who could trainees turn to when mentors were not available? This is where the 'support mentor' role is a valuable addition to the network of support but is certainly still not adequate.

Apart from the potential unavailability of the mentor, there was the issue of how competent a mentor was to carry out the mentoring role in the new framework, as indicated by the need for training workshops to work harder at imparting specific skills to mentors. Moreover, the changes being brought on by the school-led ITT framework appeared to be causing considerable confusion among head teachers, whose ambiguous understanding of the mentoring role caused problems during the recruitment process. Head teachers are understandably anxious to select mentors who can work alongside them and sometimes — as noted in an interview — make selections that are dictated by school budgets or to provide consistency for the school children when regular staff go on maternity/paternity leave or some other form of leave of absence. The most problematic instances were cases where the mentor had been selected to improve the mentor's own teaching. To clarify, mentors were selected because they were poor teachers needing inspiration and the head teacher making the selection hoped that by placing a trainee with that teacher, the outcome would be the transformation of the mentor's teaching ability, thus inducing a role reversal. While it might be a positive outcome if and when mentors do learn from trainees (and we know that they do), the priority here

should have been on the trainee's learning and not the mentor's. This somewhat perverse logic behind the selection of a mentor is, rather alarmingly, not an isolated case. In this research study alone, two head teachers who were interviewed explained that the selection of the mentor was regarded as an opportunity to provide the means of inspiring and rejuvenating an experienced but poorly performing teacher, set in his or her ways. Such cases highlight the need for a complete transformation of the selection process and rationale. The 'mentor', in such cases, evidently unable to provide the required training and advice, has to in turn be supported by a senior staff member.

If one chooses a member of the Senior Management Team to undertake the task of being a support mentor, the arrangement yields significant advantages. This is because these 'support' mentors are usually more able to spend time on mentoring, as they often do not have full-time classroom teaching responsibilities. Such staff members are also conversant with the systemic operations of schools and can thus provide first-hand sessions, involving the trainee in tasks such as planning and assessment. This facilitates the relatively rapid building of relationships between support mentors and trainees, who learn from engaging with the training programme within a school cycle of planning, teaching and assessment. The fact that I had to review the entire process of recruitment and allocation in the re-conceptualisation of the mentoring role naturally contributed to my desire to develop a method of ensuring that school-led training was securely and diligently administered, at a high level of quality that could be sustained.

A brief note about the value placed upon the role of feedback may be pertinent here. The second session of mentor training, which is timetabled for the spring term (see Appendix 1: FIPC Handbook 2014/15: 53), enables mentors and tutors to engage in the reflective practice of the mentors. By observing the teaching and subsequent feedback together, appropriate constructive and accurate feedback could be given to the mentor in addition to the joint analysis, theorising and hypothesising on trainee strategies and development. Receiving feedback from tutors was a highly valued experience for *teaching* mentors and the discussion and workshop experiences given at the timetabled training-based sessions proved to be the preferred approach. In this way, the mentor gains valuable advice on and

insight into the art of providing constructive feedback, a process that not all mentors are equipped to handle. For instance, one particularly fragile trainee, who was finding the process of teaching challenging, presented his mentor with a challenge. Not wanting to appear to be negative and anxious about the possibility of denting the trainee's already tenuous confidence, the mentor simply sidestepped the issue by remaining silent when constructive feedback was warranted and indeed essential to the trainee's growth. This mentor's inexperience in the methods of providing reflective feedback also excluded any positive comments being made about the efforts being made by the trainee. This is a classic example of the need for feedback to be sophisticated, a skill that comes partially from experience. As stated above, it seems that one needs to mentor a significant number of trainees before confidence is acquired in this area. In this sense, parallels may be drawn between the trainee's experience of learning to teach and the mentor's experience of learning to mentor. I do not wish to suggest that experience automatically results in competence. However, it certainly allows the mentor greater opportunities to develop competence. Adopting engagement in creative dialogue rather than falling prey to a judgemental stance is essential to the personal and professional growth of both the trainee and mentor. It is nevertheless a challenge to provide the right balance of support and challenge.

One idea that I might explore is to place certain structures in place to achieve a healthy balance between suitability, competence and experience in the mentoring relationship. For example, at university level learning and research, doctoral supervisory teams are often carefully considered to provide appropriate support and guidance to PhD students. Some universities ensure that at least one person on the supervisory team has supervised a sufficient (previously determined benchmark) number of doctoral researchers to successful completion. If the people identified to be the best possible supervisors to a student have not reached this benchmark, then a senior member of the academic staff (who has sufficient experience but may not have relevant subject knowledge) is additionally appointed to the doctoral supervisory team. Such a precaution ensures that the student receives the maximum support that a university is able to provide. All trainees want to be the best they can be and my endeavour in this project has been to make the mentors the best they can be. This meant that I had to consider tapping

into the abilities of diverse staff members at school. The post-graduate route into teaching was directed to spend two thirds of their one-year course in school-based activities. Following on from this was a growing body of evidence that highlighted the great potential of learning to be a teacher from 'expert' practitioners (Vygotsky 1987; Lave and Wenger 1991; Rogoff 1995).

When initially devising mentor training and specifically when planning the mentor training workshops, I was aware of the wealth of existing expertise possessed by mentoring communities in schools. When I say mentoring communities, I must clarify that I am referring to tutors, head teachers, mentors and others familiar with issues that regularly crop up in teaching at school-level (see fig. 56: Mosaic Mentoring below, for diverse personnel who might contribute to the mentoring process). This is a marked change from when relationships were far simpler in the mentoring process (see fig. 55). These mentoring communities collectively possess and can use a number of creative strategies in the mentoring of trainee teachers; they can come up with diverse creative solutions to potential problem areas that might occur in myriad teaching contexts. I was confident that these creative strengths and energies could be used in conjunction with the existing programme guidance, to good effect, so I devised a model whereby this hitherto largely untapped pool of resources could be better exploited towards enhancing the quality of ITT.

Such a model is not without certain precedents; in addition to those I have explained above, there is extensive literature that supports the rationale for what I call a 'mosaic' model. Lave and Wenger (1991), for example, feel that professional identity is formed in a community of practice. Others have already explored adapting this idea from the context of professional practice to make it suitable for teacher education. The idea of a teaching and learning community in which colleagues work together to develop enquiring minds has in fact been discussed at length by others such as Haggarty and Postlethwaite, who noted that "teachers need to be active members of a community that supports learning and enquiry; and there needs to be a pedagogy for beginning teacher learning which moves [teacher educators] on to an informed and sophisticated level of thinking, support and activity" (2012: 260).

I have referred to Eisner in Chapter 2; among the many conditions that Eisner believed would help to produce a richer soil for greater growth and development was better cooperation and dialogue among teachers. He critiqued the idea that trainee teachers might be able to do a one-time course at a university to learn how to teach (in all likelihood from university professors who had themselves little or no experience of teaching in a primary or secondary school classroom) and then magically be set to teach for life, with fresh infusions of CPD-style courses at intervals judged to be appropriate. Somewhat prophetically, Eisner in fact suggested something that now sounds remarkably like what I am proposing in the mosaic mentoring model: "The school needs to become a professional community with space enough for teachers to grow as professionals. They have much to offer each other, but these contributions are not easily made when teachers are isolated" (1983: 12).

As explained above, the term and position of support mentor in the FIPC training programme is loosely modelled upon the University of Hertfordshire's introduction of a professional mentor. Hertfordshire's 'professional mentoring' practice involved head teachers (or other senior management) more or less always acting as an explicitly 'professional mentor' in primary schools. To further clarify these terms, the professional mentor provides additional support to the mentoring process and the qualifying terms 'professional' and 'teaching' are not indicative of a lack of teaching experience or otherwise relevant experience in professional mentors. The difference in these qualifying terms are merely meant to help distinguish between the core teaching mentor who is the primary point of contact for the trainee and the professional mentor, who supports the teaching mentor as well as more indirectly the trainee, when the need arises. In fact, the professional mentor is almost always a head teacher with considerable teaching experience or if a non-teaching member of staff, someone who has in-depth knowledge of the field of education and who would have pertinent counsel to offer. Hertfordshire's introduction of this practice followed a research project by Dr. Anne Punter, who led ITT at the university and is now an ITT OfSTED Inspector.

As previously mentioned, many mentoring models in the field of education were adopted from other industries, especially from training models in healthcare. Although many authors and researchers have made suggestions that are incorporated into the mosaic mentoring model (such as McDonald 1992, see above), none have explicitly outlined core concepts for a definite model. It may also not be out of place to state that this is a model that has derived as much — if not more so — from my professional practice, rather than through my reading of previous authors. I have thus far found only one model within education that is comparable to the Mosaic Mentoring Model and this is the previous mentoring model in the Graduate Teacher Programme. In GTP, the trainee-mentor relationship was overseen by the head teacher (otherwise referred to as a professional mentor). The mentor was the only support mechanism for the trainee in school, apart from the visiting tutor. The professional mentor in such a model really performed the role of a Quality Assurance inspector in the mentoring process (that is, the professional mentor appeared to be in place to ensure that the results of mentoring matched the desired outcome, rather than additionally supporting the trainee as well as providing guidance and support for the mentor). The key difference was that the mentor, professional mentor and tutor were support models and not teacher educators as is the case in the Mosaic Mentoring Model. In the Mosaic Mentoring Model, with the advent of teaching schools and the expertise within the aforementioned alliance (partnerships formed to strengthen training models), the trainee has a whole network of educators to enable the training to be truly school-led.

The idea of professional mentoring is not widely used but I adopted it for FIPC's programme along with a few other providers, as it seemed a reasonable and sensible precaution to offer both trainees and mentors with as much support as can possibly be offered, by providing a safety net, as it were. This idea and practice of professional mentoring partially provided the nucleus for mosaic mentoring. However, as professional mentoring had until then taken place in school-based training, I have had to devise and fine-tune the process whereby the objective of providing trainees with optimum support may be achieved. In the school-led framework for example, we need considerably more expertise, hence the need to tap into the resources of a variety of personnel. When new teaching

mentors (or teacher educators, to use the term that is most current) work alongside experienced support mentors, they are likely to gain confidence and expertise. Swennen *et al* (2008) support the idea that a teacher educator evolves through dialogue and socialisation within the school environment.

Swennen *et al*'s belief underscores and advocates the idea around school-led training, and the development of the mentor within the school environment, as opposed to school-based training where mentors were predominantly trained at an outside base. It would be pertinent too to reflect upon the case of small schools, where the idea of mentors working and learning together is not feasible as there would usually be a lone mentor in the school. How would the learning and professional development of the new teacher educator evolve in such schools? How would they be equipped to train the trainee appointed at their school? It must be recognised that mentors at such schools require guidance, help and training to prepare them for the leading role they have been cast in. O'Donoghue and Clarke (2010) suggest that teachers need to be powerful learners if they are to maintain a high level of professional performance in an occupation that has become increasingly difficult. They also need to be role models to their trainees as well as to pupils and staff: "A teacher's capacity to learn constitutes an important form of leadership in itself" (O'Donoghue and Clarke 2010: 93). Here lies the dilemma: In order to enhance their mentoring practice, on the one hand, the mentor must collaboratively work and research with others within the *workplace* (i.e. the school) but on the other hand, he or she needs to engage with professionals who are not focusing their work solely on the learning of pupils and this can really be done only outside the school environment. The idea is that in school-led training, the whole training experience is meant to be based in school but in practice this would not give mentors the opportunity to meet with each other in a collegiate experience such as is given at FIPC regularly. Away from school, the mentors cannot be called on at the last minute, for example to cover for other teachers. They are also away from the children, giving them the necessary focus. This experience is also afforded to the trainees who have their focused 'Friday curriculum session' without the possibility of other demands being made upon them. The majority of school-led programmes do not offer this weekly session and this is an element that the Carter Review has picked up on, hence its recommendation about the ITT National

Curriculum. FIPC provides a base where such learning can take place, with the C standing for Collegiate. My aim is to provide a truly collegiate environment that enables and facilitates the exchange of voices and perspectives, with the view to specifically promote the enhancement of teaching, learning and mentoring practice locally and nationally. I have found that mentors value and appreciate this learning opportunity.

It may be worth mentioning that because School Direct is a bespoke training programme, if a trainee is not receiving the support and experience s/he needs, especially due to the lead school not having a particular training tool/service, as a training provider, I am in a position to take corrective steps. For example, I can recommend that the trainee attend a training session or other educational event at another lead school that is a teaching school, which would benefit the trainee and which might even — in theory — be paid for by the trainee's 'home' lead school. Usually, such arrangements are made on a reciprocal basis. This, to a certain extent, signals a shift in ITT environments, where the focus is on increased collaboration between networks of professional communities.

In re-conceptualising the role of the mentor, I sought to create a new model that I termed 'mosaic mentoring', where mentors are supported by a network of professionals ensuring quality in the training process. It is a complex and multi-faceted concept and I had to ensure that I identified the characteristics of existing mentoring in school-based training by carrying out research during this project; without this Action Research, it would have been challenging to work on the evolution of school-led ITT. By tapping into a pool of staff who bring different experiences, knowledge and skills to the table, I am in effect attempting to provide a stable safety net for the mentoring and training process, at a time when the period of transition in ITT needs increased security. In addition to possessing different skills, talents and abilities, I must emphasise how important it is that staff members who participate in mosaic mentoring are also in various stages of their own development within the teaching and learning environment, so that while some may lend perspectives born of experience, others infuse fresh perspectives by providing stimulus. In this collegiate environment, which may admittedly present challenges as far as implementation in practice is concerned, I believe everyone

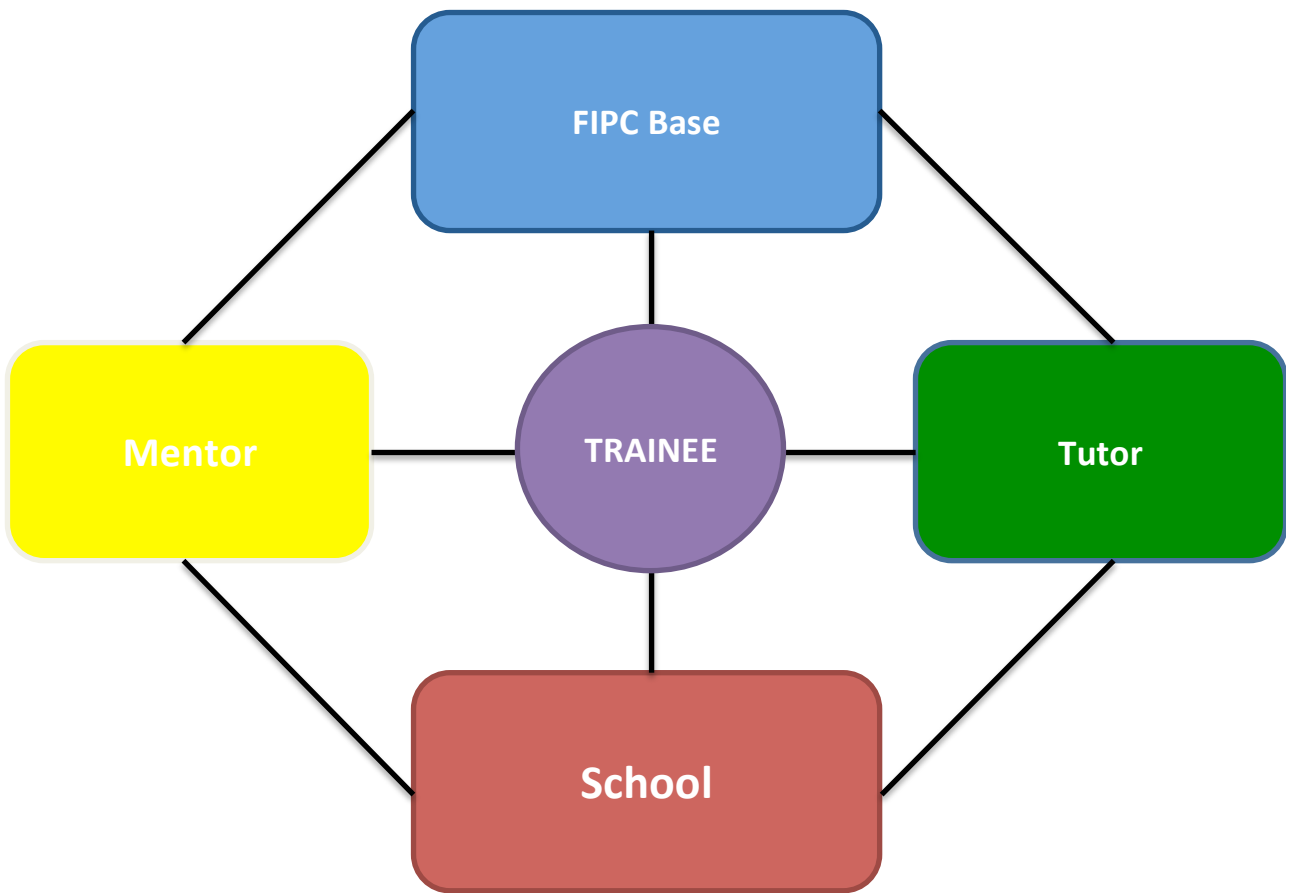


Fig. 55: Simple relationship structure in mentoring process



Fig. 56: Mosaic Mentoring Model

Teacher: Primary School Teacher

Trainee teacher (also called novice teacher)

Mentor (also called teaching mentor or teacher educator): Drawn from a pool of practising teachers; appointed by head teachers in schools; mentors the trainee teacher.

Tutor: Appointed by the ITT provider (FIPC in this instance); oversees the mentoring process.

Support mentor (in the University of Hertfordshire, referred to as professional mentor): head teacher or senior member of staff based at school; provides additional support to the mentor, and if required, to the trainee teacher.

stands to gain. For example, effective mentors, already in place within the school, and having benefitted from training workshops such as those FIPC has devised, can then support those who are just acquiring the key mentoring skills, who in their turn support the trainee in their quest to achieve Qualified to Teach Status (QTS).

It may be worth highlighting that the mentoring model proposes to involve not only experienced teachers but also senior administrators who are currently non-teaching staff with prior teaching or relevant administrative experience. Eisner's (1983) critique that administrators often lose interest in teaching and the curriculum once they begin to focus on administration and public relations, et cetera, would also be addressed in the mosaic mentoring model since mentoring teacher educators and trainee teachers would give administrators an opportunity to reconnect with teaching activities. Eisner, implying that principals lose touch with teaching, underscores the need for "principals who think of themselves *both* as teachers of teachers and as their teachers' staff. We need school superintendents who can help close the breach between administration and faculty . . ." (1983: 11-12).

As stated in Chapter 1, barring the caveat of ensuring that it is supplemented with learning pedagogical theories, which help trainee teachers grasp the fundamental reasoning behind specific teaching methods and techniques, there is a clearly discernible advantage to recognising that teaching is a craft. For example, adopting the apprenticeship model of learning to teach presents significant benefits to trainee teachers, but this is especially so in the mosaic mentoring model, where trainee teachers as well as teacher educators have so many more people to emulate and to model their teaching on. One might argue that this might cause a trainee teacher greater confusion, but coherence would be lent by having a defined syllabus to follow; it may not be out of place to highlight here that this further reiterates the need for a national curriculum.

I referred to Pierre Bourdieu's hypotheses in Chapter 2. While Bourdieu's theory of the social reproduction of class has not been adequately proved as being empirically applicable or verifiable, there is little doubt that his theories are hugely influential in the field of education. It may consequently be useful, even if as an

exercise, to consider how the mosaic mentoring model may be situated with reference to Bourdieu's seminal theory. Even assuming that there is some truth in Bourdieu's suggestion that the school system and that specifically, *teachers* contribute to reproducing social hierarchies by rewarding pupils who are perceived as possessing greater cultural capital, I feel that the mosaic mentoring model could be helpful. I would suggest that when a trainee teacher is exposed to diverse points of view, the chances of him or her contributing to the perpetuation of patterns of social reproduction are minimised. In other words, adopting a model where learning to teach involves exposure to and learning from various personnel might act as a class leveller by itself, at least to a certain extent, though this of course depends in large part on which classes this pool of personnel is itself drawn from, even assuming that it is drawn from distinct classes. However, without further research into the teaching workforce in Britain, vis-à-vis their class origins and affiliations and demonstrable evidence that links their class profiles to their actions as teachers (and furthermore these must be proven to result in repeating patterns of class hierarchies), it would be impossible, of course, to conjecture on this association too seriously. Equally, there needs to be more detailed empirical research on the distinct phases and staff members involved in primary school education.

For example, a few further clarifications may be warranted here to explain the roles played by distinct staff, such as a phase leader; in primary education, this refers to a leader of any one of three phases: a) Early Years Foundation Stage (EYFS), which incorporates nursery school; b) Key Stage 1, encompassing years 1 and 2 (this stage only has one leader); and c) Key Stage 2, which encompasses years 3 to 6. A subject leader is one who is in charge of a specific subject, be it humanities, literacy, mathematics and so on. A SEND leader handles special educational needs and disabilities.

Taking the diversity of teaching and non-teaching staff into account, perhaps the key point to emphasis is that the mosaic mentoring model offers — to put it in a nutshell — critical yet supportive others who guide, encourage and assist the trainees *and* mentors on their ITT journey. As I have stated above, the creation of the mosaic mentoring structure enables senior, more experienced mentors to play

a significant role in the new school-led training. Senior mentors will thus take on the lead role in structuring the training programme, alongside the training provider (in this case FIPC), facilitating and channelling communications between partnership schools. This is why the culture of teaching schools and the mosaic mentoring concept is of vital importance. Teachers work alongside colleagues, trainees and tutors to provide the quality training now taking place in the partnership network of schools within the teaching school collegiate (see fig. 1). Mentors are also now encouraged to reflect upon how they are going to organise the training experience. The most significant foundations on which to build school-led ITT training are:

- The training framework in collaboration with the training provider (FIPC in this case);
- The CPD within the network of partnership schools under the umbrella of the teaching schools (see fig. 38), which improves trainees' access to CPD during their training year; and finally,
- Classroom practice.

It may be relevant here, to ruminate briefly on how such a model is implemented in practice. The primary strength of this mentoring model, with regards to its ability to withstand policy change, is its mutability. While the above-mentioned roles are each significant in their own way, they are still sufficiently flexible and so the involvement of each staff member can be tailored to meet the needs of the trainee. Their participation can likewise be tailored to suit each school alliance within which the trainee is placed. It may also be pertinent to underscore that policy changes that might be caused by future budget cuts are also unlikely to affect the Mosaic Mentoring Model, as the participation of those providing a framework of support to the trainee and teacher educator within this model is not rewarded separately in monetary terms but rather, is viewed as a part of their professional development and thus even provides them with a useful incentive to carry out this role to the best of their abilities. This incentive, i.e. the fact that their participation in and contribution to the mosaic mentoring model significantly adds to their professional development and consequently to their progress in their careers, likewise prevents

(at the very least significantly reduces the potential of) complaints about additional workloads, i.e. the responsibility of performing such support roles.

The only issue that might potentially persist is obtaining release time for teacher educators (including those involved in the Mosaic Mentoring Model). However, obtaining release time for mentors has remained something of an issue even in previous models and is not intrinsic to the Mosaic Mentoring Model per se. Indeed, with the reconceptualisation of the mentor's role to that of a teacher educator, there is growing recognition that the release time for training and support within this reconceptualised role is paramount to ensuring the quality of the school-led training process. Furthermore, others involved in the Mosaic Mentoring Model generally belong to the senior management team and therefore do not have a full teaching timetable. This is a further strength of the model, in that in involving senior staff, it provides a cushion for the trainee and teacher educator when their own workloads make it difficult for them to be available to the trainee.

The above mosaic model may cast doubts on the relative importance of the teaching mentor's position within ITT training, given this mosaic of 'experts'. However, I must reiterate that the teaching mentor, now referred to as a teacher educator, remains a key figure in ITT and the first as well as main point of contact for the trainee. Legislation in the form of the DFE Circular 9/92 (DFE 1992), which made partnership alliances formal and due to which previous ad-hoc arrangements were replaced with clearer definitions of roles and responsibilities, contributed to the pivotal role of mentoring in ITT. This was also the time when ITT's training focus was taken from universities into schools, placing the mentor in a key role. In response to the question: How do you choose your mentor, one head teacher gave me a poem focused on the qualities of kindness and the ability to nurture as traits that s/he looks for in mentors:

“Some people specialise in doing thoughtful deeds,
Before you ask, they understand your problems and your needs,
They help because they want to;
They find that being kind,
And making others happy is the first thing on their mind.
They make this school a better place by practising their art,

Of reaching out to others
And by giving from the heart."

However, even for such kind people who may have an instinctive desire to help and offer assistance, which admittedly is a key quality to look for in a mentor, the role requires training and mentors themselves need help in the acquisition of the range of skills that they need, in order to offer valuable assistance to trainees.

There is no doubt that the role of the teacher educator is a demanding one but it also brings professional rewards, since it constitutes development in professional terms. In school-based training, Andrew Hobson showed that trainees perceived school-based mentoring to be one of the most important elements of the ITT experience. He also found that school-based mentors were regarded as more effective than any other personnel in helping trainees during their one-year period of training (2009: 51). This learning is now a three-way relationship between the senior 'support' mentor, the mentor and the trainee. As we have seen, mentors within the school setting see themselves as experts in the knowledge of teaching and learning, especially where it encompasses practical perspectives.

Nonetheless, where the mentor is not able to underpin practice with educational theory, it is essential in school-led training that this element be secured. This is the issue that I hope is addressed through the mosaic mentoring method of support. In this finding, we have seen how my concept of a mosaic mentoring model, which is loosely associated to models that have been discussed and implemented in diverse ways in other management and teaching and learning scenarios, provides structure to an idea that is already gaining currency in education.

4th Finding: Pupil Assessment Frameworks and Philosophies

Thus far in this chapter, I have presented findings that are relatively broad and encompass key concerns in the mentoring and training of trainee teachers. In this finding and the next, I present findings that relate to two specific areas of concern: pupil assessment, and particular methods that may be applied in teaching and learning contexts. The recently published Carter Review defines effective teaching as that which is linked to enhanced pupil outcomes (including pupil progress, achievement and well being) (January 2015: 23). The mentoring programme

therefore needs to ensure that mentors are capable of transferring to the trainees, through modelling and dialogue, an understanding of how pupil outcomes might be assessed. A surprising finding of the mentoring workshop activities was that the mentors' perceptions of the assessment standards, specifically Teaching Standards 2 and 6, which deal exclusively with pupil assessment, were noticeably misplaced. Fig. 18, as seen before, demonstrates their errors and indicates the correct alignment.

The mentors' misconceptions of these Standards is possibly linked to their lack of understanding of measures devised for pupil assessment, as these have mirrored the shift from 'fixed' to 'growth' mindsets, terms that I shall expand upon shortly. A brief explanation of such shifts may be required here to contextualise the manner in which pupil assessment itself is currently conceived. This is especially important since changing philosophies have resulted in significant shifts in assessment frameworks that trainees need to be aware of. However, as these philosophies begin to be reflected in practice, the challenge is for mentors to keep themselves updated with shifting practices, so that they may impart this knowledge to fresh cohorts of trainees.

There are thus two concerns here that need to be addressed. The first is the issue of mentors' understanding of pupil assessment as reflected in Teaching Standards. It is not only important for trainees to understand the rationale of pupil assessment, but also for them to be able to provide evidence of achieving these Standards. The second concern is the pace at which pupil assessment frameworks are modified or changed altogether. To be kept abreast of such changes, it is imperative for mentors to engage with pedagogic research and practice, so that they grasp the underlying rationale for what are sometimes rapid changes in educational policies. I will address both concerns now, starting with the latter issue.

Prior to this year, pupil assessment employed a quantifiable method of gauging pupils' progress; in other words, a pupil's level of progress in achieving outcomes in any core subject would have been stated in a numerical format, commonly referred to as marks or grades. An ideal pupil outcome for each subject would be

set at a desired level. Each student's resulting mark and/or grade would therefore be assessed against this ideal, desired level. This framework of assessment, commonly referred to as 'levelling', was abolished altogether in September 2014 on the basis of a 20-year research project carried out by Carol Dweck. The Standards and Testing Agency for education (appointed by the government and held responsible by the Department of Education for the task of pupil assessments nationally) are currently working on a new testing framework, with a revised set of performance descriptors, within the National Curriculum. This new assessment framework will simply be referred to as the National Standard. To all intents and purposes therefore, each descriptor will also have a Standard that is applicable nationwide. While the National Standard's draft is currently in trial in several schools across Britain, the new descriptors are not scheduled to be implemented until September 2016. Ideally, they ought to have been implemented as soon as the 'levelling' framework was abolished, so that a seamless transition could have occurred. As that has not been the case, in the interim two-year period, each Local Education Authority (LEA) has been devising new, school-based frameworks of assessment, adapting the existing descriptors from the 'levelling' framework, modifications that therefore may or may not correspond to other LEAs' assessment frameworks. To clarify, at the moment, we therefore have a diverse set of assessment frameworks being applied to pupil assessment in different parts of the country. Some LEAs, who are resisting the abolishment of 'levelling', apparently intend to carry on with the old framework until 2016. However, despite differences in these modifications, with the exception of the above-mentioned LEAs wishing to carry on as before until the National Standard is in place, most adapted frameworks have a common feature. This feature, which is a result of following Carol Dweck's recommendations, involves determining the failure or success of a pupil's progress, in a manner that is highly individualised. Each student is now instead assessed according to where they are placed on the National Curriculum's agenda, the basis on which their progress is 'tracked'. This tracking is essentially carried out with reference to an overall national teaching and learning agenda. In addition — and this is central to the new system — the pace of the pupil's progress is tailored according to each pupil's potential, as identified by his or her teachers.

While such changes are generally desirable and certainly, I appreciate and indeed greatly respect Dweck's recognition of pupils as individuals, as an administrator, I must also highlight the difficulties of implementing new policies and frameworks within school administrations. Needless to say, in addition to the challenges that schools face in implementing such changes, ITT providers are placed in an even more demanding situation, where they are left coping with the incorporation of such radical shifts, not to mention having to cater to — and factor in — different LEAs' current assessment frameworks. Catering to diversity is generally a challenge that ITT providers are equipped to meet since the novice teachers they train routinely go to different institutions; yet, this is no longer necessarily the case, given that different LEAs have made distinct modifications to 'levelling' and thus have myriad, fresh assessment policies in place that ITT providers are still getting acquainted with. ITT providers such as FIPC are therefore naturally concerned that individual trainee teachers may in fact complete their training, having had an understanding of assessment that will not serve them adequately in an LEA where assessment may differ significantly. For this reason, even placing trainees during the three-week 'contrast' period during which they must gain exposure to a distinct environment presents challenges we have not previously encountered. As pupil progress needs to be evidenced by trainees in the Teaching Standards 2 and 6, FIPC's ITT curriculum includes a pedagogic session that focuses exclusively on assessment methods. This session, it is hoped, minimises some of the fallout of having such a range of assessment methods in operation in distinct LEAs.

As asserted above, despite the fact that I embrace and welcome the recommendations made by Carol Dweck, it is extremely important to recognise the strain that any changes in policies and frameworks places upon education staff. An example of how such changes in philosophies can result in rapid changes, which might indeed overwhelm certain staff, was manifested in the breakdown of a mentor during a workshop at FIPC. As an aside, it may be pertinent to point out here that this mentor's breakdown took place in a certain context that is frequently ignored by pedagogic research: the often commercial exploitation of changes in educational policies and frameworks. This is not to say that commercial enterprises always seek to exploit such situations. Nevertheless, the financial viability of a school employing a set of measures that are in any case set to

change is highly questionable. For example, many researchers have devised replacement assessment methods, which moreover make use of sophisticated technology, and have sold these to LEAs and schools who are essentially 'waiting' to be told what assessment framework they ought to adopt before the National Standard is introduced in September 2016. In the school that this particular mentor is employed in, a new framework was introduced, with a technology that was so sophisticated that it required additional staff training to take place before it could be used. Unfortunately, the school could only afford to send the head teacher on the training programme provided. Although the head teacher made efforts to then come back and train the other staff members, this mentor was seriously considering resigning from her post, since she felt unable to cope with "yet another change". In her early 50s, she was in a dilemma, as having to learn a new technology, with inadequate training, in an environment that is already seeing so many changes, placed an undue strain on her workload. Yet, she understandably did not want to lose her pension by retiring prematurely.

Following the Carter Review (2015), there will be another revised set of Teaching Standards. As stated in my introductory chapter, in my career, I have experienced and witnessed no fewer than five revisions to the Teaching Standards, each of which necessitated considerable adjustment on the part of education staff. While I feel that often, such changes place unnecessary demands on staff, given the substantial difficulties that almost no one in education is spared when major changes are implemented, it is important to review why some of these changes are still deemed necessary. This is especially the case with Carol Dweck's recommendations, because in my view, her research will lead to a positive and enlightened change in education, which is essentially based on an improved understanding of how the human mind works. So I will now return to the first concern raised above, i.e. mentors' misconceptions of pupil assessment as reflected in the Teaching Standards.

This lack of pedagogical understanding of the assessment criteria is at present being addressed by the National College of Teaching and Learning (NCTL), as it has previously been highlighted in Carol Dweck's many years of study into the approaches to 'teaching for learning'. Although all teaching is clearly designed for

learning of one kind or another, Dweck uses this phrase essentially to provide emphasis with respect to different methods of teaching that would promote effective learning. It is imperative to understand the underlying rationale of the teaching for learning approach, as it addresses changes in our understanding of the manner in which a child's brain develops. With radical changes taking place in this area, it is not surprising that teachers still struggle with long-held misconceptions about pupils' abilities. After all, the profession has been indoctrinated in 'pupil level of achievement' a system which has recently been abandoned. To clarify, the phrase 'pupil level of achievement' refers to the aforementioned 'levelling', a term that describes a quantifiable method of assessing pupil progress. To put it very simply, in the levelling system, each pupil's achievement is assessed on the basis of a desired outcome, which has already been determined, so each pupil in effect competes against others. Dweck's teaching for learning approach is now being adopted in place of the levelling system, due to the recognition that all pupils develop at a different rate and have fluid and changeable intelligence levels.

The above move from 'levelling' to 'teaching for learning' essentially reflects a more fundamental shift from fixed to growth mindsets. While the fixed mindset refers to the belief that intelligence (or lack thereof) is genetic, inherited or inherent in a child, with no change in basic abilities possible, the growth mindset emphasises the potential development of a child's intelligence. Moreover, the rate of his or her growth is potentially inconsistent but most importantly, plastic and fluid. Both the possibility of any growth and its pace depend on the effort put into 'exercising' the brain, in effect treating it as a 'muscle', which might be developed through work, application, stimulus and engagement.

For teachers, whose beliefs and experiences are embedded in a previous system and indeed, in an older *philosophy* of learning, when intelligence was seen as fixed and stable, this transition has been difficult, to say the least. It must be recognised that the effective transformation of this belief would also promote pupil satisfaction. In other words, to have a system of assessment where achievement is contingent upon effort and engagement would result in a focus on the *process* of learning (where participation becomes paramount), rather than having the old

focus on the measurable *outcome* of learning (with a pre-determined and homogenous level of attainment).

For children to acquire this mindset, or rather, for children to properly adjust to an environment conducive to their individual growth, and for this environment to be successful, mentors need to have this philosophy firmly embedded in their beliefs. It is only if mentors believe in this philosophy that they could properly impart it to trainees, who in turn will become empathetic teachers of the future, sensitive to the growth potential of their pupils. Mentors therefore need to model process-orientated praise for trainees to adopt in their teaching. By process-oriented, I mean, for example, using phrases such as: "You really tried hard" or "That's a good way to do it". This enables all pupils to earn praise and promotes the idea that success comes through effort. Mentors likewise need to model task-orientated praise, which would include for example, phrases such as: "All the axes on the graph are correct now" or "Nearly all the punctuation is correct this time". This establishes that intelligence and ability can be cultivated. To phrase it in a basic manner, the brain is regarded as though it were a muscle that can be strengthened with exercise. Effort is required for learning, which encourages connections in your brain that in their turn make you brighter.

The shift from fixed to growth mindsets is supported by Robert Sternberg, author of *Successful Intelligence*, who states: "A few modern philosophers assert that an individual's intelligence is a fixed quantity, a quantity which cannot be increased." He advocates reacting and protesting against this belief: "With practice, training, and above all, method, we manage to increase our attention, our memory and our judgement. We can literally become more intelligent than we were before" (Sternberg and Kaufman 2011: 749). Dweck concurs that everyone can change and grow through application and experience. The fixed mindset reinforces the misguidedness of the old secondary school education system in selecting 'the more able' at age 11 and enabling those pupils to learn in a totally different, more beneficial environment than those identified as 'less able'. Such a system effectively categorised pupils at an early age into firm boxes, placing pupils who were perhaps slower in developing or whose potential — for whatever reason — had not developed to its optimum, at a distinct disadvantage, which then naturally

had knock-on effects well into their adulthood. Importantly, the Carter Review endorses the view that pupils' most basic abilities can be developed through dedication and hard work and considers that brains and talent are just the starting point.

Dweck's long-term research has been hugely influential. For example, it influenced John Hattie's 'Visible Learning' research at the Institute of Education. Hattie developed a way of ranking various factors that influence pupil achievement, which are specifically related to learning outcomes — from extremely positive effects to very negative effects. 'Visible Learning' refers to Hattie's concept that recognises, and indeed advocates, an enhanced role for teachers, as they become evaluators of their own teaching. According to him, Visible Learning and Teaching occurs when teachers see learning through the eyes of the students and help students to become their own teachers.

Although Hattie's research received much media attention in 2009 when his first book on the subject, titled *Visible Learning*, was released, some aspects of his research were unfortunately taken out of context and merely used as a list that could magically improve teaching. Nevertheless, many of his findings, based on 15 years of research in schools, focused on six areas contributing to learning and pupil achievement:

- 1) The pupil;
- 2) The home;
- 3) The school;
- 4) The curricula;
- 5) The teacher; and
- 6) Teaching and learning approaches.

The ethos of teachers becoming their own evaluators, continually updating their approach, is promoted by Hattie who constantly updates his list with more meta studies. This may be a pertinent stage to reiterate that while my own study is almost certainly not representative of the development of the mentoring role in the school-led ITT framework across the nation, I nevertheless believe it to be indicative enough to serve as a relevant case study, since it thoroughly explored

the mentoring role's development and evolution within the new, school-led framework, situated specifically in the FIPC training programme. Since it takes place during a time period of transition, it captures some of the key experiences that reveal the perspectives of those who play essential roles in the field of education and ITT more particularly. This was facilitated by the fact that I followed the Action Research approach, so that the concrete examples of practice that I refer to, help to support and validate what may have otherwise remained as abstract hypotheses.

For example, one of the conclusions that the material collected led to was that mentors need to make pupil assessment more of a focus from the very beginning of the training schedule. Prior to the School Direct programme and the new focus of the NCTL on pupil progress, 'assessment' of pupils used to be the focus of training in the summer term. As previously mentioned, mentors now need to get trainees to focus on undertaking planning of just parts of lessons to ensure that pupil progress is achieved (i.e. rather than the whole). The reason that mentors need to ensure that trainees develop their understanding of pupil assessment much earlier in the training programme is due to the significant changes in pupil assessment following the abolishment of the 'levelling' system. Mentors thus need to vitally gain, early on, a measure of trainees' abilities to acquire assessment knowledge. If the trainees' understanding of the process of pupil assessment is misunderstood, it is essential that the mentors have a firm grasp on the Teaching Standards 2 and 6, which relate to pupil assessment. As we have seen in the material generated by this research project, presented in the previous chapter, mentors evidently did not have this firm grasp. Indeed, Appendix 3: Evidence For Teachers' Standards lists the Standards with an additional column for actual experiences the trainee can engage in to create evidence for the portfolio (Appendix 1: FIPC Handbook 2014/15: 27-35 lists the Standards).

Needless to say, the issue of pupil assessment is closely interconnected to other aspects of teaching and learning. The extent of this interconnectedness becomes clear when one considers Biggs' and Tang's concept of 'constructive alignment', where they proposed aligning learning topics, intended learning outcomes, teaching and learning activities, assessment tasks and assessment criteria so

these would form a 'web of consistency' for learners. Although their concept aimed at enhancing learning at university, I feel that it has some relevance to education more generally, including primary school learning. The idea is that each component in teaching and learning supports the others and addresses the same agenda, giving learners little opportunity to wander off the agenda (Biggs and Tang 2007: 54). Following this concept then, even lesson planning needs to be aligned to assessment criteria, so that the teaching and learning activities specifically address outcomes that might be assessed under the new system based on Dweck's research. Furlong and Maynard (1995) point out that the key difference between 'acting like a teacher' and 'thinking like a teacher' is that experienced teachers devote most of their time and attention focused on the pupils' learning. Trainees on the other hand focus on their 'teaching performance'. In order to progress, it is imperative that trainees learn to 'de-centre' and concentrate on pupils' learning. The primary focus of 2015 is on pupil progress and this shift in thinking enables trainees to achieve this focal transition.

However, there are several areas of concern that were highlighted in the course of the research conducted as part of this project, one of which — as I discussed in the first finding — was the mentors' need to balance the needs of pupils against those of the trainee teachers. As explained in Chapter 4, initial questionnaires informed subsequent ones, so that mentors' acute awareness of the dilemma about how to manage the conflict between the needs of the trainees and those of the pupils led to the particular question that addresses this challenge. As some of the responses indicated, mentors did oftentimes place the pupils' needs ahead of the trainees'. Dialogue at the FIPC mentor workshops between mentors and trainees revealed findings comparable with those of Clemans' case studies (2010), including the following statements, which are strikingly similar:

"I'm so busy organising the children's learning path. . . . I really need to focus on the trainee's professional learning." (Mentor at Glade)

"You can be so busy directing events that you overlook what really matters. It is actually about their learning.' (Mentor quoted in Clemans case study)

"I am adopting the growth mindset with my pupils. . . . [N]ow I must adapt this for my trainee's individual needs...setting up learning experiences for them to flourish as teachers." (Mentor at St John's)

"I need to set up situations for teachers to make their own discoveries. I need to be a thought provoker, an open minded communicator, an empathetic listener and a critical reflector." (Mentor quoted in Clemans case study)

Edwards and Collison (1996) support the view that trainees rarely regard themselves as learners in a classroom full of pupils, but rather, as temporary guests of the resident teacher. Trainees experience considerable pressure to 'perform' in lesson observations. For example, one trainee commented that he felt "constantly under a spotlight"; this was especially because even when his mentor was not carrying out a formal lesson observation, the mentor was always in the classroom. The trainee thus felt that the focus was perennially on his performance and not on the pupils' learning. Ironically, he also believed that the focus could have been, but was not, on his own learning, so that he felt that neither his learning nor the pupils' learning was necessarily achieving the required outcome.

Furlong and Maynard (1995) link two factors that explain the above-mentioned difficulty in transition: The first is trainees' beliefs and views about teaching and learning, which they may view quite simply as transmission, or they may otherwise have perceptions that do not support a switch in focus from teaching to learning. They may think that pupils giving correct answers denotes pupils' understanding. Until these beliefs are deconstructed and challenged, the trainee cannot be open to exploring multiple ways in which they might develop their journey of becoming a teacher. The second is trainees' diffidence with respect to managing and controlling a classroom full of pupils, which inhibits any desire to experiment. The latter factor can prove detrimental to novice teachers' performance in the classroom.

The identification of the Qualified to Teach Standards was a crucial part of the FIPC training programme. Although the lesson observation template had been enhanced to include the Qualified to Teach Standards, the mentor still did not have the confidence or ability to apply them in practice. School Direct ITT, a route without formal examination assessment, relies on a variety of evidence presented by the trainees in order to assess them before awarding them Qualified to Teach Status. It is through direct observation that the mentor can support the progress of

each trainee, to ensure that the latter develops the ability to manage teaching and learning in the classroom (see figs. 29-33).

An appreciation of how pupils learn demands a willingness to use a range of teaching techniques and to experiment with different strategies of classroom organisation and lesson planning, with the overarching principle being that of pupil engagement. This is often a challenge for the trainee who has difficulty in managing pupils' behaviour in the classroom. In light of their own diffidence and nervousness then, they begin to opt for what seems to be a safe alternative to interaction; steering clear of interaction, which involves trial and error, trainees choose to have pupils remaining in their seats and being fed worksheets. In fact, the opposite is true. Once pupils are engaged in problem-solving investigations with structured support, experimentation and learning can take place, with most pupils demonstrating excellent behaviour through personal involvement with the task and consequently progressing in their learning.

The strategy of observing others was supported by views put forward by Furlong and Maynard (1995), as trainees should observe first hand how pupils learn through integration with their peers and via engaging small groups of pupils in discussion, in order to explore their depth of understanding of a concept; as it happens, this is not dissimilar to the process of trainees observing teaching mentors (see Appendix 1: FIPC Handbook 2014/15: 73-74, for Observation of others). It must be clarified that both these modes of observation — i.e. mentors observing trainees and trainees observing pupils — differ from trainees' observation of mentors or other experienced teachers' teaching, which follows a 'modelling' approach. Joint observations with mentors were carried out to additionally enable trainees to re-evaluate their perceptions of observation as a fruitful process, in the hope that this would encourage them to use this tool to learn from practised teachers' wealth of experience in the classroom. Although Michaela Borg's use of the phrase 'apprenticeship of observation' refers to the phenomenon of trainee teachers' experience of their own learning as children in the classroom, when they observed and evaluated teachers in action, it holds additional relevance in this study. This is because mentors' preconceptions about observation are likewise often fixed by their previous experiences of observing qualified teachers in

a period when they themselves trained to become education practitioners. While Borg speaks of trainee teachers not being privy to experienced teachers' off-stage behaviour, where much preparatory work towards teaching takes place, Lortie (2012) argued that the reverse also applies, i.e. mentors view the on-stage behaviour of trainees but often do not see their 'backstage' behaviour, which forms a crucial part of each trainee's development as a teacher. In order to counteract the traditional pressures of observation, I made every effort to work with mentors on an individual basis, thus attempting to address all the areas of concern during joint observations.

In this finding, I have discussed the underlying rationale for pupil assessment frameworks, both the old levelling system, the current range of diverse modifications that attempt to merge levelling with Dweck's recommendations and those we may expect to see released in 2016. Furlong and Maynard's chart, which represents stages of student development (see Fig. 53), may complement Dweck's understanding of how a child's brain develops.

Back in 1995, Furlong and Maynard underscored the need to focus on lesson planning to establish the following:

- a) What learning is intended;
- b) How this learning relates to pupils' lives outside school;
- c) Whether the intended learning is factual or conceptual;
- d) Whether the lesson needs to be planned as an event where the learning outcomes do not necessarily relate to other segments in the learning programme, or whether the lesson needs to be planned as a part of a sequence of sessions designed to jointly achieve a learning outcome.

While such counsel is still relevant, it is worth bearing in mind that with the radical changes taking place in the philosophy underlying pupil assessment, and keeping in mind Biggs' concept of constructive alignment, the task of devising a lesson plan for a classroom full of diverse pupils will present fresh challenges. These difficulties will arise principally due to the new assessment system being prepared, since it has to accommodate pupils whose abilities may differ widely and for whom the goals and intended outcomes of teaching can be expected to be distinct for

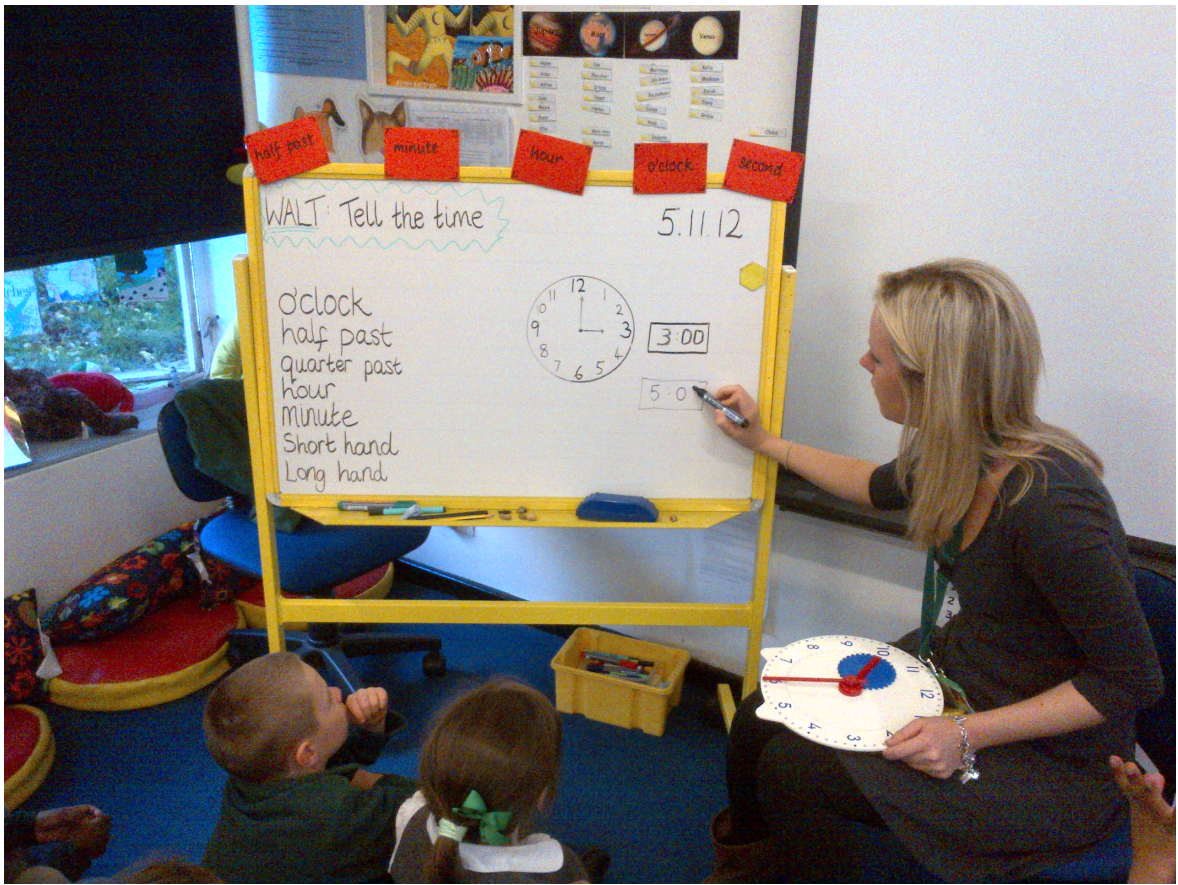


Fig. 57: Video Still of Classroom Teaching, Redbridge School

each pupil. Every aspect of teaching and learning, and especially lesson planning, is likely to change to address this new system. This is why I have made significant efforts to ensure that mentors grasp the philosophy of the changes that have led to the abolishment of levelling and the introduction of Dweck's teaching for learning approach. In the last finding in this chapter, I emphasise how important it is for mentors to engage in research. A case in point is the need for mentors to understand research such as Dweck's, which has wielded such influence and has had such far-reaching implications in educational policies and indeed in the future of children's education in this country.

5th Finding: Customising a Professional Counselling Approach

Curiously enough, numerous approaches in the educational context are often modelled upon approaches used in other fields. Whether this is a result of insufficient research in the educational context or merely due to the possibility of adapting myriad approaches in other contexts to the educational one, is difficult to say. One of the skills that I felt mentors needed to develop was to actively listen to the trainees. 'Active listening' is a phrase that some schools adopt in their behaviour management policy; it refers to measures taken to ensure that pupils are paying attention and it is a term that teachers frequently use in routine teaching practice. The term essentially refers to a specific communication skill, which is modelled on the work of psychologist Carl Rogers who first advocated the skill for a business setting. However, it has since been used in diverse contexts, from healthcare to education. As Rogers put it, active listening involves "giving one's total and undivided attention to the other person", clearly indicating our interest to the speaker. "Listening is difficult work", which can only be engaged in properly if the listener has respect for the speaker and the circumstances in which the speaker is speaking. Rogers points out that listening is not just an embodied experience but one that should engage one's whole being: "We listen not only with our ears, but with our eyes, mind, heart and imagination, as well. We listen to what is going on within ourselves, as well as to what is taking place in the person we are hearing. We listen to the words of the other, but we also listen to the messages buried in the words. We listen to the voice, the appearance, and the body" (1980, cited in McWhinney 1997: 118). Note that the term makes use of the

word 'active', which points to Rogers and his colleague Farson's understanding that listening, when it is done the right way, is never a passive activity. A medical professional himself, McWhinney stated that learning "is a peeling away of things that interfere with listening, our preoccupations, our fear, of how we might respond to what we hear" (cited by Kelly 1998).

Activities during the mentoring workshops were aimed at the promotion of 'active listening' in observation feedback sessions with the focus remaining squarely on the trainees. I wanted to ensure that during the observation feedback session, mentors

- Showed sensitivity to trainees;
- Determined areas for response;
- Teased out concerns of the trainees/ questioned trainees' practices;
- Ensured that trainees digested and processed information received;
- Provided appropriate feedback to trainees to encourage reflection and progressive thinking; and
- Negotiated with trainees, to promote greater understanding.

It would be correct to say that in the feedback sessions following mentors' observation of trainees' classroom teaching, the exchange between mentor and trainee took the form of professional counselling. I use the term professional here partly because this was modelled upon Hertfordshire's use of 'professional mentors'. Such professional mentors oversee all the teaching mentors and bring in a degree of knowledge and expertise to the mentoring process in general; more importantly, this expertise and knowledge is most frequently derived from years of experience in management and 'professional' mentoring environments. As explained above, the term itself has been parachuted in from healthcare and management contexts and adapted to the educational context.

In the 'active listening' approach, mentors were encouraged to:

- Avoid unnecessary interruptions while they 'actively listen' to trainees;
- Maintain focus;
- Consider their body language as they provide feedback to trainees;

- Choose their vocabulary and tone with care;
- Provide helpful and brief summaries;
- Repeat statements;
- Avoid personal or patronising comments;
- Strike a balance between relaying observations and performing an analysis of these observations (i.e. mentors must not indulge in excessive analysis of the notes they have made from observing the trainee; this can be too much for the trainee to take on board and to take forward); and
- Use positive intervention.

This last aspect — i.e. using positive intervention — may be regarded by some as being oppositional to the 'active listening' approach, though I would prefer to consider it as an approach that complements it. John Heron (1990) argued that although professional counselling involves 'active listening' (the approach used at FIPC prior to this research project), the 'positive intervention' strategy was of greater importance in counselling. I felt that Heron's ideas had some relevance in the educational mentoring context too. To distinguish it from Heron's term and indicate its use in the context of educational mentoring, I have referred to it as 'constructive intervention'.

A much-neglected aspect of traditional counselling, constructive intervention was selected as the most suitable method and was the one we adopted in current mentoring workshops, as outlined in the Handbook timetable (see Appendix 1: FIPC Handbook 2014/15: 52). 'Constructive intervention', or to use Heron's phrase 'positive intervention', refers to the practice of being predominantly supportive and positive in tone, even when areas for improvement are being pointed out (i.e. communication which may therefore come across as criticism). Constructive intervention is thus critique, *not* criticism, that is designed to be helpful to the recipient and forms part of an ongoing process of formative assessment, to enable the trainee to improve his or her own methods of teaching practice during the training process. I deliberately say 'formative' in qualifying assessment, to distinguish it from 'summative'.

Heron argues that when we are not 'actively listening', we are 'intervening', and he contends that there are only six forms that this intervention can take, which I have adapted to the educational context:

- **Giving advice based on experience and knowledge of effective practice** This fits in well within the context of demonstrating, modelling (as discussed elsewhere in this text) and planning lessons;
- **Giving information** This is no longer limited to the transference of curriculum subject knowledge but instead extends to include the debates surrounding the underpinning of practice by pedagogical theory deemed to be essential to effective teaching practice.
- **Giving support** This category of intervention is to do with helping to maintain the morale and the self-esteem of a novice teacher. The poem offered by one head teacher during an interview about how mentors were selected, illustrates this point well (cited on page 168 above).
- **Every opportunity should be taken to affirm good practice and professional worth.** Half of being supportive is inspiring a trainee teacher with confidence that the mentor will be available *and* supportive when needed
- **Using open-ended questioning** To examine the underlying causes of problems, this non-directive form of counselling has to be based on informed mentors who are well grounded in educational knowledge and have a critical understanding of educational methods, based on research.
- **Challenging and confronting** This is one intervention that Heron thinks we find most difficult. The confrontation usually involves developing assertive behaviour, which simultaneously steers clear of either passivity on the one hand, or aggression on the other.

Achieving a balance between being firm and gentle is difficult partly because dealing with and drawing out emotions in any context can be challenging. Strong emotional states can seriously affect any teacher's professional performance, limiting effectiveness and blocking any sense of progress or professional fulfilment. For the mentor too, it is equally essential to develop strategies to overcome feelings and emotions that might prove unhelpful to the mentoring process. This can only be done when the mentor is not 'out of their depth'

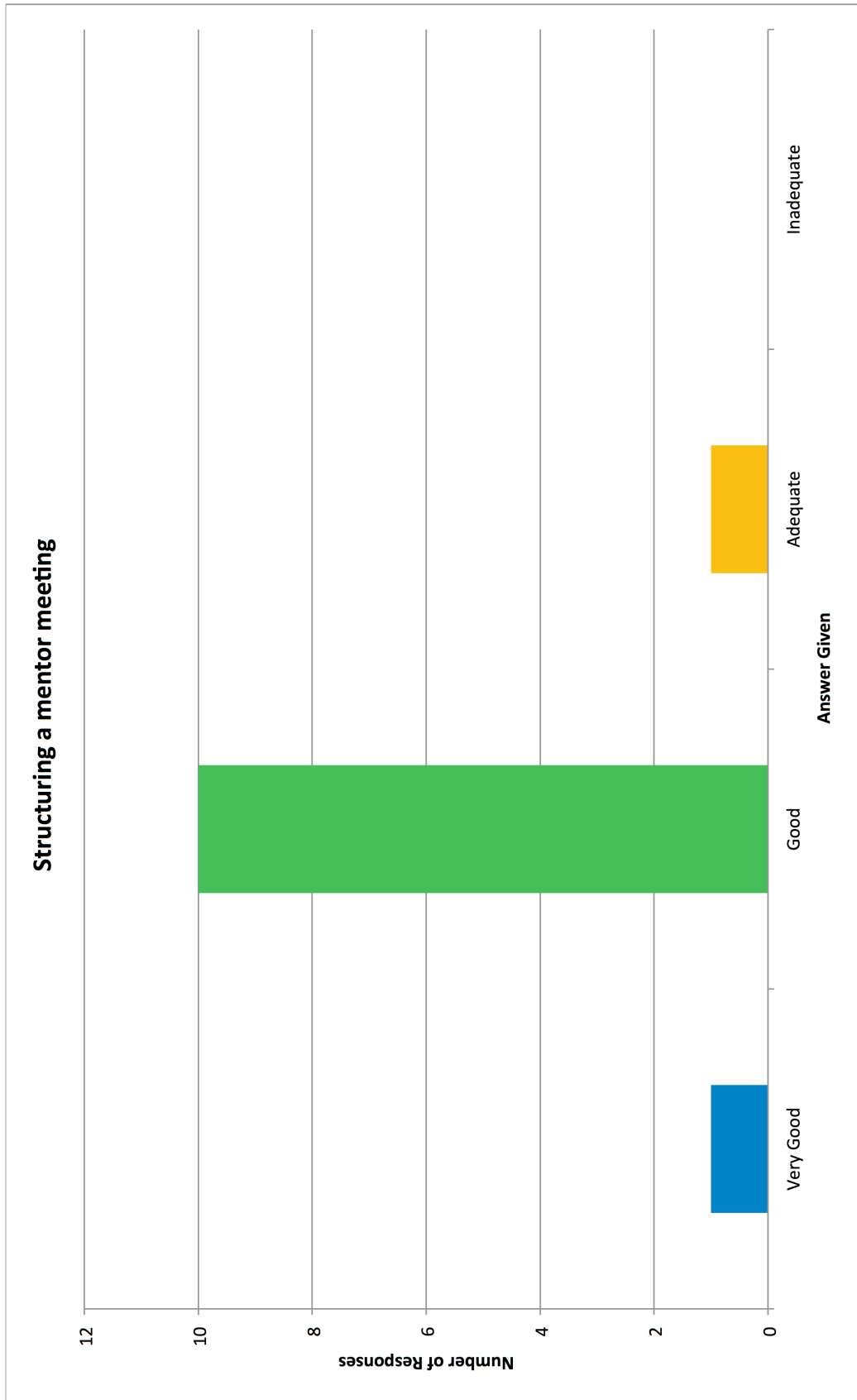


Fig. 58: Structuring a Mentoring Meeting

intellectually; otherwise, there is no way to address the overwhelming feeling of not knowing *why* problems are occurring. Structuring a mentoring meeting can help to allocate time for particular discussions that work through such issues. Indeed, one of the many questions I asked mentors during this research project related to their confidence about their ability to structure a mentoring meeting (see fig. 58 above).

Many activities and approaches that we developed for the observation feedback sessions addressed specific issues we identified as areas of concern. Although there was certainly an element of professional learning in the mentor-trainee conversations following observation, much of the dialogue focused on practice-based methods in the form of mentors giving trainees a set of instructions. One instance that caused particular concern was when a mentor merely produced a tick sheet that essentially only required instrumental understanding from the trainee. This begged the question as to whether this was poor mentoring practice (i.e. pointing to the mentor's lack of understanding about what would constitute useful feedback and what constituted good professional mentoring practice) or whether it indicated the limit of this mentor's theoretical knowledge (i.e. whether perhaps this 'teacher educator' was struggling to cope with having to impart pedagogical knowledge that he may not have possessed). While the use of tick marks can result in a powerful, yet momentary feeling of satisfaction, it severely limits the application of what is learnt to new situations that may require deeper understanding. As mentioned before, the mentors' possible lack of pedagogical knowledge and further, their ability to transfer this knowledge to trainees, remained a consistent source of concern during this research project. Below is an example of observation feedback discussion that does not relate practice to theory:

Analysis of extract from audio-visual recording
Mentor: Lesley Duff Trainee: Katie Scott @ St John's C of E School 05.02.13
Mentor asks for positive response from trainee on lesson
Mentor offers praise
Mentor gives advice on seating
Mentor gives advice on assertive classroom control (reward/sanction model)
Trainee starts to record notes
Mentor pauses
Dialogue relating to marking criteria and purpose
Mentor prioritises marking outcomes

Mentor recommends formative assessment use of test data to inform future planning

Mentor gives specific advice on marking practice – reinforce understanding, make points explicit, pitch work at right level, give concrete examples that pupils can relate to

Mentor praises trainee for game, which encouraged genuine pupil engagement

Mentor summarises two key issues discussed

- proactive behaviour management
- appropriate planning of task

Mentor stresses specific area for improvement – avoidance of too wide questioning – restrict questions to closed questions at this stage

Coe identified six basic principles for trainee feedback following observation:

- 1) The focus is kept clearly on improving trainee outcomes;
- 2) Feedback is related to clear, specific and challenging goals for the recipient;
- 3) Attention is on the trainee's learning rather than on the trainee, with mentors being asked to steer clear of making comparisons with other trainees;
- 4) Feedback is mediated by a mentor in an environment of trust and support;
- 5) An environment of professional learning and support is promoted by the school's leadership; and
- 6) Trainees are encouraged to embark on a self-sustaining (i.e. independent) path of learning.

I would like to draw attention to the fifth point above, as it had not previously been given sufficient attention. Based on this research, I concluded that it was important to find a suitable place for critical learning conversations following the observation. Emphasis has now been placed on the importance of investing in these learning conversations, starting with the basic task of ensuring a comfortable and uninterrupted, timetabled room. Of course, learning conversations take place informally on a daily basis but the need for structure and focus is essential to formalise the relationship between mentor and trainee.

With reference to the last point, it must be reiterated that the school-led ITT framework needs mentoring skills to develop constantly and respond to ongoing challenge; it needs to keep abreast of relevant theories such as those in child

development. This requirement for IIT providers and mentors to keep themselves up to date with current research is achieved most easily if mentors themselves engage in research. The potential for this is discussed in greater detail in the next finding.

6th Finding: Mentors as Researchers

Towards the end of the research project, I found that the mentors' participation in research activities, for example through the research exercise included as a part of the training programme but principally due to their becoming research subjects and collaborators in my project, had led to them gaining renewed energy and an enthusiasm for learning. This is not unusual; the promise of reciprocity between researchers and other participants in the research, as well as the benefits of obtaining their informed consent at the outset, have been explored with a variety of research participants at university seminars. To have research participants develop curiosity about pedagogical frameworks was rewarding and is perhaps at least in part due to their gaining a more in-depth perspective through their participation in my research, which I feel provided them with the opportunity to step back from teaching and mentoring routines to question the rationale for teaching and learning activities and frameworks. It also allowed them to engage in a collaborative process, wherein they could gain additional inputs by sharing colleagues' ideas and experiences.

I feel that mentors' learning that stemmed from their participation in this project includes the acquisition of knowledge and skills but as importantly, this participation has perhaps repositioned their attitudes towards learning and teaching. It is hoped that this participation will ultimately benefit their practice both as teachers and as mentors. It was through my journey as a researcher and due to their proximity to my role as a researcher (rather than IIT provider) that some mentor participants seemed to gain the confidence to consider embarking upon their own research projects. They witnessed at close quarters the change that research outcomes can help to effect. While at first they felt that their participation in this project might bring about changes for them as individuals, they then began to feel increasingly confident that its outcomes would also prove beneficial for

mentoring communities as a whole. Later, they realised that such research projects might be instrumental in bringing about desired changes in organisations. Keeping in mind the fact that the organisation in question is an educational institution, it is worth underlining the fact that ultimately, of course, all pedagogical research intends to benefit society as a whole. Notwithstanding their new-found or renewed enthusiasm for research, the mentors also witnessed first-hand how stressful conducting Action Research can be, so if they should embark upon their own research projects, they will at least be partially forewarned about the demands on one's time and energy when one undertakes research projects of this nature.

Ironically, given the positive contributions of this research project in re-energising some mentors in their roles as teachers and researchers, mentors' unfamiliarity with pedagogical theory remained a key area of concern in the context of the training programme. Among the many texts that I drew upon to gain a more in-depth understanding of the wider field in which teachers may develop their own practice, *The Power of Pedagogy* (Leach and Moon 2008) proved to be a particularly useful publication, as it presents a rich and thoroughly researched discussion on the historical and multifaceted contexts of pedagogy. The authors make a strong case for an engagement with pedagogy being essential to good teaching practice. By stressing that to be effective, teachers must be intellectually curious, the authors suggest that teachers ought to be researchers too. Research stimulates the mind, keeping teachers fresh in their way of thinking. Indeed, Leach and Moon highlight the importance of understanding the way the human mind thinks, an understanding that significantly influences teaching and learning practices.

Leach and Moon's suggestions were echoed in this research project, where it became clear that it is imperative for mentors to engage with research, in order to connect with the trainees and develop principles of practice. As briefly stated earlier in this text, this is for two reasons: a) Mentors must keep themselves up to date with current pedagogical thinking in order to understand shifts and changes in practices, as fresh research frequently provides the rationale for new educational policies and frameworks; and b) Trainees are often from a different generation,

more in tune with newer ways of thinking about learning and teaching, especially as they may themselves, as school pupils, have benefitted from more informed — or at the very least, newer — methods of teaching. So, it is important for mentors not only to be able to relate to a younger generation but to keep themselves updated, so they can guide trainees and engage in a collaborative process of learning about teaching. Needless to say, the Carter Review also reinforces the notion of the teacher as a researcher (Carter 2015: 22).

Earlier in this text, I have explained how the overarching concern in the school-led ITT framework was the mentor's lack of subject knowledge and this was especially evident in the observation feedback provided to trainees by mentors. While the term 'subject knowledge' is frequently used in the mentoring context, to clarify, this term does not refer to the mentor's knowledge of subjects they teach to school pupils in their role as teachers but refers rather to their familiarity with pedagogy, i.e. an understanding of educational practices and theories, in their role as teacher educators engaging with research and as leaders in charge of trainees' learning outcomes. Although the Carter Review has recommended that there be a framework of core content for ITT, I had, in fact, anticipated the need for this and had already put such a framework into place, following my own research findings. This provident action on my part was taken due to my concern — and that of my colleagues — about the de-regulation of ITT that the School Direct programme engendered, *prior* to the publication of the Carter Review. Rather than regard some of my findings as now redundant due to some of them being echoed in the Carter Review, I see this as a positive outcome, due to the fact that several of my findings are supported by the Carter Review and vice versa. To have a study wherein the findings have been arrived at through empirical data collection, mirror some of the recommendations by the Carter Review, is, in my view, a further indication of the strength of my findings. That said, it might be pertinent to highlight some of the cleavages between my findings and the recommendations listed in the Carter Review. The similarities are that in the FIPC programme, we address subject knowledge, subject-specific pedagogy, familiarity with research activities, acquisition of child development knowledge, behaviour management strategy training and onsite training in a school for special needs and disability. My findings also highlighted the need for the acquisition of educational theory to be evidenced.

While the Carter Review's suggestion of an amendment to the Teaching Standards will be welcomed, there are some qualitative differences in my recommendations and those of the Carter Review's. For example, whilst the Review suggests a construction of National Standards for mentors (i.e. these will remain uniform across the nation), my recommendations go deeper into this essential element of the school-*led* process. Indeed, my suggestion that we need to develop a standard curriculum for mentors is a new concept and is not echoed in the Carter Review. As clarified earlier, this suggestion is occasioned by my perception — which I feel is amply supported by my primary findings in this study — of the fundamental change in the nature of training in the school-led system, i.e. mentors have now become teacher educators. Furthermore, by jointly venturing into Action Research, the mentor becomes involved in a research project that forms part of the training process, in addition to their attendance of all the educational theory sessions at college with the trainees. This is clearly a much-needed initiative in the School Direct programme. For example, during a mentor workshop, when the findings of the questionnaire dealing with mentors' perceptions were relayed to mentors, they expressed anxiety about how to link practice with research; it was clear that they suffered from a significant lack of confidence and were unclear about how to fulfil the expectation that they should be able to guide trainees insofar as modelling 'current' and exemplary practice was concerned.

It is also not sufficient for the trainees to benefit from mentors as individuals who are in tune with pedagogical research. For this relationship to work, the school's environment must also be conducive to research activities. This is reflected in the fact that teaching schools now have to demonstrate that they are carrying out their commitment to support research. Among the schools listed in the umbrella chart in fig. 38: 133, Larkswood is applying to become a teaching school; St. John's is a teaching school, as is Gearies. Hazlewood is not a teaching school; like Larkswood, Hazelwood is currently classified by OfSTED as a 'good' school, not an outstanding one. Note that schools must be classified as outstanding before they are deemed eligible to apply to become teaching schools. Evidently, trainees really need to be situated within a school and more relevantly, with a training provider who continuously engages in self-evaluation and reflexive training

practice. There is evidence internationally that, however effective initial teacher education may be, it is, in itself, insufficient. Structures are needed to ensure that newly qualified teachers are also well supported during their induction year and indeed, throughout their careers (Sahlberg *et al* 2014). To clarify, when I say newly qualified teachers, I am referring to teachers who have only just completed training and been awarded the Qualified to Teach status. Teaching schools, as I mention elsewhere in this text, tend to offer new teachers more CPD sessions that help them to continue their development as teachers.

Brookfield (1995) suggests four lenses that mentors can employ to become critically reflective:

- Their own experience as learners and teachers;
- The eyes of their trainees;
- Their colleagues' experiences; and finally,
- Theoretical literature.

From audio-visual recordings of feedback and professional learning conversations (i.e. discussions between the trainee and the mentor that entail professional learning), it soon became clear that whilst mentors were excellent in some aspects of the support, the engagement with research was lacking. The training in the programme, supported in the Handbook, aims to develop and sustain confidence in the mentor's pedagogical knowledge acquisition and to increase their autonomy, with respect to their professional development. Giving mentors the tools to mature and advance with autonomy is key, as is expressed by the following assertion: "By far the most significant learning experiences in adulthood involve critical self reflection — reassessing the way we have posed problems and reassessing our own orientation to perceiving, knowing, believing, feeling and acting" (Mezirow 1990: 4).

Following the findings that school-led ITT needs to underpin practice by educational theory, as indicated by the observations, additional assignments were created to address this specific issue, i.e. to help trainees demonstrate their understanding of pedagogic theory. An Action Research assignment (see Appendix 1: FIPC Handbook 2014/15: 47-49) with clear assessment criteria

demonstrating the element of scholarship, along with the Child Study assignment (see Appendix 1: FIPC Handbook 2014/15: 45) enables the trainee and the mentor to work together on educational research projects as part of the programme. This process simultaneously engages the trainee and the mentor in critical reflection and research, as they work together as a team, thus serving to further knowledge within the school partnership community.

Chapter 6: Conclusions and Recommendations

This chapter draws conclusions from the material presented in previous chapters. As this is a DProf that adopted an Action Research approach, its starting point was my professional work and it is hoped that its outcomes will directly benefit not just my work but that of my professional community, including head teachers, deputy head teachers, assistant head teachers, novice teachers, mentors or teacher educators, senior teachers, school administrators, ITT quality assurance inspectors and many others involved in ITT and primary school education. Ultimately, of course, it is intended to benefit primary school pupils. If teacher educators are well positioned to mould the next generation of teachers, making them the best teachers they can be, then those teachers will be well placed to provide an excellent education to primary school pupils, the real — if indirect — beneficiaries of this project. Although a range of personnel in this professional community participated in my DProf journey as collaborators and informants, given that I was the principal researcher, this Action Research project's outcomes are presented through my lens. I therefore felt that it might be useful to reflect upon the critical highlights in my overall career development, which led to me embarking upon this Action Research project. The figure below (see fig. 59) charts the course of my professional journey, linking it with various learning paths and ending with the DProf.

As I have stated previously, in my own career, I have witnessed numerous changes in ITT, some of which have been indicated in the chart below. It is essential to understand why change takes place in ITT and in education more generally. Many teachers and education professionals feel that while there were justifications for the shift from a school-centred to a school-based ITT framework, the last shift from school-based to school-led was unwarranted, especially given that mentoring had just settled into an effective, successful system in the school-based framework. To cause upheaval again seemed unreasonable and more than one education professional questioned whether it was not merely the move of an Education Secretary, i.e. Michael Gove (2012), who felt compelled to look like he was doing something meaningful, radical or generally making a significant mark

Critical Incidents and Reflections		
Career	Study/Research	Reflection
Pre-Teaching		
	Studied for a certificate in education at Avery Hill College of education.	I became totally focussed and determined to achieve especially as I was attending my second choice of college due to not gaining the necessary grades for my first choice.
Early		
Appointed as a class teacher. Appointed to a post of responsibility after one year.	Studied part time for a BA.	Working and studying part time was challenging but also rewarding. I found the work and research done during my Bachelor level studies to be highly motivating on a personal level.
Establishing		
Moved to a larger school in London and was entrusted with further responsibility the following year.	The majority of my development at this point of my career focused on developing classroom practice by attending one-day courses at the Teachers' Centre in London.	By experiencing this diverse and challenging environment, I became aware of the extent of learning possibilities whilst working closely with colleagues who were my role models.
Middle / Senior Leadership		
After a further two years, I was appointed deputy head teacher. Whilst still developing the skills required for leadership, I was promoted to the role of Acting Head teacher as the permanent incumbent head took maternity leave. Upon her return a year later, I applied for the role of media education county representative and was seconded to the BBC, to make educational radio programmes for a year.	I was given BBC training at Broadcasting House in a variety of skills, including voice coaching and interview techniques. I also attended a variety of courses for educational leadership, to facilitate a smooth transition into permanent headship.	As deputy head, I developed a taste for leadership roles, which confirmed my initial instincts for leadership. The experience at the BBC proved to be life changing. I developed an interest in networking and due to my organisation of events and programmes, collaboration became a major focus for me.
Headship		
I was appointed as the youngest head teacher in the country at the age of 28 and continued my links with radio and television, introducing many innovative and cutting edge ideas in primary education.	As I intended having children, I started thinking about the future, so I trained as an OFSTED inspector whilst on maternity leave.	A critical incident occurred at a meeting with Essex County Council in my role as media representative and head teacher. A new way of training teachers was to be launched, involving work-based ITT but situated in schools. This exciting opportunity led me to become involved in the inception of the Graduate Teacher Programme (GTP) in Essex. This led to my resigning from headship and embarking upon a career in higher education, training teachers in school-based situations for Middlesex and Hertfordshire universities, alongside Essex. With this evolution in Initial Teacher Training (ITT), my focus on collaboration — developed during my time at the BBC — enabled me to work with local

		Essex primary schools to support the Graduate Teacher Programme formation in the School-Centred Initial Teacher Training (SCITT), Forest Independent Primary Collegiate (FIPC) and more recently, to create the School Direct Programme in response to the government's vision of school-led ITT.
ITT Leader / DProf		
As my career has developed, I increasingly find myself in a community of research practice. The acceptance of the role of the School Direct Programme Director has enabled me to set up a structure of collaborative change, working directly to implement the government's vision of school-led ITT.	I have channelled my passion for collaboration, developing a system of school partnerships within a lead school structure, under the umbrella of FIPC, the ITT provider. I have collaborated with colleagues met through this journey of study, writing international research papers focusing on school-led ITT.	The study towards the DProf has changed me in ways that extend beyond the mere acquisition of knowledge, both subject-specific and generic. It has transformed me as a person. I am now confident in my ability to effect change and I feel I have made a significant and original contribution to the new world of ITT. In making this original contribution to practice, this DProf has value beyond the immediate context of application.

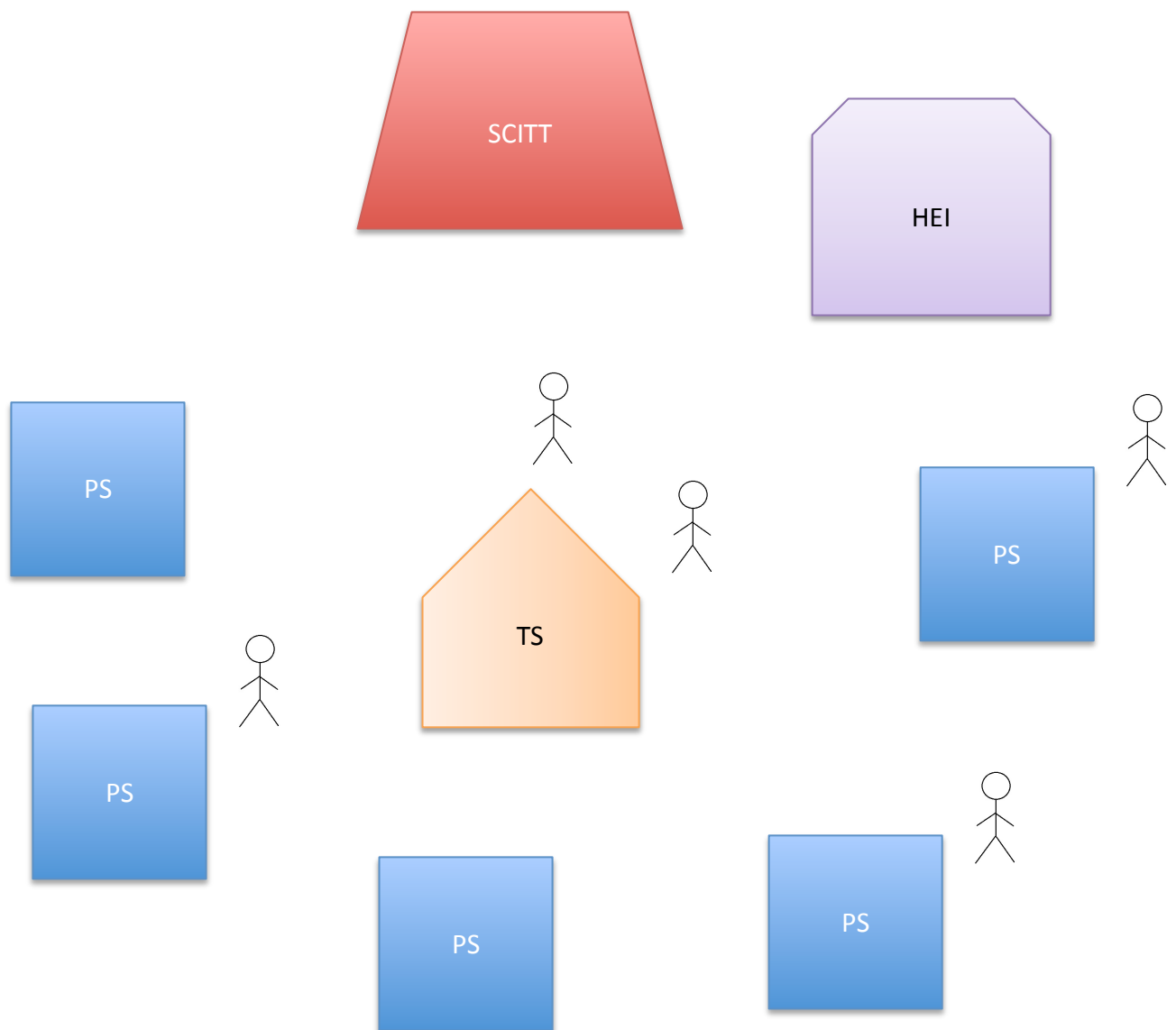
Fig. 59: Highlights in my Professional Journey

during his tenure. To put it bluntly, mere improvements to existing frameworks could have gone unnoticed whereas a new framework — whether or not it was warranted — was likely to be associated with his tenure and to make a mark. The attitude appeared to be that whether this mark in the career of Gove was deemed as positive or not, could be a question that could be left for future pundits to mull over. There are admittedly some rewards that result from Gove's recommended shift to a *school-led* framework. However, as I shall elaborate below, these need to be weighed against the cost of the shift, and I use the word cost metaphorically, and not literally. That is, I am referring to the burden of responsibility placed on an infrastructure that has struggled to cope with these changes.

My initial research question had been: How can ITT providers improve the contribution of mentoring in primary Initial Teacher Training programmes? However, I revised this question when (with the help of my advisor and consultant) I reflected that it was misleading, giving the impression that something in the mentoring process was failing, whereas the reality was that mentoring in school-based ITT *was* experiencing success and improvement was not needed. It was the new role of the mentor in school-led ITT that required a re-conceptualisation. So I

fine-tuned and rephrased the question to the following: **How can mentors be equipped to become effective in the new role of training teachers in the workplace?** This project thus explored the general transformation in ITT, with the focus on mentors as the catalysts of change and especially the re-conceptualisation of their role within school-led ITT. To place this question, and indeed this project, within the context in which Gove's announcement led to the third shift in frameworks, it may be useful to look at the beginning of this change.

On 14 June 2012, Education Secretary Michael Gove, as the key representative of the Department of Education, stated in a speech delivered at the National College Annual Conference that teacher training should be led by schools. His rationale was explained as follows, and I quote him verbatim deliberately, for the sake of accuracy: "We also need to make sure that our very best educators are at the heart of training each new generation of teachers. And the best vehicle for doing this is something else that started in London . . . — the Teaching School — pioneered by George Berwick, the visionary . . . [head teacher] of Ravens Wood School. There were just a handful of Teaching Schools in 2010 but the potential was obvious. The idea is a simple one: take the very best schools, ones that are already working to improve other schools, and put them in charge of teacher training and professional development for the whole system" (Gove 2012). Gove pointed out that the 200 teaching schools the government had established with the help of the National College had made an "immediate and profound impact", which they were going to increase with the planned opening of 300 more schools by the end of Parliament. Gove then underlined that apart from being "the aim of successive Governments since the late 80s", making schools responsible for teacher training in fact signals a global shift, the emphasis being placed squarely on the shift from academic preparation in universities to hands-on classroom experience that started much earlier in the training schedule: "[O]f course, nearly all Teaching Schools are getting much more involved in teacher training. . . . [T]here have been important initiatives. The last Conservative Government allowed groups of schools to form together to offer teacher training. The Labour Government introduced the Graduate Teacher Programme — allowing typically older trainees to learn on the job — as well as Teach First. . . . But previous efforts in this country have always been piecemeal — hamstrung by the lack of a proper



HEI – Higher Education Institution (Middlesex University)
 SCITT – School Centred Initial Teacher Training Centre (FIPC – ITT Provider)
 TS – Teaching Schools
 PS – Partnership Schools
 SLE – Specialist Leaders of Education

 - SLE

Fig. 1: National College of Teaching and Leadership Model of School-led ITT

network of outstanding schools to deliver training on a serious scale. Now we have the Teaching School network. Earlier this year we launched a pilot version of a new programme called School Direct. Teaching Schools were offered the opportunity to bid for teacher training places. Those participating will be able to recruit their own trainees and develop their own training programme in partnership with a university. In return for this additional control the schools will be expected to find a job for the trainee once they finish their training. As such it represents a better deal for both schools and trainees."

While in theory, this may have sounded like a reasonable assumption, the administrative overhaul this requires on the part of schools, who still have to get on with the routine task of actually teaching pupils while the overhaul takes place, is immeasurably stressful. This is not to mention the impact on all the education professionals involved, who have to shift their mindset when such an overhaul takes place. In the school-led system, mentors have experienced a remarkable change in their role. The shift to the term teacher educator is not just representative of a desire for a change in nomenclature; it reflects and signals this shift in mindset. Mentors are now taking over responsibility for areas that were traditionally seen as the preserve of the government or ITT providers. For example, instead of one day a week at college (as it is now, in the school-led framework), it used to be between two to three days a week allocated to college-based training. I must clarify that when I refer to college, everywhere in this text, I am not referring to college in the traditional sense of the word but rather to a training centre or training base, and in this case, to FIPC in particular.

More seriously, the change in mindset has been especially far-reaching. In the past, it would have been unthinkable for a teacher to become involved in training teachers. Although this project has focused on the changes in ITT with the teacher educators as catalysts, it is important to fully reflect upon the changing landscape of ITT. Teaching schools have many links now; they have essentially been set up to be collaborative partners in a teaching alliance. These changes are resulting in a collaboration of strong school partnerships involving a network of excellent practitioners who are the educators of the next generation. My recommendation of a mosaic mentoring system has arisen from this necessity for collaborative

working in the teaching school alliance and reflects the third finding as presented in the previous chapter. There are now nearly 600 teaching schools in England alone. They are outstanding schools that work with others to improve the quality of schools and therefore the next generation teachers and pupils. The teaching school has excellent senior teacher practitioners and is used to support other partnership schools. Some partnership schools may have particular specialist teachers, and these schools in their turn support other partnership schools and even possibly the teaching school, if the latter has areas of weakness that can be addressed by the specialist teachers at the partnership schools. The idea is to share excellence and to share CPD sessions as well. Nevertheless, it has to be remembered that although much of this is hugely beneficial, teachers who are training have different specific needs that can only be met with specific knowledge acquisition sessions at a university or at an ITT provider, i.e. a School-Centred Initial Teacher Training (SCITT) centre or base. Working together with the Teaching Schools enabled the collective experience of the participants and the cooperatively developed structure for improved practice to be demonstrated in the FIPC Handbook, as a tool for dissemination of excellent practice impacting upon the ITT landscape in the United Kingdom. School Direct has led to schools taking increased ownership of ITT, which has facilitated deeper and more effective partnership. The FIPC programme has been developed by incorporating the best of the school-led programme. The lead schools that form the FIPC partnership have access to a wide range of excellent school experiences for trainees, which are incorporated into the programme timetable.

Gove was clearly aware of the benefits that such an ethos of collaboration might bring about, as evident in his speech, when he asserted the following: "[W]hile we anticipate that the majority of schools participating will want a strong partnership with a higher education institution, we expect that some of the very best schools will want to become their own provider. . . . So there will be a spectrum of engagement for those schools that want to get involved. Some schools may not want to get involved at all. Many will want to participate in School Direct — having the opportunity to recruit staff and develop training programmes with the support and assistance of existing providers. Others will want to run the whole show — taking control of the process from start to finish. As these programmes grow, more


and more schools will be able to recruit, train and hire their own teachers; working in partnership with other schools and top-quality ITT providers to give new teachers the best possible start to their careers. New recruits will learn and train in schools, working with experienced teachers and putting their lessons into practice from day one. And they will be recruited with the expectation that they will be employed at the school at the end of their training — something which the traditional, university-based PGCE could never offer. Of course, for existing providers involved in teacher training this will mean some big changes" (Gove 2012).

It is the adverse impact of these changes that have been underestimated by Gove, not just changes for ITT providers but more generally, for a range of education professionals and especially for teachers, as indicated by the breakdown of the teacher mentioned in the previous chapter. The media has recently been reporting a number of perspectives that echo this belief — i.e. that the disadvantages perhaps outweigh the advantages, that the strain placed on the educational infrastructure and its various personnel has been too great. This is the first issue that the shift has caused and I shall briefly expand on this before discussing the second, more serious issue.


It may be pertinent to point out here that the growth of the ITT School Direct programme has been staggering. In the first year (2011/2012), 1,000 places were allocated. This year (2015), 23,000 places were requested. However, despite this phenomenal growth, which may give the impression that Michael Gove's introduction of this programme is hugely successful, there are, in fact, significant concerns that persist, which are indicated, for example, by the fact that on an average, over 30% of newly qualified teachers continue to resign every year. Changes that many in the education sector consider as being unnecessary, and introduced at a rapid pace, have caused — as suggested in previous chapters — education professionals tremendous stress, placing undue strain on an already overworked workforce. Conversely, while over 30% of teachers resign every year, the number of applications from people wishing to train as teachers, were possibly at an all-time high. This is not as surprising as one may think, if one considers that

schools are offering potential jobs at a time when unemployment has been a problem in this country.

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Fig. 60: Advertisement for trainee teachers (DFE 2015)

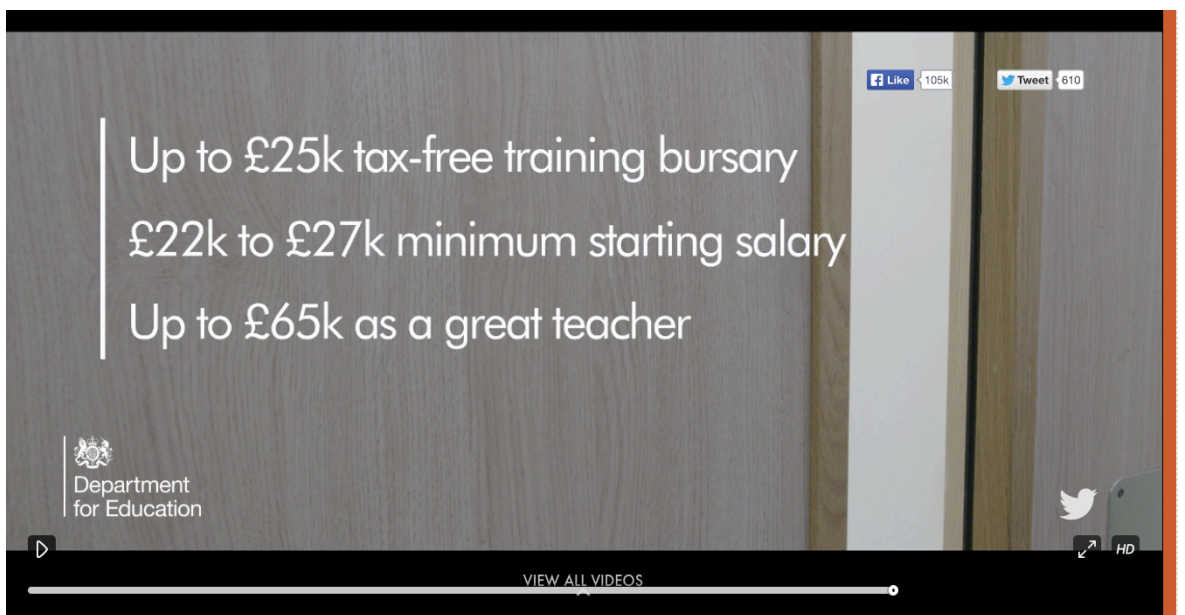
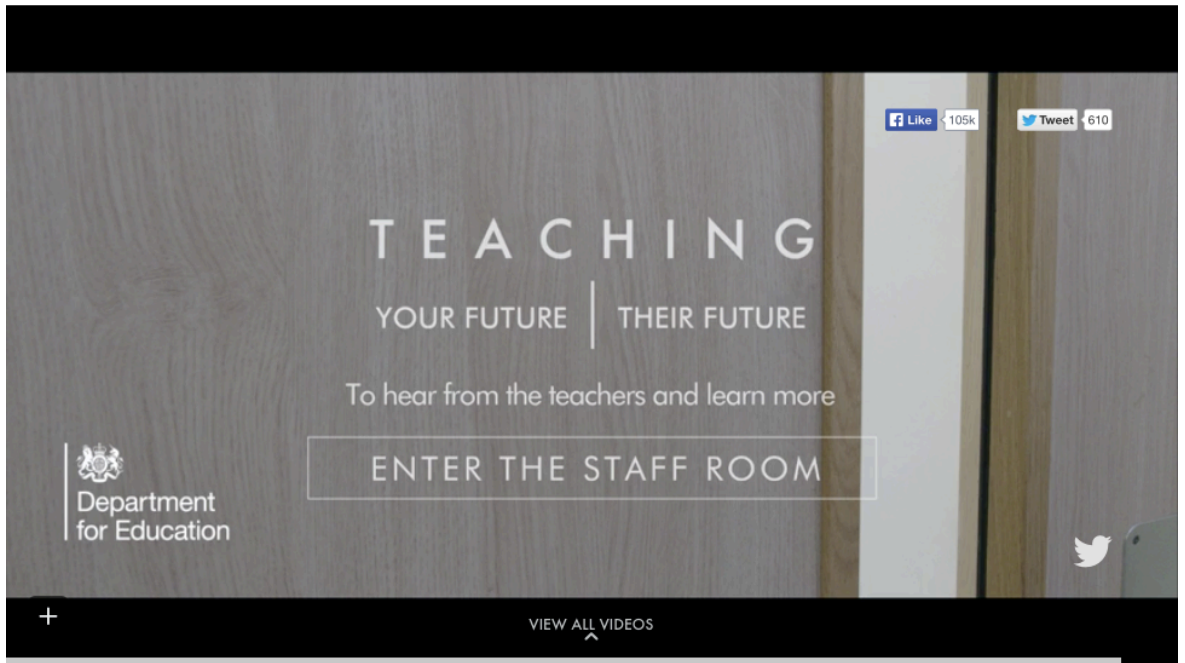


Fig. 61: Video stills from advertisement for trainee teachers (DFE 2015)

We need to also factor in the heavy promotions that advertise teaching as a potential vocation. Schools are now saying (see fig. 60 above): 'Come and work for us and we will offer you great initial teacher training, support you as a newly qualified teacher, provide continuing professional development and — if you are the right person — even offer you training to become a school or system leader in the future.' The Department for Education is likewise advertising heavily, underlining the fact that teaching may potentially be a well-paid position (see fig. 61: Advertisement for trainee teachers DFE 2015). This kind of advertising naturally attracts a volume of applications because at least in theory, an applicant could find a job immediately after completing his or her training. Indeed, the trainee could possibly receive a generous stipend, if his or her academic qualifications and/or previous work experience were deemed impressive and pertinent enough to warrant it. Even if the novice teacher did find a secure job, however, the reality of working in a challenging sector — where training and skills acquisition and CPD have become a constant necessity due to the rapid pace of change — does not sink in until after training is completed and the teacher begins working full time in a school.

Indeed, even the initial rush of high numbers in applications may have now subsided, as suggested by a recent report by the BBC. This report cites Brian Lightman, general secretary of the Association of School and College Leaders (ASCL) and provides one of the reasons for which applications may have dwindled since the initial rush. Lightman has underscored his concern that trainee teachers are now increasingly deterred by the complexity of routes into the teaching profession (Richardson 2015). To clarify, the traditional route into teaching used to be the Postgraduate Certificate in Education (PGCE), which was then supplemented by School-Centred Initial Teacher Training (SCITT) and later, by Teach First, which essentially "fast-tracks highly qualified graduates into school", i.e. gives them hands-on teaching experience as opposed to academic preparation earlier on in the training process; the Conservatives, apart from expanding the Teach First route, also introduced School Direct and a programme called Troops to Teachers (Richardson 2015). This project has focused on the Conservatives' introduction of the former, i.e. the School Direct programme. As Richardson explains, although the entry requirements for each route remain the same, the

methods of assessment and the models of training programmes vary (2015). It seems, from Lightman's following statement, that these five different routes have confused would-be teachers to the point of causing a fall in recruitment: "We recognise the value of having a variety of routes into teaching. We don't want to turn the clock back. Different people are suited to different approaches. But it is an issue at the moment that people have found it very confusing to understand how to go about getting into teaching and it has not always been obvious to them where they should look for objective advice about all the different routes. This confusion has deterred people at a time when there are significant recruitment problems."

As Lightman explains, there used to be a central registry unit where would-be teachers could apply to become teachers, whereas now, candidates have to apply to different places depending on the routes they choose, routes for which adequate information does not seem available in order to help candidates make an informed choice. Indeed, there appears to be so much confusion even amongst head teachers in charge of recruitment, that ASCL had to produce "a route map in response to requests from school leaders who were themselves confused about the array of options" (Richardson 2015). So while the Conservatives claim that the changes they have introduced have helped to "produce the best qualified workforce", the reality is that the education sector is still suffering a predicament. As Lightman expresses it: "There's no doubt that there's a big recruitment crisis and we are not getting newly-trained teachers in the right places (Richardson 2015)".

Vicky Beer, the current chair of the Teaching School Council (a body representing teaching schools and working with system leaders across England and promoting an inclusive school-led system) believes in the quality and strength of our school leaders. Notwithstanding her faith in system leaders, the complex and demanding role of a teacher educator, which now requires that they be able to underpin practice with educational research knowledge, whilst still encompassing a variety of other challenging roles within a school, poses a huge dilemma in the production of outstanding teachers for the next generation. The assumption appears to be that if you are a teacher, then you can train teachers. This is the second issue that Gove and his advisors have not thought through. As I have attempted to

demonstrate in this study, the ability to train someone to become a teacher — while it may in part be contingent upon being a good teacher (and then, only *in part*) — in no way follows logically from the ability to teach. That is, if someone possesses the ability to teach children at primary school well, this does not automatically mean that they will make good teacher educators. With the variety of mentors selected by head teachers, this is evidently not the case. Whilst this has always been a problem, i.e. in school-based training too, with the re-conceptualisation of the mentor or teacher educator's role, the problem has been heightened and gained renewed focus. Clearly, the set of skills required to train novice teachers is significantly different, at any rate different enough to ensure that teacher educators themselves need to undergo training.

There is evidence that strongly suggests that high quality mentoring is critically important in ITT (Hobson *et al* 2009; see fig. 62 below, which supports this). Having established that teacher educators themselves needed to be trained and 'educated', the training programme at FIPC attempted to address this need. Sessions in the Handbook thus facilitate this essential purpose. It must also be borne in mind that as mentors undergo this transformation to become teacher educators, they have not learnt and developed in linear and controlled ways. Although there has been a basic structure and educative intention in the FIPC programme, there have been elements of unpredictability and chaos as mentors realise the enormity of their role as teacher educators and begin to grasp the extent of the knowledge that they will require to carry out this new role within school-led ITT. The recommendation is therefore to create a National Curriculum for mentors to facilitate a smooth transition into their new role. Moreover, the misinterpretation of the Qualified to Teach Standards (QtTS) led to a complete restructuring of mentor training at the FIPC base, contributing to the instability. Needless to say, the issues caused by the interim period of transition (while schools wait to be told what assessment system they should adopt while they wait for the National Standard to be released in September 2016) have also contributed to a general environment of instability and chaos within this sector.

Table 4.6 Thinking about your ITT programme, how would you rate your relationships with school mentors in your teaching placement schools? (Primary phase trainees)

	Per cent (%)							Scale Mean (X)	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
GRTP	67	18	6	5	2	2	0	4.5	190
SCITT	47	39	6	2	2	5	0	4.3	119
BA/BSc QTS	44	42	6	4	1	3	(0)	4.3	630
Flex. PGCE	43	38	8	5	0	5	2	4.3	63
BEd	40	46	7	3	1	3	0	4.2	198
PGCE	38	39	12	3	0	7	(0)	4.2	287
Total	45	39	8	4	1	4	(0)	4.3	1487

Chi-square=64.82, df=15, p<0.001. Percentages may not sum to 100 due to rounding.

Fig. 62: Findings from Hobson's report (2009)

While schools have struggled to maintain their routine practice of teaching within this context of change and upheaval, as the principal researcher of this project, I faced comparable dilemmas about how to balance the need to maintain my practice as a professional ITT provider, and the needs to address the aims of my research. The development of my research approach was informed by my practice within my profession and my desire to contribute to knowledge. This project is presented here essentially in narrative form, though I used the Action Research model as my chosen approach, among the many possible qualitative methodologies. Using the cyclical (i.e. looped) model of investigation, planning, action and reflection, I was able to respond to issues within the data collection whilst maintaining sight of the process as an on-going activity towards addressing the research question. That is, I feel that I was successful in balancing the requirements of activities insofar as they formed a part of my daily professional practice, whilst ensuring that they simultaneously served to contribute information and knowledge meant to further my research aims. In phase one, I identified the area of focus, exploring the elements that form an effective model, which might best support the learning of teacher mentors. With the re-conceptualisation of their role, the research question evolved further. Phase two focused on the planning and collection of data. It was at this point that I was able to fully exploit the looped

ongoing cycle of research, turning it into a process through which the mentors could become reflective participants, while at the same time, I was continuing to seek the necessary information from them (for example, through interviews), in order to investigate the research question. So, for example, during the mentor workshops, I would start by feeding back the previous stage of my project, relaying to the mentors the findings that were emerging. My subsequent questions were then reviewed and changed or reworded as required, following reflective discussions with the participating mentors. Phase three took the most time as I sought to monitor, validate and consider the evidence. It was at phase four that I determined the parameters for this research and established the extent to which I would investigate the research question further, following the production of the Handbook in phase five. It was crucial to determine the limits of this research, principally for reasons of feasibility. In the time period available to me and given the resources at my disposal, I had to ensure that this project delivered its intended outcomes, thus necessitating a clear focus. Material that may have therefore been pertinent, in general, to furthering my knowledge of the ITT sector, has been put aside for use in future research plans, but has been considered as extraneous to this research project. This has, as can be imagined, been a difficult process, as it required that I choose not to share the results of a great deal of work and effort that I have put in. For the sake of clarity and coherence, it was however essential that I be ruthless when editing this material for presentation.

The research participants in this project had a number of opinions about what the focus ought to be. For instance, one of the interviewees (a mentor) felt that the focus should be on what schools are already doing and that learning should be aligned with skills acquired in the classroom. This fits in well with the structured skills acquisition approach supported by Karp and Helgo (2008), who aver that we do not need more theories but a better understanding of what and how teachers are practising. A perspective that was repeatedly expressed was that although the School Direct programme is very much focused on practice in the classroom, it is essential that the training of teachers should not be de-intellectualised, which is a very real risk in this system. At the same time, ITT has to prepare teachers to cope effectively in the classroom. They need to acquire the combination of pedagogical knowledge as well as practical classroom teaching skills and indeed neither of

these should be viewed in isolation. This is a very complex process that has to be underpinned by a clear understanding of how teachers learn and develop. The Carter Review states that "programmes that privilege either theory or practice fail to take into account the necessity of integration". Many models of School Direct favour a purely practical programme which is where the FIPC structure differs greatly in ensuring that high quality subject knowledge, delivered by experts within a collegiate environment, is integrated into the classroom, following the weekly input at college. This follows the second finding as presented in Chapter 5. However, in the future, we need rigorous auditing and tracking of the trainee teachers' pedagogical knowledge, so it can be systematically improved throughout the year. The majority of teacher educators expressed the view that their involvement in the project had facilitated a better understanding of the school-led programme and it is hoped that this understanding will help them meet the above-mentioned need to audit and monitor trainee teachers' progress in acquiring educational knowledge.

As stated before, the Carter Review has made a number of recommendations following the introduction of the school-led ITT training programme, referred to as the School Direct programme. For example, it recommends that the Department for Education should fund in-service (i.e. where IIT providers/teaching schools deliver pedagogical knowledge within the school-led system) educational knowledge, which would be a welcome practice. The above-mentioned efforts are not the only ones made in the FIPC training programme that incorporate the results of my own findings, as well as follow recommendations by the Carter Review — many of which echo this project's findings. The Qualified to Teach Standards, which have already been shown to cause confusion amongst mentors, are to be amended; note that this is a move supported by the Carter Review. The Standards are to be made more explicit, particularly with reference to the importance of teachers taking an evidence-based approach, to demonstrate progress in skills and knowledge acquisition. The Carter Review's recommendation (Carter 2015, see #1d): "Assessment, including the theories of assessment and technical aspects of assessment, should be part of a framework for ITT content." In addition, the Carter Review's recommendation #9 states: "Alongside a central portal on evidence-based practice, a central repository of

resources and guidance on assessment should be developed.” This ties in with the fourth finding in this project, and the FIPC programme is taking steps to address this.

The last finding (finding 6 as discussed in the previous chapter) is also echoed by the Carter Review, which recommends that time for research be factored into the training programmes. Accordingly, my recommendations of allowing time to focus on research during mentor workshops, along with establishing an agenda for disseminating current research and discussion groups, has been fitted into the design of the FIPC training programme. These recommendations will, I hope, ensure that frameworks and philosophies are embedded in continually updated knowledge.

This project has provided a unique insight into the re-conceptualisation of the mentoring role. The recommendation of customising mentors' approach has re-skilled them, opening their eyes to realise their potential, in the growth mindset framework recently adopted in schools. They felt a sense of personal development, innovation, excitement and collaboration. A surprising discovery that emerged was the realisation that mentoring can be a tool for change. Mentoring "created a microcosm of a different culture, a different sense of relationship, a different pace and energy and a different way of working" (Hawkins 2006, cited by Fillery-Travis 2013: 9). The joint observation and feedback discussion (see figs. 45-48) supported the findings of a report into how mentoring is being used in schools to transform and develop practice. Dr. Annette Fillery-Travis and Dr. Paul Simmons (2013) highlighted "how coaching is being assimilated into other school improvement and professional development strategies". Dominant themes of trust, openness and relationships emerged within the mentoring role as a tool for change. To a certain extent, this forms part of helping mentors come to grips with their re-conceptualised roles of teacher educators, as discussed in the first finding in Chapter 5.

The lack of theoretical knowledge identified in this study led to the recommendation that ITT not be de-intellectualised and that the newly trained teachers, who are potentially future teacher educators, receive the required

training in their initial year in the school-led programme, in order to equip them with the knowledge for the present and future. This has been supported in the first recommendation of the Carter Review, which advises the commissioning of a professional body to develop a core framework for ITT. It is felt that this should be developed by the sector rather than the central government, a recommendation that is to be applauded. The possibility of the Teaching Schools Council creating some national standards for mentors as highlighted in recommendation #12 of the Carter Review is in keeping with my own vision for a national curriculum for mentors. Among the Carter Review's recommendations is greater focus on pedagogical 'theoretical' knowledge, i.e. the diverse theories and contexts of teaching and learning; through a possible curriculum for ITT, i.e. a curriculum for teacher educators in school-led ITT in order to address the new challenges identified in both generic ITT *and* school-led ITT. In keeping with the second finding in Chapter 5 as well as the Carter Review's recommendations, the next item on my research agenda is to draft a training curriculum for teacher educators, which I intend introducing at FIPC.

Future research

It may be pertinent to note that the potential of using social networking sites for educational purposes is still being debated. Results from a social networking research project in Louisiana State University indicate that networking sites positively affected the relationships between mentors, trainees and the whole supportive community of practice and this is another aspect that I hope to explore fully in future research endeavours.

Indications suggest that the constant change and reform in ITT that we have witnessed in the past few decades have not yet run out of steam. ITT faces a unique set of pressures from within the government, education community and indeed the wider community as well. A colleague of mine at a head teachers' conference made this analogy: "For its time, the Cutty Sark was the highest development of the fast commercial sailing ship. All the best and most up to date technology about sailing, using wind power, was incorporated into that ship. For a period of time during the late 1880s, the Cutty Sark was the fastest tea clipper making the run between China and England. However, even with all the

improvements made to the Cutty Sark, in the end, wind power could not compete with the improvements that came from the transition to powering ships using steam." The point is that simply improving 'what is' can work for a period of time and that has worked up to a point in mentor development, in school-based ITT, but eventually the time comes for re-conceptualisation. I realised this transformation was necessary during the process of my research project. The changes that were sought did not have recognisable boundaries. These changes were to be effected collaboratively across three different boroughs with the aim of influencing the entire ITT process.

Much has been written about school-centred and school-based ITT. Research, policy and theories are all well and good but what is the actual impact on practice of school-led ITT and ultimately the children's learning? Improvements had to be carefully managed because intended improvements can have unexpected impacts on practice and the assurance of positive and necessary change are essential in the consideration of training high quality teachers for the next generation.

The Cutty Sark could not be changed into a steam ship whereas in education, the re-conceptualisation of mentoring needs to operate with the current school staff and leaders, through existing structures. The skills set required to captain a steam vessel as opposed to a wind-powered ship would be very different. The crew, like the mentors, need to be re-skilled. New thinking is needed to enable this re-conceptualisation and change in mentoring to develop. The ability to bring about this re-skilling was significantly improved by the constant collaboration and involvement of the mentors in this process, ensuring that the vision was shared. Working with a number of teaching schools and their partnership schools enabled all the mentors to work jointly, together developing the way forward in a way that could not be achieved by schools working alone and in isolation. This collaborative ethos was a prominent feature of the success of mentoring in school-led ITT. There has been a clear move in the last few years from a traditional approach to ITT (which is based on university-led courses with hierarchical structures, competition and isolation) towards a more collaborative structure. In re-skilling the mentors, some had to learn the skills and language required to collaborate effectively.

I had to facilitate mentors to transform their thinking, illustrated in the 'action learner' approach. The practice of asking questions in order to strengthen an organisation's system and capacity to heighten positive potential was illustrated by David Cooperrider's 'appreciative enquiry' research (Cooperrider and Whitney 2005) and validated my choice of Action Research as an appropriate method to change the core of the ITT process using the School Direct pathway. I did this by mobilising changes that stemmed from imposed demands upon ITT to become school-led. This initial pathway led to significant development in the skills of the mentor. In an ideal world, all schools would be effective learning centres, and teachers would have the time and skills to support and educate trainees but as we have seen, it is more complex than that. It is hoped that this project achieves its aims to help mentors develop into successful teacher educators. During this difficult period of transition, my aim is to make every effort to design the FIPC programme so that — to resume the Cutty Sark analogy — the captains of yesterday's sailing ships can become today's captains of steam vessels, without suffering from a loss of identity and with as much support as we can give them during this process of re-skilling.

Chapter 7: A Reflexive Account of My Personal Learning and Professional Journey

I have experienced myriad emotions these past four years as I have attempted to adroitly juggle a variety of roles. As with anyone who has tried to straddle multiple roles knows, in such a situation, one constantly battles against feeling guilty, when one accords priority to any one role over another. Both my sons were teenagers when I started this project and were remarkably accepting of my continuing preoccupation with my studies. As with any long-term research project, it must be borne in mind that life inevitably interrupts. Nevertheless, with a full-time job, my evenings and weekends were necessarily allocated to this project. Especially given that I had no study leave from my workplace, I felt compelled to utilise every moment of any leave I was owed, dedicated to this research project. Despite the obvious regret about the loss of time that my family had a right to expect from me, there has been an unexpected advantage that arose from my commitment to my DProf research. This came as a great surprise to me, in that I was apparently setting a positive example for my boys. This beneficial influence resulted in my sons performing very well academically, achieving grades that were beyond my expectations. They regularly studied at the dining table, with me having adopted the untapped potential theorist approach. I believed that success is due to learning, ideally a perpetual activity that requires time and effort. If one seeks help for oneself, and realises that achievement stems from determination and strength, one can reap the rewards of one's efforts. I feel that I acquired the qualities of determination, strength and hard work because I had learnt from experiencing failure and disappointment in my early studies and in my professional life too. My journey during the DProf has been more challenging and transformative than I ever thought possible. It has changed me not only as a professional, but as a person too.

Before embarking upon this DProf, I had never come across the term 'work-based learning'. I had, of course, been involved in workplace learning (such as CPD sessions) but this does not automatically relate to a mode of learning at a higher level. Work-based learning is often used in literature to describe any form of learning in the workplace and learning that takes place for the workplace (Glass *et*

a/ 2002). In many respects, my research can be described as learning for the workplace as I was partly sponsored in this process by FIPC, to facilitate a plan of succession, in a strategic manner, towards the future management of the organisation. This was especially crucial given the period of change that ITT is currently experiencing. I have examined the characteristics of work-based learning, to aid my reflections on this process. Specifically, I would say that learning has certainly arisen from the undertaking of research-related tasks, where the research sought to shed light on practice in the workplace, and where workplace practice was modified to incorporate findings from the research. In this sense, the looped learning I have referred to before was a symbiotic process that significantly benefited my workplace even during the course of this research project. That is, I, as well as my research participants, did not need to wait for the final conclusions of this research project to be reached, before findings could be applied to the workplace. This has instead been an *ongoing* process, with research taking place *at work*, research continually feeding *into* workplace practice, research continually being informed *by* workplace activities and colleagues at the workplace regularly participating in the research and contributing significantly *to* my research.

In some ways, this research project has been peculiarly innovative. Ordinarily, it would be frowned upon to begin such a project without pre-determining some clear parameters and limits to the research endeavour, envisaged and planned within the time period available for research. If well-defined boundaries are not kept in mind during the course of research, feasibility often becomes a problem. However, this research project was undertaken at a time when the 'laboratory', to use a scientific analogy, was in the process of being redesigned. To continue the analogy, I was therefore still unsure of the equipment available, the size of the new laboratory, and indeed what chemicals I would be testing. Indeed, ITT professionals across the nation were experiencing uncertainty. To clarify, the new school-led approach to ITT, introduced by the coalition government, required new techniques and approaches to be devised, creating opportunities for learning, and providing a valuable prospect for experiencing the management of a changing environment. This was not a change for which the boundaries were as yet set, nor even identified clearly. With regards to FIPC, changes were to be effected across

three different boroughs, with the aim of influencing the entire Initial Teacher Training (ITT) process. As an ITT professional therefore, I, like colleagues across the nation, was experiencing uncertainty but in order to learn how to manage change, I had to exploit the uncertainty and use it to my advantage, both as an ITT provider and as a researcher too. This proved to be a steep learning curve. Embarking upon this research project has been also very challenging due to my having adopted an Action Research approach in the workplace at a time when the workplace was dealing with radical changes that affected everyone involved in ITT.

With the introduction of this new initiative, my DProf was associated with tackling this change and therefore necessitating the re-conceptualisation of the mentoring role. The Action Research approach of developmental transformation (McNiff and Whitehead 2010) paralleled my own transformation in this journey of learning and discovery. Tackling problems in the workplace has required effective cooperation between people with different roles and distinct levels and areas of expertise. This has led to a development and heightening of my interpersonal skills, and specifically of my abilities to engage in teamwork that is truly collaborative and collegiate in spirit; indeed, it has taught me to inspire such attitudes in those who work with me and whose work I oversee in my role as ITT provider.

Through the constant enhancement of my pedagogical knowledge, which I have had to necessarily update due to the nature of the change in ITT frameworks and the demands of this research project (where I was in fact advocating that all teacher educators needed to keep themselves updated with changes in the theories of teaching and learning, so that I felt obliged to set an example as best as I could), I feel that I have gained valuable expertise in the field of school-led ITT. Due to engaging in Action Research at this important time of change in the ITT environment, I feel, and hope, that my expertise can truly add value to the field, to the benefit of colleagues in my professional community. The DProf has enabled me to develop my professional expertise within my field, to facilitate the imposed school-led ITT by re-skilling and empowering the mentors to become the new 'teacher educators' in the re-conceptualisation of their role.

At the outset, one of the stated aims of this project was to benefit my organisation, my colleagues' work and my own work, and indeed the professional community at large, that we are all collectively a part of. With this level of enquiry and reflection (i.e. a dedicated and well-grounded research approach), the process of my DProf impacted my practice and my organisation on a daily basis, inevitably improving FIPC's performance and position within the collegiate of SCITTs. This project also proved to be the catalyst in generating support and encouragement for a variety of ITT professionals, enabling colleagues to critically reflect upon their practice and in some cases, to embark upon their own research projects.

My work-based project in itself has furthered my knowledge and understanding of the complexities of this method of research, that is, Action Research that takes place in the work place. I feel that I have been quite creative within my chosen methodology, as the world of Initial Teacher Training is undergoing such rapid and extensive development; this created a lively critical debate that became central to my practice. As a manager and leader of a School Centred Initial Teacher Training organisation, I have a deep-rooted set of principles and values, not to mention well-honed perspectives born of long experience, for operating within the organisation and indeed within society as a whole.

With my added confidence, I have sought exciting new platforms to disseminate ideas, having recently been involved in co-writing research papers internationally, with a further two papers scheduled in Istanbul and Seville later this year.

Finally, I would like to say that I have learnt *at work, through work, for work and from work*, thereby virtually encompassing all the elements of the work-based learning experience.

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APPENDICES

Appendix 1: FIPC Handbook 2014/2015

Appendix 2: West Essex Handbook

Appendix 3: Evidence for Teachers' Standards

Appendix 4: Research Publication 1

Appendix 5: Research Publication 2

Appendix 6: Consent Form

Appendix 1: FIPC Handbook 2014/2015



FOREST INDEPENDENT PRIMARY COLLEGIATE

School Direct Initial Teacher Training Programme



Training teachers for the future

Trainee & Mentor Handbook

2014/2015

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WELCOME

We are pleased you have chosen to train as a teacher with us. We have an excellent record of success and hope that your training is a challenging, enjoyable, rewarding and successful experience.

We consider the two most important aspects of the School Direct Initial Teacher Training Programme to be achieving a balance between work and study, and building and maintaining professional relationships.

The course is intended to be a bespoke package of school led and college based learning and development. Your needs will be met through a balance of “learning on the job”, formal training, coaching, mentoring and self- directed study.

Starting anything new is difficult and can be challenging, but we are sure that in the school in which you are based, you will soon feel part of the team and receive the support you require. Teacher training is an integral and important part of life in the schools.

There will be plenty of opportunities to meet other School Direct Trainees and you will have daily contact with your mentor, both formally and informally you will be assigned a tutor who will work closely with you to ensure progress in achieving the teaching standards.

This handbook is intended to provide initial guidance and also to be a point of reference during your training. There is much additional documentation with which you will become familiar over the course of your year with us. Examples of these documents are enclosed and are also available for you to upload on to memory sticks.

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GUIDELINES FOR TRAINEES

What is expected of School Direct trainees?

Here are a few points to help you develop good working relationships with your school colleagues.

- Understand that the teacher's first responsibility is to the children.
- Recognise that school staff are very busy, but will find time to support you as long as you choose an appropriate time to ask questions / talk to them.
- It is your responsibility to help in setting up the classroom and tidying up at the end of a lesson.
- Don't be afraid to use your initiative around the classroom. You are also the class teacher!
- Avoid asking teachers to justify everything they do, but concentrate on learning by observing.
- Make notes on questions to discuss with your class teacher mentor at an agreed time, making sure that informal feedback and discussion becomes an everyday part of your training plan.
- Demonstrate commitment to the school, the class and the class teacher in order to fulfill wider professional responsibilities.
- Be an effective communicator and team player.
- Be proactive and take responsibility for your own professional development.
- Demonstrate a desire to take responsibility and work independently.
- Be ready to help out in times of unforeseen change and emergencies.
- Inform your class teacher mentor or your School Direct tutor of concerns as soon as possible.
- Be a friendly, happy and warm colleague. Take time to go into the staff room, meet all members of staff and take time to chat to those you don't see on a regular basis.
- Be professional. Contribute to staff meetings where appropriate.
- Adhere to school policies, including dress codes.

Attendance and professional expectations

Trainees are required to attend all lectures and school based INSET. If, for an unavoidable reason, a trainee is absent from a lecture he/she is responsible for obtaining information from tutors about any tasks. All absence must be notified in advance to the school or the College. Any planned absences must be discussed with the School Direct Leader. You should not expect release from planned college activities to attend special events at your host school. Trainees who have extended periods of absence or frequent occasional absences may be required to complete an additional assignment in respect of academic work missed and, in extreme cases the course period may be extended.

Trainees are expected to be punctual and to observe the hours of work. Where schools have codes of conduct and dress, trainees must observe these. College sessions normally begin at 9.30 am and may extend until 5pm at the discretion of tutors. You will be expected to make yourself available for all sessions.

Eating, drinking and the use of mobile phones are, of course, not permitted during lectures.

Trainees are required to support monitoring and evaluation activities and to complete monitoring and evaluation forms to enable FIPC to secure continuous improvement and maintain consistently high quality provision.

Assignments and assessment

Trainees are expected to complete all assignments and activities and submit them by published deadlines. Requests for extensions must be made to the Director. Assignments and activities are carefully chosen to develop experience in education and the educational environment. Supporting, descriptive paperwork will be provided in time for trainees to carry out activities. There are three assignments (The School Summary, Action Research and Child Study). Assignments will be marked on a four-point scale against given criteria. Trainees must pass all assignments. Assignments which fail to reach a pass standard (3 or above) may be resubmitted, but will only then attract a grade 3.

Work submitted is expected to show rigour and to display the use of good English, a mastery and understanding of a complex and specialised area of knowledge, and a high level of professional awareness. There should also be evidence of further reading cited in the text.

Plagiarism

Plagiarism is the presentation of work or material which is wholly or partly the work of another. Taking unfair advantage in this way is considered by FIPC to be a serious offence and action will be taken against any trainee who plagiarises through negligence, foolishness or deliberate intent. All written material must contain appropriate acknowledgements and be correctly referenced using Harvard Referencing. The Collegiate will make use of software designed to identify plagiarism and it is unlikely that cutting and pasting from the internet will escape notice.

Observation

All trainees will be regularly observed teaching by their class teachers / mentors. As members of the school staff, trainees will also be incorporated into the normal monitoring systems as established by the school. Trainees will be observed at regular intervals by their FIPC tutor. These observations will be agreed in advance. Observations will focus on trainee targets based on the Teaching Standards.

What you can expect from F.I.P.C.

Schools and staff will challenge trainees both academically and professionally to enable them to become the best teachers they can possibly be. Tutors are highly qualified and experienced across the primary age-range and have a great depth of understanding of the curriculum and modern classroom practice. They will provide you with a wealth of knowledge and skills to set you up in your chosen career.

You can expect extensive professional, academic and pastoral support during what will be a demanding period of your lives, but you can also expect us to be critical and forthright, and to require high standards in the classroom, in assignments, and in professional attitudes. Nothing less will suffice if we are to achieve our aim of producing the next generation of outstanding classroom practitioners.

The training focuses on learning through observation of outstanding practitioners and our trainees work closely with experienced and outstanding teachers to plan for, deliver and assess learning opportunities to ensure pupil progress is paramount. All our schools share this vision of school led ITT and quality assurance procedures are in place to ensure consistency and quality across the partnership.

More formal training is provided by a range of experts and practitioners. Training includes the national priority areas of behaviour, SEN and EAL as well as a range of other subjects and educational theory.

Our aim is to produce outstanding teachers who are ready employment across our partnership schools. The School Direct Route has an expectation for schools to employ trainees either within their own school or indeed in a partner school. Although this is our aim it cannot be guaranteed and depends on a suitable position becoming available.

Advice and guidance will be given towards the end of the training year to ensure that all trainees find successful employment and begin their NQT year with a solid foundation on which to build their career.

School Direct Trainee college responsibilities

By being a member of the Collegiate we expect that you will:

- show commitment to the course by attending all of the training sessions punctually, contributing to discussions, and undertaking the set work as required and on time
- inform the School Direct Leader of all unavoidable absences when in college and your mentor at all other times. Should you be expecting a tutor visit then it is also essential that you inform them of your absence as soon as possible.
- support monitoring and evaluation exercises and complete evaluation forms as requested to assist the Collegiate in the Quality Assurance process

- form a Trainee Committee and elect a representative to attend other committee meetings as advised
- have respect for others within the Collegiate by behaving in an acceptable and considerate manner at all times when working in pursuit of your studies
- respect the environment in which you and others are learning
- follow the Collegiate's Equal Opportunities and Race Awareness Policies
- advise the Course Administrator of any change in personal details, in particular, address, email and contact numbers as well as your employing school.
- be aware of and observe Health and Safety rules and regulations, take note of fire evacuation procedures in College and in school
- take responsibility for your own property, as the Collegiate cannot be held responsible for loss or damage other than by damage caused by negligence on the part of the College
- take responsibility for your own learning, being proactive in your studies. Reading widely around the subject of primary teaching, researching current developments in education and maintaining evidence towards your final assessment of the Teachers' Standards.

GUIDELINES FOR MENTORS

A mentor guides and supports the trainee through the various stages of teaching while monitoring and assessing their progress as they achieve each of the professional qualities and competences required to become a qualified teacher.

Mentoring involves sharing the realities of class teaching. The trainee will need to know the strategies you use in your own day to day teaching, to pass on your knowledge and experience. It will help the trainee understand what happens in the classroom from an experienced teacher's perspective and help them to develop an understanding of the learning process.

Rewards of being a mentor

Coaching and helping trainees coming into the profession can be very rewarding and worthwhile. The advice given to teachers in the early stages of their training can have a significant effect on the rest of their career. Their early experiences are formative and crucial.

There are real benefits to the pupils in school. Discussion and analysis of lessons with the trainee will enable staff to focus on the children's learning, and effective mentoring can lead to significant improvements in classroom practice and pupil achievement.

The pupils may enjoy the stimulus of the extra adult input. There will be the opportunity for the class teachers to concentrate on a particular group, and/or increase the amount of individual contact with the children. Everyone can benefit from a collaborative approach. Planning, teaching and evaluating lessons with the trainee can be enjoyable.

A teacher can learn much from discussing teaching and watching someone else interacting with their class. Your mentoring experiences can benefit your own professional development. A mentor can become skilled in coaching, monitoring and appraising and have the personal satisfaction of seeing a trainee develop into an effective and competent teacher.

What makes a good mentor?

- Willingness to learn mentoring skills
- Enthusiasm about teaching and working with a trainee
- Accessible and approachable
- Time to listen
- Patience

- Able to sympathise
- Provide support, both professional and personal
- Good organisational skills
- Tact
- Willingness to share your classroom practice
- Flexibility
- Able to give constructive feedback
- Sense of humour
- Moral purpose

You may be thinking that it will be difficult to balance your mentor role with your school role and find time to do both jobs as well as you would like to. However, you will be able to integrate your mentoring activities into your every day routine. You can involve the trainee in lesson planning, preparing teaching materials, assessing the children's work, evaluating lessons, displays etc. Effective management of the trainee in the early stages can enable them to become a very useful partner in the classroom. You should set aside regular times to speak to your trainee and to have a focused conversation. Pre-determine a time to meet in a place that will be free from interruptions. Allow sufficient time. You will also have time away from the classroom as your trainee takes increasing responsibility for teaching.

Please take some time to familiarise yourself with the Mentor Checklist.

Trainee induction

The effects of the initial welcome that trainees receive in a school cannot be underestimated.

- Treat the trainee as a professional colleague from day one. Encourage everyone to treat them in this way.
- Introduce them to as many people as possible, including members of the support staff
- Make the School Prospectus and Staff Handbook available.
- Give them guidance on school routines
- Arrange for a guided tour of the school
- Let them know where to go for help and advice if you are not available
- Explain which resources are available and show where they are stored
- Explain any unwritten staffroom rules
- Make sure they have a "pigeon hole"
- Accompany them when they are going into a new situation for the first time e.g. a staff meeting
- Ensure they sit in on meetings with parents
- Arrange for them to be included in some of the activities going on outside the classroom e.g. after school clubs, school play, concerts, parents' evening, school trips
- Encourage your trainee to come into the staffroom and get involved in whole school events

The trainee may find it difficult to know exactly where they fit in at first, even if they have already worked in the school, they will now be employed in a different capacity. Treat the trainee as a respected colleague in front of the children. Introduce them to the class as another teacher. Through getting to know the whole school and observing and working with experienced professionals the trainee will be able to understand the complexities of effective teaching.

Make sure that the trainee is never asked to do something that is too complex or too stressful. You will be the best judge of how much responsibility they can be given at any particular stage. Take pride in their success – it is as much yours as theirs. Indeed, it is as a result of your coaching and mentoring skills.

Difficulties

Difficulties may arise. If you have concerns regarding the progress of your trainee you should consult the School Direct Leader. Please refer to the Cause for Concern section in this handbook.

It is vital that any problems are dealt with early on so that the trainee can receive the necessary coaching and guidance.

The trainees will be keeping a behaviour journal and they have instructions about how to use it appropriately. There is an ethical guide which means that they do not mention children or adults by name. The job is to teach them to observe and to make those observations an independent learning process, which is supported by their own ideas within their reading and their own practice.

Trainee expectations

This is a one-year course with much to learn. The trainees will observe you seemingly effortlessly juggling all the demands and complexities of classroom teaching. You will need to help them understand that such expertise will only be achieved after a significant period of practice.

A trainee may be really enthusiastic and want to be “thrown in at the deep end” to get on with the exciting business of teaching. They will need to learn to proceed one step at a time. Alternatively, another trainee may be so daunted by the prospect of managing and teaching a class of children they feel that they will never be able to cope. You will be able to introduce challenges in a structured way

Trainees often have a perception that their main purpose is to teach. As a mentor you may need to remind them that whatever they are doing their main purpose is also to learn. It is important for the mentor to give the trainee support with ideas and strategies for teaching and learning, to reflect on them and to repeat them so that confidence is built. It is important to provide positive and constructive feedback to the trainee.

Gradually you will be able to help them achieve success. This will be achieved by helping them to set SMART targets derived directly from the Teachers' Standard and offering advice and continual support as they strive to reach them.

Sharing classroom practice by observation

Observation is the main way in which trainees can learn from experienced teachers. Observation needs to be carefully planned and early on in the course it may be useful for the trainee to focus on observing just one or two particular skills at a time.

Establish procedures for observation:-

- Decide in advance which areas to focus on. Make sure that the trainee understands exactly what they are supposed to be observing.
- Discuss with the trainee how they are going to record their observations.
- Pre-determine a time to meet after the lesson for feedback/evaluation
- Ensure that the children understand the role of the trainee. If the trainee is only there to observe and is not able to assist them, make this clear to the children.
- Observation does not always need to be passive. Trainees can observe at the same time as helping in the classroom.
- Give the trainee some background information about the class e.g. the work they have been doing, needs of individual children.
- Explain that the purpose of observation is not just to watch the teacher but to try to understand why they chose to do what they did.
- Run through some questions for the trainee to ask themselves while observing to help them see things from the teacher's perspective. 'How did the teacher deal with a particular incident?'
- Encourage the trainee to try to work out what they would have done in a given situation

When trainees have observation tasks and a focus is required, consider aspects from the following:

- Organisation
- Planning
- Management
- Presentation techniques
- Resources. How/why were particular resources selected and used
- Approaches to teaching
- How to address a difficult concept

On reflection with the trainee:

- Encourage the trainee to think about how their observation of the classroom experience relates to their own ideas about teaching and learning
- Allow the trainee to make their own observations before providing your input/feedback

- Try to give the trainee an insight into your own thinking
- Be open about your strengths and weaknesses
- Help the trainee to understand the classroom situation
- Show the trainee how experienced teachers continually evaluate their own practice in order to improve it
- Analyse the lesson together – trainee contribution can be very valuable

Collaborative teaching

Trainee, class teacher and mentor plan, teach and evaluate a lesson together. This ensures that the children have appropriate teaching while the trainee is developing confidence.

- The opportunity to plan lessons jointly with an experienced teacher is probably the most important way in which the trainee can learn. They will realise how much careful thought and effort is needed to plan a successful lesson.
- Actively involving the trainee in lesson planning will let them know that their ideas are valued and enable them to acquire competence in this area. Welcome and encourage their contributions. Work together on deciding which resources to use.
- Less confident trainees can build on achievements gradually without having to take responsibility for a whole lesson.
- Encourage the trainee to concentrate on just one aspect of the lesson at first, e.g. decide in advance which of the competences you want to focus on.
- Trainees can build up confidence by taking responsibility for a specific section of the lesson and learn the separate components of teaching one at a time.
- Be prepared to adapt your own teaching to accommodate the trainee's needs.
- Work towards more complex strategies as the trainee makes progress.

Benefits to the children of collaborative teaching

- Team teaching in the classroom can make a lesson more lively and exciting
- The lesson can flow more freely when the responsibilities are shared.
- There will be an increase in the amount of individual attention and support for each pupil
- It can facilitate the setting of differentiated task with each teacher supporting different groups

Analysing collaborative teaching

- Be open about any weakness in the lesson plan, but alert the trainee to the fact that things do go wrong and everyone can learn from this.

The Curriculum

Trainees will discover that their knowledge in various areas of the curriculum needs developing. Advice will need to be given on how to go about this. There are many ways in which you can help the trainee to develop expertise in the curriculum and subject knowledge.

- Let the trainee know as far in advance as possible what they will be expected to teach
- Advise them to research the subject content
- Support the trainee in identifying and addressing any gaps in their knowledge. Help them to carry out curriculum and subjects audits and prepare a programme of subject knowledge development
- Draw the trainee's attention to books or other resources from which they can quickly gain awareness
- Share information and ideas on how to make the subject interesting, motivating and accessible to children of different ages and abilities. Let the trainee know what the children will respond well to. Discuss strategies for keeping their attention
- Discuss ways in which you developed your own knowledge of the different subjects. Explain how you keep up to date with curriculum changes and new legislation
- Plan for the trainee to observe and teach different groups

Analysing classroom practice: mentor feedback

Keep the session focused.

- Decide in advance on which areas to focus .
- Support the trainee in his/her reflection of the lesson plan and subsequent delivery
- Make sure that the trainee understands exactly what you have observed
- Always begin by focusing on strengths. Make sure that the trainee identifies aspects they are pleased with. Analyse why particular aspects of the lesson went well.
- Consider with the trainee how he/she has achieved the target standards
- Decide how to address any weaknesses.
- Use your observation notes to inform the discussion.
- Provide feedback on the lesson as a whole, including the planning, and not just on the agreed focus
- Make sure that you discuss lesson content and relate it to the trainee's own knowledge and understanding
- Always begin by focusing on strengths. Make sure the trainee identifies aspects they are pleased with. Analyse why particular aspects of the lesson went well.

- Make sure the trainee understands which strategies were effective so that they can adapt them to new situations.
- Then encourage the trainee to identify problems. Discussing areas of weakness is less threatening if the trainees have already identified these for themselves.
- Help the trainee understand what did not go well but don't dwell on difficulties for so long that they become demoralised.
- Offer lots of suggestions but don't always expect the trainee to use them. They need to learn to judge possible courses of action for themselves.
- You may need to negotiate agreed strategies with trainees for solving any problems.
- Limit the number of areas you want the trainee to focus on improving. Concentrating on one or two key areas at a time is the best way to help the trainee move forward.
- As the course progresses encourage the trainee to review and evaluate their own practice even more critically.
- Encourage the trainee to decide on their action plan and leave them feeling able to address any weaknesses. Action planning at the end of a session is a key strategy for helping the trainee set future targets.

Self-Evaluation

It is important for the trainee to develop a self-critical approach so that they are aware of the need to improve constantly and not just settle for a minimum level of competence.

The trainee's contribution to assessment is very important. They will keep a checklist to show progress and complete a portfolio of evidence. You can help this self-evaluation through prompting and questioning.

- During self-analysis the trainee may have a tendency to focus on the weaker aspects. Don't let them do this!
- Trainees will often be aware of problems that occur in a lesson but may need help in analysing the reasons for those problems. Help them to find the way forward.
- If the trainee fails to recognise difficulties you may need to find a tactful way of bringing them into the discussion.
- Help the trainee identify outcomes. This will provide the foundation for future planning.
- Analysing successful lessons is just as important as working on the difficulties.

Assessment

Draw on a range of evidence – observation, analysis, discussion. Encourage the trainee to be open about any difficulties they are experiencing. Where the discussion takes place is important – it should remain professionally focused without being too formal.

At the end of each week trainees reflect on their learning and development and will cross reference this to the Teachers' Standards. Trainees set their own development targets. At least three solid pieces of evidence need to be gathered before a standard is deemed to have been met. Trainees must ensure there is a variety of evidence available to support their judgements and that each piece is annotated and cross referenced to the Standards.

At the end of every term mentors should highlight the School Direct Trainee Assessment Document which is based on the Standards to be achieved. In this way areas for development will be identified and targets set. Tutors will moderate and agree the judgements. External moderation will ensure the assessments are correct.

Use the School Direct Trainee Assessment Document which is based on the Standards to be achieved.

Towards the end of the course the trainee needs to be challenged to go beyond the standards required for QTS.

Mentor communication and training

Please plan to attend the Mentor Communication and Training. These run from 10.00 – 12.00 at the FIPC Centre and the dates are shown in the timetable.

TRAINING PROGRAMME

Individual Training Programme

The School Direct Programme is a highly differentiated course taking into account the trainees' variety of experience. The programme leads to the successful award of Qualified Teacher Status by building a bank of evidence referenced to the Teaching Standards enabling trainees to access a differentiated Initial Teacher Training programme.

It will develop, over the year, tracking progress and a systematic approach to setting targets for the next steps in a trainee's professional learning and development. Trainees will record training and development opportunities, including: formal training, school based learning, self-directed study and any other informal training in the Mentor Communication Book. Any experiences which contribute to the secure evidencing of the Teachers' Standards is valuable and should be logged and recorded.

Trainees should ensure weekly meetings with mentors are recorded in the Mentor Communication Book and targets set. Targets should be specific and achievable. Progress towards the targets will be discussed and monitored by School Direct Tutors.

Targets should be specific and achievable. Progress towards the targets will be discussed and monitored by School Direct Tutors.

Trainees are responsible for ensuring that 'gaps' within the Teacher's Standards are addressed. This means that at times the School Direct Programme may be quite bespoke. Experiences from previous employment or voluntary work may also be relevant and used as evidence. Please speak to the School Direct Leader should you need more direction on this.

Length of programme:

Normally the programme will be one academic year.

Teaching commitment

FIPC requires the following minimum level of pupil contact

Term 1 whole class - building to four half-day teaching sessions per week

Term 2 whole class - building to six half-day teaching sessions per week

Term 3 whole class - building to eight half-day teaching sessions per week

PPA will be provided by schools on the basis of 10% of pupil contact time. An additional 10 % non-contact is normally expected to be provided in line with normal provision for N.Q.T.s. The remainder of free time is for trainees to observe good practice throughout the school and to meet and discuss with subject coordinators. **This training is important to trainees and they should not be used as 'supply teachers'.**

Support and supervision meetings and other forms of communication

- Formal weekly meetings with mentor. (Evaluate progress on targets, set new targets, review portfolio evidence and identify gaps). Use the mentor form in the communication book
- Timetable of observations: (weekly, followed by feedback and written reflection)
- Training sessions
- Meetings with relevant school staff (discussions and observations of good practice)
- Whole school INSET sessions (where appropriate)
- Maintenance of Mentor Communication Book
- Routine visits and observations by School Direct Tutor

Preparation for meetings

To consider issues arising from training sessions with mentor.

Timetable use of non-contact time for training, observations of others, research for assignments, planning, preparation and recording each half term. This should reflect teaching commitments and targets set.

School induction period (first part of the Autumn Term)

Trainees to familiarise themselves with the school and key staff. They should draw-up a list of who does what and where everything is, read policy documents and any other staff guidance notes.

Trainees should observe good practice across school focusing on lesson structure, teaching strategies, class and behaviour management, settling-in routines.

Trainees may work initially with small groups of children – assisting with guided reading or other tasks, acting as T.A. to the classteacher working under supervision.

As they gain experience and confidence they should work with larger groups and then move to undertaking lesson introductions ('starters') or conclusions ('plenaries') before teaching the whole lesson. They will then develop a classroom presence and be recognised by the children as part of the established classroom staff.

Build on the programme of observations from the induction period by:-

Each half term agreeing with the mentor a programme of observations of good practice across years and subjects. Choice will be informed by targets set by mentor/tutor and should also help to prepare for subjects timetabled to teach.

By the end of the placement trainees should have observed lessons given by good practitioners in all subjects including grammar, phonics and early maths. Reflect on school guidelines about good practice and over the year consider:-

- Use of prior assessment and knowledge of children's needs
- Formulation, and use of, success criteria
- Structure and timing of lessons
- Effective classroom and behaviour management strategies.
- Differentiation and personalisation of learning,
- Effective grouping strategies
- Organisation and use of resources,
- Interactive teaching/learning strategies,
- Questioning skills
- Use of other adults
- Formative feedback and involvement of children in evaluating and improving work
- Use of plenaries

Use observations of others and content of college lectures and supplementary reading to build evidence of subject and curriculum knowledge.

- Mentors should keep a copy of all observations so that targets can be followed up

Record-keeping and other evidence

1. Maintain Behaviour Journal
2. Use your reading, reflections and observations to summarise periodically what you have learnt on a particular issue, e.g. effective strategies for classroom and behaviour management, influences on learning, strategies for personalising learning, liaison with parents, ways of involving children in evaluating and improving their work
3. Create a portfolio. Observations, mentor and tutor meetings should be stored here. Other evidence will be selected from your planning, assessment and training files as you move through the programme
4. Record any training which takes place outside normal College sessions, e.g. school training days, ICT sessions etc.
5. Make sure Mentor Communication Book is up-to-date
6. Follow school induction programme for the first few weeks including observations.
7. Record the briefing with SENCo and EAL Coordinator to contribute to and record SEN reviews. Check your list of school policies and procedures, SEN and EAL needs and strategies, managing the work of support staff. Visit a Special School. Complete the SEN task set at the SEN session.
8. Visit a Secondary School to see how transition to Year 7 works and record this in the behaviour journal.
9. Participate in a programme of school training, e.g. briefings with phase and subject leaders in preparation for planning and teaching their subject and phase. Begin with English, maths, science and add other subjects as you take them on.
10. Participate in the schools professional development programme (CPD)
11. Shadow and support wider school activities e.g. playground duties, assembly, SEAL activities.
12. Contribute to an interactive class display reflecting the cultural diversity of the class.
13. Contribute to an out of school activity. Carry out a risk assessment.
14. Contribute to cycle of monitoring and assessments in core and foundation.
15. Show knowledge and experience of foundation subjects, drawing on teaching, observations, training and reading etc.

16. Liaise effectively with parents, e.g. contribute to and record parent meetings and report writing.

Contrast Setting

(weeks 25 to 27)

Consider, with tutor and mentor, a focus for the contrast setting. Visit the setting early in the Spring Term and familiarise yourself with policies and practices.

- This will be an alternative phase
- Focus depends on school characteristics
- Follow handbook guidelines to compile contrasting setting evidence including an observation of you in each core subject
- Request HT/mentor to complete contrast setting report
- Increase whole class teaching to five half-day sessions by 3rd week
- Participate in any whole school training sessions
- Contrast setting mentors will be asked to complete a contrast setting report which must be signed by the mentor and the trainee.

Assignments

- School Summary : Appendix A
- Child Study: Appendix B
- Action Research: Appendix C

College-based training

Refer to Timetable for detail (Appendix B)

Attendance at College will normally be on Fridays with the exception of the period of the contrast setting placement when full time attendance at school will take place.

Some training sessions will take place at other venues.

Tuition at College will comprise:

- Specialist subject teaching: National Curriculum subjects
 - English
 - Mathematics
 - Science
 - Computer Science
 - Art
 - R.E.
 - P.E.
 - Humanities
 - MFL
 - Music
 - D&T

- Educational theory
- Behaviour Management
- Professional Studies
- Assessment
- Special Educational Needs
- EYFS

Final Assessment

Final teaching assessments will take place during the third term and will comprise of an observation by a tutor other than your own.

All evidence files have to be submitted for final assessment on Friday 19th June.

Week by week activity check

Refer to the timetable for week numbers

Before term starts

Undertake preliminary recommended reading
Complete School Summary Assignment
Complete Subject Knowledge Audits
Complete Audits

Term 1

Week 0	School Induction
Week 1	College Based Induction Day (see timetable) Hand in School Summary Assignment
Week 2	College Based Core Subject Day (see timetable)
Week 7	Hand in Behaviour Journal
Week 14	Hand in Child Study Hand in Behaviour Journal
Week 15	In school all week

Term 2

Week 21	Action Research Assignment Presentations to panel
Week 22	Action Research Assignment Presentations to panel
Week 23	Action Research Assignment Presentations to panel
Week 25	Contrast Setting Placement
Week 26	Contrast Setting Placement
Week 27	Contrast Setting Placement
Week 28	Complete Contrast Setting Mini Portfolio including a comparison of the schools Hand in Behaviour Journal
Week 29	In school all week

Term 3

Week 32	Hand in Action Research Assignment
Week 33	Ensure completion of SEN task
Week 39	Final Assessments begin
Week 41	Final Portfolio Assessment
Week 42	ADP Day
Week 43	Graduation

ORGANISATION OF EVIDENCE

You will need to establish and maintain the following files to demonstrate your competence across the Standards for QTS.

Portfolio Part 1 Training Programme File

1. Evidence Grid
2. CV and certificates, testimonials
3. Training Programme
4. Mentor Communication Book
5. Observations of own teaching by a range of observers
6. Observations of other teachers
7. Timetable
8. Tutor visit records
9. KS1/KS2 Subject Checklist or EYFS Subject Checklist
10. Trainee Assessments
11. Assignments
12. Behaviour Journal

Portfolio Part 2 Professional Learning File

1. School Direct Programme Induction session notes
2. Subject knowledge notes from college sessions
3. Teachers' professional duties and legal responsibilities

Portfolio Part 3 School Evidence

1. Plans and reflections in host school
2. Contrast setting mini-portfolio including plans and reflections in alternative Key Phase
3. EYFS, Key Stage 3 and Special School Evidence
4. Evidence of involvement in school life – INSET, trips, etc
5. Pupil assessment evidence

THE TEACHERS' STANDARDS

The Teachers' Standards and how they are assessed

The Department for Education has published a set of guidelines for Initial Teacher Training. These standards establish a common framework of expectations and will help to promote the highest professional standards for everyone coming into the teaching profession.

Only those trainee teachers who have met all of the standards will be awarded QTS. These standards are referred to throughout this Handbook.

The standards and the evidence required to demonstrate that the standards have been reached, are shown below. Final grades will be awarded according to the following criteria.

GRADE 1	Trainee's performance is very good / outstanding
GRADE 2	Trainee's performance is good and consistent
GRADE 3	Trainee's performance is inadequate
N	Trainee is still gaining evidence



FOREST INDEPENDENT PRIMARY COLLEGIATE

SCHOOL DIRECT EVIDENCE GRID

PART 1: TEACHING TSI. Set high expectations which inspire, motivate and challenge pupils	Description of Evidence	Location
<ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect. (1a) • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. (1b) • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. (1c) 		

TS2. Promote good progress and outcomes by pupils	Description of Evidence	Location
<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes. (2a) • Plan teaching to build on pupils' capabilities and prior knowledge. (2b) • Guide pupils to reflect on the progress they have made and their emerging needs. (2c) • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. (2d) • Encourage pupils to take a responsible and conscientious attitude to their own work and study. (2e) 		

TS3. Demonstrate good subject and curriculum knowledge	Description of Evidence	Location
<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. (3a) • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. (3b) • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. (3c) • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. (3d) • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. (3e) 		

TS4. Plan and teach well structured lessons	Description of Evidence	Location
<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time. (4a) • Promote a love of learning and children’s intellectual curiosity. (4b) • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. (4c) • Reflect systematically on the effectiveness of lessons and approaches to teaching. (4d) • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). (4e) 		

TS5. Adapt teaching to respond to the strengths and needs of all pupils	Description of Evidence	Location
<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. (5a) • Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. (5b) • Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. (5c) • Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (5d) 		

TS6. Make accurate and productive use of assessment	Description of Evidence	Location
<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. (6a) • Make use of formative and summative assessment to secure pupils' progress. (6b) • Use relevant data to monitor progress, set targets, and plan subsequent lessons. (6c) • Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback. (6d) 		

TS7. Manage behaviour effectively to ensure a good and safe learning environment	Description of Evidence	Location
<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy. (7a) • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. (7b) • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. (7c) • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. (7d) 		

TS8. Fulfil wider professional responsibilities	Description of Evidence	Location
<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. (8a) • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. (8b) • Deploy support staff effectively. (8c) • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. (8d) • Communicate effectively with parents with regard to pupils' achievements and well-being. (8e) 		

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.

Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.

Showing tolerance of and respect for the rights of others.

Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

I have read and understand the Teaching Standard concerned with personal and professional conduct and agree to maintain the standards of ethics and behaviour stated therein.

Signed by School Direct Trainee _____

Date _____

CAUSE FOR CONCERN

Procedures in the event of a trainee failing to make progress towards QTS

The course is challenging and trainees can count on much support from staff, particularly during the early stages.

Causes for concern may be:

- Weak curriculum or subject knowledge.
- Poor quality planning
- Poor classroom management and lack of provision to establish a secure and effective learning environment
- Inadequate behaviour management. Lack of high expectations for pupil behaviour and no established, clear framework for class discipline, which anticipates and manages pupil behaviour and promotes self-control and independence
- Lack of effective monitoring and assessment to support teaching and learning
- Inability to improve teaching by evaluating it and learning from the effective practice of others.
- Not responding positively to feedback from colleagues and from other forms of evidence.
- Lack of motivation and not able to take increasing responsibility for their own professional development
- Poor quality assignment submissions
- Health and Safety issues
- Not exhibiting satisfactory professional standards
- Equal Opportunity issues

These issues will be identified either from unmet targets set by class teacher mentors or School Direct tutors and standards evidence. If there are obvious and persistent weaknesses the following procedure will be implemented.

Stage 1 Cause for concern

- The School Direct tutor and the Class teacher mentor will do a joint observation against the standards which are a cause for concern.
- A preliminary meeting will be held between the class teacher mentor, the School Direct tutor and the trainee. Based on written evidence:
 - clear agreed targets will be set
 - a programme of support drawn up
 - A review date agreed
 - The outcomes from the above will be put in writing with the standards against which the trainee is failing to make progress, the action plan, the targets and the review date agreed.

Stage 2 Notice of risk of failure

- If at the review meeting there is sufficient evidence that the trainee has made enough progress towards achieving the action plan identified at Stage 1, then new targets will be set and an action plan, to include review dates will be drawn up. All parties to sign documentation.
- If at the review meeting there is not sufficient evidence that the trainee has made enough progress towards achievement of the action plan as identified in Stage 1 then:
 - Any mitigating circumstances will be considered
 - The decision may be made to issue a notice of risk of failure. This must include an action plan outlining the targets to be met, the standards which the trainee is at risk of failing, and a fixed timescale

Stage 3 Failure

- If at the review meeting there is not sufficient evidence to indicate that the Trainee will achieve the standards identified at Stages 1 and 2 then the Trainee will be informed that s/he has failed and should withdraw from the Programme.
- Either the Principal or an alternative School Direct tutor should be present at this meeting in order to provide a fresh perspective on the trainee's progress and potential to fail.

- The trainee has the right of appeal. This appeal should be addressed to the FIPC Director in the first instance who will then bring the matter to the attention of the Quality Assurance Committee.
- FIPC may offer further counselling and support to help a failed trainee to move on in their career options.

All meetings must be minuted and all decisions put in writing. Resulting documentation must be signed by all relevant parties.



Forest Independent Primary Collegiate

School Direct Trainee

Cause for Concern Action Plan

Stage 1

Sheet 1 of 1

Trainee Mentor.....

School Tutor Date

Areas of concern

Targets	Support	Review date	Outcomes

Review of cause for concern action plan following stages identified in School Direct Handbook

Signed(Trainee) Signed(Mentor)

Signed(Tutor) Signed (School Direct Leader)



APPENDIX A

Assignment 1: School Summary

(4000 – 5000 words)

To demonstrate your understanding of the ethos and make-up of the school in which you are placed and to recognise the part that you will play in supporting this.

Write a descriptive account of your placement school explaining its demographic context, history, size and organisation structure. Pay particular attention to any special features e.g. denomination, catchment, status (Academy, Voluntary Aided, Foundation etc). Describe the staffing structure and approach to management, behaviour policy and uniform code, admissions policy and any issues arising from oversubscription or falling roles. Refer to the most recent Ofsted Report to establish strengths and weaknesses.

This information may be gathered from a range of sources – website, Ofsted, policy documents, parents' newsletters, conversations with your mentor and senior management.

If you have previously worked in the school in a different capacity you may wish to comment on the experience of changing role. If you have limited experience of working in a school environment, your summary could contain a description of the impact of a career change.

The assignment will be assessed according to the following criteria

- Quality of written English
- Effectiveness of the summary as a pen-picture of your setting
- Detail and accuracy of information conveyed
- Depth of analysis of school, its setting and ethos
- Breadth of understanding of policies and practices and their rationale.

Standards

Part Two

Submission Week 1



Forest Independent Primary Collegiate

School Summary Assignment Assessment

Trainee Name

School Name

Tutor

Title of Work

Date Submitted

I confirm that this is my own work and that I have cited all references in accordance with recognised academic practice.

Signed Date

Tutor Comments

Grade



APPENDIX B

Assignment 2: Child Study

(3500-4000 words)

Aim

The aim of this assignment is to learn to look at a child from different perspectives drawing from the behaviour exhibited and the approach to learning. Observation template guidelines are available for specific needs.

A child profile with specific reference to behaviour, language and literacy

Learning outcomes:

- that the process of learning is individual
- that evidence to support planning for learning can be varied
- to understand how children make progress in their learning
- that researching areas of a child's difficulty/strength may help to support the child.

Method

Choose a child during the first half term with help from the mentor. The chosen child may not necessarily be on Stages of Assessment or showing behavioural difficulties. The child may instead show excellent behaviour, but your analysis of child's learning and behaviour is of equal importance. Evidence may usefully be drawn in part from your behaviour journal writings. You may also choose to use observation and levelling schedules. Evidence should be gathered on home, relationships, learning behaviour and interests and should record changes or developments in the child's behaviour throughout the term. Discussion with the teacher or other adults will be important as will background reading. The child may demonstrate obvious behaviours and you should consider these in terms of strategies and theories. Specific characteristics of behaviour or learning should be researched and included in the body of the work.

Many questions may arise, for instance, does poor behaviour necessarily mean the child is not learning? Is a child's social development important to success in schools? What sustains the child's good learning behaviour? How do you define inappropriate learning behaviour and how is it sustained in some instances? The purpose of this section is to link the child's behaviour directly to learning ability and skills.

The child's work can be used as evidence, particularly examples of reading, writing, speaking and listening and grammar. Interviews or passing comments should be recorded. Levelling and assessment examples should be included. Areas for extension e.g. assembly, school plays, circle times should also be examined if appropriate.

You should include some suggestions how identified needs could be addressed. Especially important are your recommendations for ways in which the child's behaviour may be managed so as to optimise learning.

An appendix of examples of work or supporting evidence should be provided.

This assignment must show professional skills and understanding. It must show clearly that you have researched. School Direct trainees should show that they have consulted their mentor/class teacher or any professional in their chosen area that is related to their focus child. Reading must be shown. This assignment is graded and is part of your final summative assessment.

Standards

TS1b Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

TS2d Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

TS3c Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

TS5d Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Submission Week 14



Forest Independent Primary Collegiate

Child Study Assignment Assessment

Trainee name:

Tutor:

Date:

Required outcomes met:

- | | |
|--|---------|
| • that the process of learning is individual | yes/no |
| • that evidence to support planning for learning can be varied | yes /no |
| • to understand how children make progress in their learning | yes/no |
| • that researching areas of a child's difficulty/strength may help to support the child. | yes/no |

General comments:

Areas of strength:

Areas to develop:

Standards relating to behaviour and class management:

TS1 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

TS2 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

TS5 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these; demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development.

TS7 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Standards relating to language and literacy:

TS3. Demonstrate good subject and curriculum knowledge: have a secure knowledge of English to foster and maintain pupils' interest in the subject and address misunderstandings. Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

Assessment criteria met

1		2		3		4	
question fully addressed		good attempt to address the question		attempt to address the question		question attempted or inadequately addressed, main concept understood	
outstanding coverage of a number of aspects of the topic		understanding of the main issues		basic understanding of the main issues		partial understanding of the main issues	
relevant selection and use of appropriate and extensive reading independent, critical and reflective thinking sharply focused analysis		a range of reading used to support ideas/arguments a good attempt to evaluate/argue/discuss and reflect on the main issues with some critical input		evidence of some reading possibly restricted to basic texts some analysis and reflection but possibly lacking in depth and scope		some reading, poorly used little or no evidence of reflective thinking	
clear structure		appropriate structure relevant appendix		an attempt to structure work		unclear or no structure	
lucid written style and sometimes drawing on relevant knowledge outside of the topic in question		good written style		satisfactory written style		repetitive, disjointed or confused written style	

Signed Date

Grade

APPENDIX C

Assignment 3: Action Research

(4000 – 5000 words)

Aim

To know how to develop practice that impacts on teaching and learning

Learning Outcomes

- Trainees should show skills of presentation and communication, research and knowledge.
- Trainees should be able to consider their research in light of any of the areas of teacher pedagogy and knowledge base.

Method

- Trainees should consider an aspect of their class practice, environment or knowledge base that could be developed with the possibility of it impacting on their teaching and learning, their learning and their pupils' learning. Ensure that this is an achievable research, keeping your hypothesis small.
- Trainees should then form an initial hypothesis (in the form of a question), based on their original observations of an area of development, and support this by relevant reading.
- The chosen methodology (qualitative/quantitative) should be discussed and the approach (action research) should be supported by a discussion of the various methods of collecting data (e.g. observations, questionnaires, interviews).
- Once in place, the idea should be put into action – then reflect, evaluate, change, modify and develop based on data, using the behaviour journal as an aid to recording.
- Trainees should then consider what has been learnt from the data, write up the findings citing the journal and all other methods used e.g. interviews with staff/children, cross linking this with supportive reading.
- Trainees should write a conclusion, recommendations and suggested areas for further work, ensuring subtitles signposting the work for the reader.

Presentations

- The presentation should show clearly the action research process in order to share knowledge with colleagues through clear communication orally and visually.
- The final grading will be based on both the written submission and presentation.
- Criteria for grading will be
 - Originality
 - Rigour
 - Quality of written English
 - Adherence to chosen methodology and methods
 - Reference to relevant literature
 - Scope of recommendations and opportunity for further research

Standards

- TS4d** Reflect systematically on the effectiveness of lessons and approaches to teaching
- TS4e** Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
- TS8a** Make a positive contribution to the wider life and ethos of the school
- TS8b** Develop effective professional relationships with colleagues. Knowing how and when to draw on advice and specialist support
- TS8d** Take responsibility for improving teaching through appropriate professional development

Presentation date: Weeks 21, 22, 23

Final Submission of document: Week 32



Forest Independent Primary Collegiate

School Direct Action Research Assignment Assessment

Action Research Assessment Form		Title of Presentation
Trainee name		
Panel agreement on presentation mark		
	1 – 2 – 3 – 4	
<p>Content Professionally interesting. Relevant and carefully selected content. Presentation demonstrates the ability to succinctly summarise or to refocus on salient points arising from the action research. Clearly contributes to own and others professional development</p> <p>Focus of enquiry Clear and relevant choice of focus. Appropriately linked to other subjects. The content of the report fully addresses the original question or statement.</p>		<p>Content Dull, inappropriate and poorly selected content which fails to bring out salient points and to contribute to others professional development. The content fails to address the subject.</p> <p>Focus of enquiry Poorly focused and lacking in clarity of aim. Has given little or no relevance to teaching or to the broader context of education</p>
<p>Recognition of audience Involves audience appropriately and effectively through questions, activities or discussion. Piece contributes well to others professional development. Fully engages audience's attention. Communicates clearly and with correct grammar.</p>		<p>Recognition of audience Does not involve or engage audience's attention, or contribute to their professional development.</p> <p>Poor use of language</p>
<p>Structure and style Well structured and timed presentation appropriate to the topic and content of the presentation. A good range of information and clearly presented demonstrating competence in a broad range of ICT.</p>		<p>Structure and style Poorly structured and/or inappropriate presentation.</p>
<p>Use of materials Very well prepared, focused and organized materials, carefully used data and fully supportive of the content of the presentation.</p>		<p>Use of materials Aids poorly prepared and used, data providing little or no support for the topic</p>
WRITTEN SUBMISSION		
<p>Use of relevant literature, ideas, depth of knowledge and understanding Good evidence of basic literature search and school-focused reading. Competent and critical use of sources and pertinent and well-paced quotations and references. The work demonstrates a thorough understanding of basic concepts, theory and practice in the field. Explanations are well supported by research and reading. Clear personal conclusion.</p>		<p>Little evidence of engagement with relevant literature in the field. Few or no references to sources consulted. Poor and/or inappropriate quotations and references. The work demonstrates limited understanding of basic concepts, theory and practice in the field. Conclusions are muddled and poorly expressed. Links between enquiry in the field, reading, theory and practice are inadequately drawn.</p>
<p>Structure, production and presentation The work has a strong, clear structure which describes the development of the topic. Data is presented clearly and sections follow a logical sequence. The language used is expressive, correct and appropriate to the genre.</p>		<p>The work is poorly structured and obscures the points made and the significance of the topic. The work is poorly laid out and presented with limited use of ICT. Language punctuation and style are incorrect or inappropriate to the genre, and academic conventions are not adhered to.</p>
Name of reviewer:	Signed	
Date:		
Presentation mark		
Written submission mark	Overall result	

APPENDIX D TIMETABLE





Week No	W / B	Monday	Tuesday	Wednesday	Thursday	Friday
0	1st Sept	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
1	8 th Sept	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Induction Day
2	15 th Sept	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Core Subject Induction Day
3	22 nd Sept	SCHOOL	SCHOOL	SCHOOL	SCHOOL	English AMK
						Maths MT
4	29 th Sept	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Child Development Morrish
						English AMK
5	6 th Oct	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Science IM
						Maths MT
6	13 th Oct	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Science IM
						English AMK
7	20 th Oct	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Educational Theory Morrish
						Maths MT

8	27 th Oct					
9	3rd Nov	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Talking for a Purpose Morrish
						Maths MT
10	10 th Nov	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Science IM
						English AMK
11	17 th Nov	SCHOOL	SCHOOL	SCHOOL	SCHOOL Mentor Training	Science IM
						English AMK
12	24 th Nov	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Science IM
						Maths MT
13	1st Dec	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Behaviour Management Morrish
						SEN JP
14	8 th Dec	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Interview Techniques PG
						Christmas Lunch
15	15 th Dec	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
16	22nd Dec					
17	29 th Dec					
18	5 th Jan	SCHOOL	SCHOOL	SCHOOL	SCHOOL	EMAS PR

19	12 th Jan	SCHOOL	SCHOOL	SCHOOL	EYFS Gearies RD	EYFS St Edmunds JJ
20	19 th Jan	SCHOOL	SCHOOL	SCHOOL	SCHOOL	ART IB
21	26 th Jan	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Action Research SB KR
22	2 nd Feb	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Action Research SB KR
23	9 th Feb	SCHOOL	SCHOOL	SCHOOL	SCHOOL Mentor Training	Action Research SB KR
24	16 th Feb					
25	23 rd Feb	CONTRAST SETTING	CONTRAST SETTING	CONTRAST SETTING	CONTRAST SETTING	CONTRAST SETTING
26	2 nd Mar	CONTRAST SETTING	CONTRAST SETTING	CONTRAST SETTING	CONTRAST SETTING	Reading Gearies RD

27	9th Mar	CONTRAST SETTING	CONTRAST SETTING	CONTRAST SETTING	CONTRAST SETTING	CONTRAST SETTING
28	16 th Mar	SCHOOL	SCHOOL	SCHOOL	SCHOOL	EDUCATION SHOW
29	23rd Mar	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
30	30th Mar					
31	6th Apr					
32	13th Apr	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Assessment DS
						Voice coaching PG
33	20th Apr	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SEN JP
						ICT MM
34	27th Apr	SCHOOL	SCHOOL	SCHOOL	SCHOOL	PE
						MFL Larkswood Teaching School
35	4th May		SCHOOL	SCHOOL	SCHOOL	Poetry KR
						ICT Our Lady of Lourdes
36	11th May	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Geography DH
						D&T SB

37	18th May	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Music MB
						Drama DL
38	25 th May					
39	1st June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	RE PG
						History BW
40	8th June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	ICT Gearies
41	15th June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Final Portfolio Assessment Day
42	22nd June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	ADP DAY
43	29th June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	GRADUATION

KEY	
	School/Contrast Setting
	Holiday
	FIPC base
	Training Site



APPENDIX E

Useful Internet addresses:

Resources:

www.essex.gov.uk/Business-Partners/Partners/Schools/Essex-Grid-Learning/Schools/Primary-Schools/Pages/Default.aspx

General Information: Standards: Skills tests information and log-on:

www.education.gov.uk/sta

www.education.gov.uk/schools/careers/traininganddevelopment/professional/b00211200/registration

National Curriculum

www.education.gov.uk/schools/teachingandlearning/curriculum/primary

Resources:

www.guardian.co.uk/teacher-network

www.gov.uk/schools-colleges

www.teachingideas.co.uk/

www.primaryresources.co.uk/

www.schoolsnet.com/uk-schools/schoolHome.jsp

www.eyfs.info/

www.hamilton-trust.org.uk/

www.tes.co.uk/

www.bbc.co.uk/learningzone/clips/

www.bbc.co.uk/bitesize/ks2/

www.resources.woodlands-junior.kent.sch.uk/

www.bbc.co.uk/skillswise

www.primarygames.com/

www.phonicsplay.co.uk/

Monitoring, Assessment and Testing

www.education.gov.uk/schools/teachingandlearning/assessment/keystage2

www.thegrid.org.uk/learning/assessment/ks2/

www.testbase.co.uk/sec/index.asp

www.primarytools.co.uk/pages/apponesheet.html

Counselling & Support

www.teachersupport.info/

Cross curricular areas - English as an Additional Language (EAL)

www.naldic.org.uk/eal-teaching-and-learning/outline-guidance

Special Educational Needs

www.nasen.org.uk

Subjects

Art and design

Citizenship

Design and technology

English

Geography

History

ICT

Mathematics

Modern foreign languages

Music

RE

Science

www.nsead.org/itt

www.citized.info

www.data.org.uk

www.nate.org.uk

www.geography.org.uk/gtip

www.history.org.uk/resources/

www.ict-tutors.co.uk

www.itemaths.org.uk

www.bbc.co.uk/schools/primarylanguages/

www.smartmusic.com/

www.natre.org.uk

www.ase.org.uk

Further useful websites...

All Subjects	www.topmarks.co.uk/
Art	www.crayola.com/for-educators.aspx
English	www.readwritethink.org/files/resources/interactives/letter_generator/ www.bbc.co.uk/bitesize/ks2/english/ www.wordsmyth.net/
English - Literacy – Adverts	www.paigntonzoo.org.uk/plan-your-visit www.comparethemarket.com/meerkat/history/ www.normanb.net/ads.htm
Geography	www.google.com/earth/
History – Codebreakers	www.counton.org/explorer/codebreaking/ www.bbc.co.uk/history/worldwars/
RE - Hinduism	www.sanatansociety.org/ www.littleganeshas.wordpress.com



APPENDIX F

Recommended reading list

KS1 and KS2

- Arthur J and Cremin T (2010) Learning to Teach in the Primary School. Routledge
Bielby M (1999) Teaching reading at Key Stage 2
Burnard S (1998) Developing Children's Behaviour in the Classroom. London: Falmer Press
Clarke Shirley (2009) Active Learning through Formative Assessment. Holder Education
Clarke Shirley (1998) Targeting assessment in the Primary School. Hodder & Stoughton
Corbett Pie (2009) Talk for writing across the curriculum, classroom ideas series of handbooks and variety of manuals how to teach
Cowley S (2006) Getting the Buggers to Behave. Continuum International Publishing Group
Dixon Peter (2005) Let Me Be (Early years)
Ginnis Paul (2002) The Teacher's toolkit
Hayes D (2009) Learning and Teaching in Primary School. Learning Matters
Jackson & Stockwell (1996) The Nature and Functions of Language. Cheltenham Stanley Thornes
Keeling David (2009) Rocket up your class
Medwell Jane (2005) Successful Teaching Placement (Primary and Early Years). Learning Matters
Medwell Jane et al (2001) Primary English Teaching Theory and Practice. Learning Matters
Medwell Jane et al (2001) Primary English Knowledge and Understanding. Learning Matters
Moyles J & Robinson G (1995) Beginning Teaching: Beginning Learning. OU Press
Pollard Andrew et al (2002) Reflective Teaching: Effective and Evidence Informed Professional Practice. Continuum
Rogers Bill (2007) Classroom Behaviour; 2nd Edition. Paul Chapman Publishing
Smith Jim (2010) The lazy teacher's handbook
Suggate J et al (1998) Mathematical Knowledge for Teachers. David Fulton
Whenam M (1995) Understanding Primary Science. Paul Chapman

EYFS

- Bilton H (2006) Playing Outside. David Fulton Publishers
Brown B (2008) Equality in Action: a way forward with Personal dolls. Trentham Books Ltd
Bruce T (1987) 3rd edition 2005. Early Childhood Education. London: Hodder and Stoughton
Bruce T and Spratt J (2008) Essentials of Literacy from 0-7. Hodder/Arnold
Edgington M (2004) The Foundation Stage Teacher in Action. Paul Chapman Publishing Ltd.
Featherstone S & P (2008) Like Bees, not Butterflies. Child initiated learning in the early years. A & C Black Publishers Ltd
Holland P (2003) We don't Play with Guns here. Maidenhead, Philadelphia. Open University Press
Hutchin V (2008) Supporting Every Child's Learning across the Early Years. A&C Black Publishers Ltd
Hutchin V (2003) Observing and Assessing for the Foundation Profile. London: Hodder and Stoughton
Louis S with Beswick C and Hayes L (2008) (S. Featherstone, Ed) Again! Again! Understanding Schemas. Lutterworth:
Pound L (2003) Supporting Music in the Early Years. Maidenhead: Open University Books
Riley J (2007) Learning in the Early Years. Sage
Tovey H (2007) Challenge and Risk in Outdoor Play. Maidenhead: OU Books
-



APPENDIX G

Acronyms

ADP	Action and Development Plan
AFL	Assessment for Learning
AHT	Assistant Head Teacher
CPD	Continuing Professional Development
DBS	Disclosure and Barring Service (formerly CRB) certificate
DFE	(formerly DFEE and DCSF) Department for Education
DHT	Deputy Head Teacher
EAL	English as an Additional Language
ECM	Every Child Matters
EYFS	Early Years Foundation Stage
FIPC	Forest Independent Primary Collegiate
HE	Higher Education
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
INSET	In-Service Educational Training
ITP	Individual Training plan
ITT	Initial Teacher Training
KS	Key Stage
LA	Local Authority
LSA	Learning Support Assistant
NC	National Curriculum

NCTL	National College of Teaching and Leadership
OFSTED	Office for Standards in Education
OTT	Overseas Trained Teacher
PPA	Planning Preparation Assessment
QCA	Qualification Curriculum Authority
QTS	Qualified Teacher Status
SATs	Standard Assessment Tasks
SDP	School Direct Programme
SDT	School Direct Trainee
SEN	Special Educational Needs
SLT	Senior Leadership Team
SMT	Senior Management Team
SPAG	Spelling and Grammar Test
TA	Training Agency
TA	Teaching Assistant
TS	Teachers' Standards



APPENDIX H

Forest Independent Primary Collegiate

Mentor Checklist

Autumn Term

- Provide medium term plans
- Provide class timetable and class lists of information IEPs etc.
- Provide opportunities for trainee to teach parts of sessions or groups
- Help to design trainee's timetable
- Provide opportunities for trainee to observe teachers
- Ensure trainee is involved in all aspects of school life
- Observe trainee weekly
- Meet with trainee weekly, record in mentor communication book- set targets relating to The Teaching Standards. Check planning and reflections. Discuss school based tasks
- Use trainee grading template to identify ways in which trainee can move to the next level during joint lesson observation with tutor (end of term).

Spring Term

- Help to design trainee's timetable
- Provide opportunities for trainee to observe teachers
- Observe trainee weekly
- Meet with trainee weekly, record in mentor communication book- set targets relating to The Teaching Standards. Check planning and reflections. Discuss school based tasks.
- At half term agree mid programme grade with tutor and set targets for contrast setting school
- Meet contrast trainee
- Observe contrast trainee delivering maths or literacy (tutor will observe the other subject)
- Complete contrast placement assessment for contrast trainee.

Summer Term

- Help to design trainee's teaching timetable
- Observe trainee fortnightly
- Meet with trainee regularly, record in mentor communication book, set targets relating to The Teaching Standards. Check planning and reflections.
- Portfolios are graded at college after half term(information only)
- Final Assessment takes place after half term. This involves the trainee planning and teaching a lesson. This is observed by an FIPC tutor (information only)



APPENDIX I

Forest Independent Primary Collegiate School Direct Trainee Lesson Plan

Class Year	Subject/Area of Learning
Name	Date
Learning Objectives/ELG	
Targets from previous observation	

Success criteria / assessment evidence
--

<i>Procedure with times</i>
Starter
Main
Plenary

Differentiation including challenges

Key vocabulary / Key questions

Behavioural objectives (trainee's strategies)

Homework

Health & Safety

Resources/ICT

Additional adult support
Focus Group

Additional actions/resources

LSA comments



APPENDIX J

Forest Independent Primary Collegiate

School Direct Additional Adult Plan

Name	Lesson / Time /Date
------	---------------------

Learning Objective

Success Criteria

What I would like you to do during:

Introduction: (whole class teaching)

Children to Support	This is what I would like you to do and how.
---------------------	--

Group Work

Children I would like you to support

This is what I hope they will have learned by the end of the activity.

This is the “method” that I hope they will have learned how to use.

Resources

Plenary (whole class teaching)

Children to support

To do what and how

How did they get on?

Child's name	Symbol	Comment

Additional Comments



APPENDIX K

Forest Independent Primary Collegiate

Lesson Reflection Summary

Reflection of lesson	
What happened? How did I do? Did I achieve the standards focused on?	
Strengths	
Weaknesses	
Ideas/action/plans/target for next lesson	
Did the children achieve the learning objective?	
What did the children learn? Any surprises?	

Trainee comments:

Signed



APPENDIX L

Forest Independent Primary Collegiate Lesson Observation

Trainee _____

Observed by _____

Subject _____

Date _____

Year _____ Pupil no. _____

Standard Focus _____

<p>Starting Off <u>4b,1c</u> (Good start? Clear explanations? Subject Knowledge? Professionalism?)</p>	<p>Planning, Preparation and Resources <u>1a,2b,4c,5c,8c</u> (Clear objectives? Subject knowledge sound? Resources suitable, prepared, checked?)</p>
<p>Main Part of Lesson <u>2e,3c,4a,6b,7c,8d</u> (Delivery? Pace? Monitoring progress? Whole class awareness? Subject knowledge? Assessment opportunities? Questioning?)</p>	<p>Understanding <u>1b,2d,3a,5a,5b,5d</u> (Appropriateness? Too hard/easy? Suitability? Subject knowledge?) Has the trainee demonstrated an understanding of the key concepts, language and skills relevant to the subject area? Progression in the subject area? Connections to other topics?</p> <p>Classroom/Behaviour Management <u>7a,7b,7d,8b</u> (Manner towards children? Clear trainee strategy for behaviour organisation/ use of LSAs or other adults?)</p>

Plenary 2a,2c,6d

(Suitability? Evaluate learning? Use of effective questioning, assessment, attitude, pedagogy, transition)

Standards relating to lesson and discussion

3d Phonics lesson

3e Early Maths lesson

4e Cross Curricula lesson

4d Trainee demonstrates the ability to reflect appropriately

8e Interaction with parents observed pre or post lesson.

3b Knowledge of up to date educational developments from discussion

8a Trainee demonstrates full participation in school life – discussion on assemblies, playground and other duties.

6a,6c Trainee demonstrates secure assessment knowledge

Strengths (with standards)

Areas for development (with target standards)



APPENDIX M

Forest Independent Primary Collegiate

Observation Sheet for trainee completion

Date

Subject observed:

Year Group:

Learning Objective(s):

Time	What is the Teacher Doing?	Why do you think she/he is doing it?
Record the time you begin each element of the observation	Give a brief description of what the teacher is doing at the time of each element of the observation. Eg. explaining the task - working with a group - explaining to the group - giving the five minute warning about the end of the time available for the particular element involved.	Give a brief description: Eg. - so the class knows what to do next - so the group knows what to do next - to check whether the individual knows what to do next.

Reflections

Identify at least 2 personal teaching targets arising out of what you have observed	When and how do you think you will be able to begin to achieve these targets? Try to be as precise as possible
<p>What have you observed? Is there anything that you feel you would like to imitate/ try out in order to further develop your teaching style? Is there anything that you have observed that you know you would be reluctant to imitate/ try out? If so, why?</p>	<p>“The road to hell is paved with good intentions” Plan the when and how, i.e. set yourself targets and strive to achieve them but be realistic and recognise what these targets will look like if you do achieve them.</p>



APPENDIX N

Forest Independent Primary Collegiate Contrast Setting Report

Name of school

Teachers' Standards

Name of trainee

Highlight on achievement

TS1a	Establish a safe and stimulating environment for pupils , rooted in mutual respect	- I demonstrate an enthusiasm for the classroom and the school environment.
TS1b	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	- I provide challenging learning and linked activities with an awareness of how barriers to learning are overcome.
TS1c	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	- I model an intrinsic passion for learning and inspire and communicate enthusiasm to learners.
TS3a	Have a secure knowledge of the relevant subject and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	- I have planned and researched my lesson well. - I have planned and demonstrated my understanding of phonics through a successful lesson observation.
TS3c	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	- I demonstrate correct spelling and sentence structure. - I use correct grammar
TS3d	Whatever the teacher's specialist subject, demonstrate a clear understanding of systematic synthetic phonics.	- I am a positive role-model in all I do
TS3e	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	- I have observed, planned and been observed delivering an early reading session. - I have observed, planned and been observed delivering an early maths session using appropriate resources.
TS4a	Impart knowledge and develop understanding through effective use of lesson time.	- I recognise the importance of the lesson plan in balancing content and time.
TS4d	Reflect systematically on the effectiveness of lessons and approaches to teaching.	- I am developing my skills by sharing and discussing my own practice and that of colleagues. - I have completed my lesson reflections

TS5a	Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	<ul style="list-style-type: none"> - I can differentiate according to the needs of the pupils.
S6b	Make use of formative and summative assessment to secure pupils' progress	<ul style="list-style-type: none"> - I am confident in my understanding of formative and summative assessment
S7a	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	<ul style="list-style-type: none"> - I model expected behaviour and use language that promotes appropriate behaviour.
S7b	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	<ul style="list-style-type: none"> - I use a variety of well-chosen behaviour management strategies.
S8a	Make a positive contribution to the wider life and ethos of the school.	<ul style="list-style-type: none"> - I participate in playground duty and model enthusiasm for the environment and school events.
S8b	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	<ul style="list-style-type: none"> - I have ensured I mix with other members of staff including the class teacher and use expertise of others as appropriate.
S8c	Deploy support staff effectively	<ul style="list-style-type: none"> - I plan for additional adults in the classroom
S8d	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	<ul style="list-style-type: none"> - I have written lesson reflections concentrating on targets in this contrast setting.

Something to celebrate (note any concerns here)

Signed Class teacher

Signed Trainee



APPENDIX O

Foundation Stage Trainee Subject Checklist

Subject check list of observations by College Tutor, Class Teacher, Mentor and SMT

Seven Areas of Learning for the Early Years Foundation Stage

Personal, social and emotional development	Communication and language	Physical development	Understanding the world	Mathematics	Literacy	Expressive Arts and Design

Year 1 or 2 core subjects in second placement

Literacy	Numeracy	Science

College tutor and class teacher mentor will liaise to ensure that the core subjects are observed. Dates will be recorded and references made to the observations.



APPENDIX O

Forest Independent Primary Collegiate KSI, KS2 Trainee Subject Checklist

Subject checklist of observations by College Tutor, Class Teacher, Mentor and SMT

Literacy	Numeracy	Science	ICT	PE	Humanities	Art/D&T	Music	PSHE

College tutor and class teacher will liaise to ensure that a spread of subjects is observed- dates will be recorded and references made to the observations.

APPENDIX P

School Direct Trainee and Mentor Weekly Training Record

Week Date

Progress from previous meetings (including standards)

Targets and Standards focus for next period

Signed by Mentor

Signed by Trainee

Signed by Tutor

School Direct Trainee and Mentor End of Term Reflection

Week Date

Progress from previous term (including standards)

Targets and Standards focus for next term

Signed by Mentor

Signed by Trainee

Signed by Tutor



APPENDIX Q

School Direct Tutor Visits Autumn Term 2014

Trainee: _____ **School:** _____ **Class Teacher Mentor:** _____

Visit	Date/Time Subject	School:	Class Teacher Mentor:	Notes
1				
2				

3	<ul style="list-style-type: none"> • To carry out an observation of the trainee delivering a lesson. • Feedback and set targets. • Discuss targets with the mentor and trainee. • Check on progress of tasks and review training plan. • Sign mentor communication book. 	
4	<ul style="list-style-type: none"> • To carry out a joint lesson observation with mentor and provide feedback. Set appropriate targets to move trainee to the next developmental level using the progress template. Discussion with the trainee and mentor. • Check on progress of tasks and review training plan. • Sign mentor communication book. • Ensure completion of the End of Term reflection. 	



APPENDIX R

School Direct Tutor Visits Spring Term 2015

Trainee:

School:

Class Teacher Mentor:

Visit	Date/Time Subject	Notes
1	<ul style="list-style-type: none"> To carry out a lesson observation of the trainee delivering a lesson . Feedback and set targets. Discuss targets with mentor and trainee. Check on progress of tasks and review training plan. Sign mentor communication book. 	
2	<ul style="list-style-type: none"> Meeting with the mentor and trainee to set targets for the contrast setting placement Review spread of subject observations Sign mentor training record in communication book and ensure targets are set and reviewed. Lesson observation as needed. 	

3	<ul style="list-style-type: none"> • Tutor to visit the trainee in contrast setting. • Discuss the placement with both class teacher and trainee. • To identify standards and discuss targets. • To discuss mentor completion of trainee's assessment documentation. • To ensure core subjects are formally observed and expectations are clear 	
4	<ul style="list-style-type: none"> • Tutor to carry out an observation and provide feedback in the contrast setting. • Discuss progress with the trainee and class teacher. • To collect assessment document completed by contrast setting school. 	
5	<ul style="list-style-type: none"> • Portfolio scrutiny at FIPC • To discuss outcomes and set targets plus any necessary changes to the training programme • Discussion with trainee using specific criteria to ensure grading awareness and expectations from mid programme assessment • Check on progress of tasks and assignments. 	



APPENDIX S

School Direct Tutor Visits Summer Term 2015

Trainee: _____ **School:** _____ **Class Teacher Mentor** _____




Visit	Date/Time Subject	School:	Notes
1			<ul style="list-style-type: none"> • To carry out an observation of the trainee delivering a lesson and provide feedback. • Set targets. • Check spread of subject observations. • Discuss targets with mentor and trainee. • Sign mentor communication book.
2			<ul style="list-style-type: none"> • To carry out an observation of trainee delivering a lesson (as needed) and provide feedback. • Set targets. • Discuss targets with mentor and trainee. • Sign mentor communication book.

3		<ul style="list-style-type: none"> Final assessment – Lesson Observation 	
4		<ul style="list-style-type: none"> Final Assessment – Portfolio at FIPC. Scrutiny of completed portfolio with targets to complete within a given time frame if needed. 	
5		<ul style="list-style-type: none"> Action and Development Plan Session at FIPC – target setting procedure to ensure a smooth transition from trainee to NQT 	



APPENDIX T

Forest Independent Primary Collegiate School Direct Trainee Progress and Assessment

KEY	
	= Autumn
	= Spring
	= Summer

Teachers' Standards DfE 2011	UCET/NASBTT guidance on the standard required to make the judgement for the award of School Direct with a 'good' grade. (2)	UCET/NASBTT guidance on the standard required to make the judgement for the award of School Direct with an 'outstanding grade. (1)
<p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.</p> <p>Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>	<p>As beginner teachers they will have had the opportunity to demonstrate achievement of all of the standards within the context of their School Direct Training Programme, with appropriate support from experienced mentors. It is expected that the beginner teacher will have personal and pedagogical aspirations that will be met in the context of the NQT phase and through ongoing professional development.</p> <p>'Good' achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.</p> <p>Trainees graded as 'good' teach mostly good lessons across a range of different contexts (for example, different ages, backgrounds, group sizes and abilities by the end of their training.</p>	<p>'Outstanding' achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristics of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.</p> <p>Trainees graded as 'outstanding' teach consistently good lessons that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes and abilities) by the end of their training.</p>

PART ONE: Teaching. A teacher must:

- TS1 Set high expectations which inspire, motivate and challenge pupils**
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
 - Set goals that stretch and challenge pupils of all backgrounds, abilities and disposition
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:

- They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.
- They consistently set high expectations of pupils in their different training contexts.
- They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.
- They demonstrate professional behaviour that is evidenced through proactive support of pupils, parents and carers that impacts positively on the ethos of the school.
- They have additional ideas that impact on the pupils showing an enthusiasm for motivating teaching and learning.

School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:

- They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.
- There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.
- They demonstrate professional behaviour and also contribute their professionalism to the wider school environment.
- They have additional ideas that impact on the pupils showing an enthusiasm for motivating teaching and learning which also affects the school outside the classroom.

<p>TS2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> - Be accountable for attainments, progress and outcomes of the pupils plan teaching to build on pupils' capabilities and prior knowledge - Guide pupils to reflect on the progress they have made and their emerging needs - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching - Encourage pupils to take a responsible and conscientious attitude to their own work and study 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They assume responsibility for the attainment, progress and outcomes of the pupils they teach.</p> <p>They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils.</p> <p>They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching.</p> <p>They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They assume a high level of responsibility for the attainment, progress and outcomes of the pupils they teach.</p> <p>They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time are able to articulate a clear and well-justified rationale as to how they are building on prior achievement.</p> <p>They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment.</p> <p>They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</p>
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<p>TS3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest.</p> <p>They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching.</p> <p>They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career.</p> <p>They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.</p> <p>In relation to early reading: primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age-phases they are training to teach.</p> <p>In relation to early mathematics: primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age-ranges they are training to teach.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest.</p> <p>They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.</p> <p>They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training.</p> <p>They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.</p> <p>In relation to early reading: primary trainees draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age-phases they are training to teach.</p> <p>In relation to early mathematics: primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age-ranges they are training to teach.</p>
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<p>TS4 Plan and teach well structured lessons</p> <ul style="list-style-type: none"> - Impart knowledge and develop understanding through effective use of lesson time - Promote a love of learning and children's intellectual curiosity - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired - Reflect systematically on the effectiveness of lessons and approaches to teaching - Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They show a willingness to try out a range of approaches to teaching and learning.</p> <p>They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes.</p> <p>They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners.</p> <p>They make a positive contribution to the development of curriculum and resources in their placement settings.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They plan lessons that often use well chosen imaginative and creative strategies and that match individuals' needs and interests.</p> <p>They are highly reflective in critically evaluation their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning.</p> <p>They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</p>
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<p>TS5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development - Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress.</p> <p>They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progress for individuals and groups.</p> <p>They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</p>
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<p>TS6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements - Make use of formative and summative assessments to secure pupils' progress - Use relevant data to monitor progress, set targets, and plan subsequent lessons - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They are able to assess pupils' attainment accurately against national benchmarks.</p> <p>They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses.</p> <p>They maintain accurate records of pupils' progress and use these to set appropriately challenging targets.</p> <p>They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They can confidently and accurately assess pupils' attainment against national benchmarks.</p> <p>They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.</p> <p>They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.</p> <p>They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress.</p>
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<p>TS7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them <p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</p>	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They work within the school's framework for behaviour and apply rules and routines consistently and fairly.</p> <p>They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning.</p> <p>They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual.</p> <p>They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly.</p> <p>They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning.</p> <p>They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation.</p> <p>They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>
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<p>TS8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> - Make a positive contribution to the wider life and ethos of the school - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support - Deploy support staff effectively - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues - Communicate effectively with parents with regard to pupils' achievements and well-being 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school.</p> <p>They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</p> <p>They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.</p> <p>They communicate effectively, both verbally and writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for doing so in response to individual pupils' emergent needs.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.</p> <p>They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</p> <p>They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.</p> <p>They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual pupils' emergent needs.</p>
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PART TWO: Personal and Professional Conduct	
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standards for conduct through a teacher's career.</p>	<p>Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they undertake all trainees are expected to demonstrate high professional standards from the outset. For that reason the standards in Part Two are not graded.</p> <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p>
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions - Showing tolerance of and respect for the rights of others - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 	<p>They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balance curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.</p>
<p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.</p>	<p>They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.</p>
<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<p>They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustment for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document</p>

Appendix 2: West Essex Handbook



West Essex Teaching School Alliance

St John's C of E School Direct Initial Teacher Training Programme



Trainee & Mentor Handbook

2013/2014

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Welcome

We are pleased you have chosen to train as a teacher with us. FIPC have an excellent record of success and St John's has been a part of this for many years. We believe that your training will be a challenging, enjoyable, rewarding and successful experience.

We consider the two most important aspects of the School Direct Initial Teacher Training Programme to be achieving a balance between work and study, and building and maintaining professional relationships.

You are responsible for your own Individual Training Plan. The course is intended to be a bespoke package of school based learning and development. Your needs will be met through a balance of 'learning on the job', formal training, coaching and mentoring and self-study.

Starting anything new is difficult and can be challenging, but we are sure that in the school in which you are based, you will soon feel part of the team and receive the support you require. Teacher training is an integral and important part of life in the schools.

There will be plenty of opportunities to meet with the other School Direct trainees, of whom there are 16 altogether, and you will have daily contact with your mentor, both formally and informally. You will be assigned a Tutor who will work closely with you when assessing your progress against the Teaching Standards.

This handbook is intended to provide initial guidance and also to be a point of reference during your training. There is additional documentation with which you will become familiar over the course of your year with us. Examples of these documents are enclosed in the appendices and are also available for you to upload on to memory sticks.

Staff Contact Details

<http://www.st-johns-school.com/>

St John's CE Primary School
High Rd
Buckhurst Hill
Essex
IG9 5RX

Mrs Susan Marbe (School Direct Leader)
email: s.marbe@st-johns-buckhursthill.essex.sch.uk

Tel: 02085042934

Helen Tyler (School Direct Consultant)
email: helen.tyler@edservices.info

Tel: 07948 373053

Linda Wheatley (Application Administrator)
email: lindawheatley@fipc.ac.uk

Tel: 0208 501 2089

What is expected of School Direct Trainees?

Here are a few points to help you develop good working relationships with your school colleagues.

- Understand that the teacher's first responsibility is to the children.
- Recognise that school staff are very busy, but will find time to support you as long as you choose an appropriate time to ask questions / talk to them.
- It is your responsibility to help in setting up the classroom and tidying up at the end of a lesson.
- Be willing to help out and don't be afraid to use your initiative around the classroom. You are also the class teacher!
- Avoid asking teachers to justify everything they do, but concentrate on learning by observing.
- Make notes on questions to discuss with your class teacher mentor at an agreed time.
- Demonstrate commitment to the school, the class and the class teacher.
- Be an effective communicator and team player.
- Be proactive and take responsibility for your own professional development.
- Demonstrate a desire to take responsibility and work independently.
- Be ready to help out in times of unforeseen change and emergencies.
- Inform your class teacher mentor or your School Direct tutor of concerns as soon as possible.
- Be a friendly, happy and warm colleague. Take time to go into the staff room, meet all members of staff and take time to chat to those you don't see on a regular basis.
- Be professional. Contribute to staff meetings where appropriate.
- Adhere to school policies, including dress codes.

Attendance and professional expectations

Trainees are required to attend all lectures and school based INSET. If, for an unavoidable reason, a trainee is absent from a lecture or INSET he/she is responsible for obtaining details of the training from the provider and/or information from tutors about any tasks. All absence must be notified in advance to the school or the Teaching School. Any planned absences must be discussed with the School Direct Leader. You should not expect release from planned TS activities to attend special events at your host school. Trainees who have extended periods of absence or frequent occasional absences may be required to complete an additional assignment in respect of academic work missed and, in extreme cases the course period may be extended.

Trainees are expected to be punctual and to observe the hours of work. Where schools have codes of conduct and dress, trainees must observe these. TS sessions normally begin at 9.30 am and finish at 2.45. Trainees may be expected to remain at St John's until 4.30pm at the discretion of tutors, in order to take part in file scrutiny

and academic surgeries. You will be expected to make yourself available for all sessions.

Eating, drinking and the use of mobile phones are, of course, not permitted during lectures.

Trainees are required to support monitoring and evaluation activities and to complete monitoring and evaluation forms.

Trainees should bring their I.T.P evidence files to all TS sessions

Assignments and assessment

Trainees are expected to complete all assignments and tasks and submit them by published deadlines. Requests for extensions must be made to the School Direct Leader. Assignments and tasks are carefully chosen to develop experience in education and the educational environment. Supporting, descriptive paperwork will be provided in time for trainees to carry out activities.

Work submitted is expected to show rigour and to display the use of good English, a mastery and understanding of a complex and specialised area of knowledge, and a high level of professional awareness. There should also be evidence of further reading cited in the text.

Plagiarism

Plagiarism is the presentation of work or material which is wholly or partly the work of another. Taking unfair advantage in this way is considered to be a serious offence and action will be taken against any trainee who plagiarises through negligence, foolishness or deliberate intent. All written material must contain appropriate acknowledgements and be correctly referenced using Harvard Referencing. Software designed to identify plagiarism will be used and it is unlikely that cutting and pasting from the internet will escape notice.

Observation

All trainees will be regularly observed teaching by their class teachers / mentors. As members of the school staff, trainees will also be incorporated into the normal monitoring systems as established by the school. Trainees will be observed at regular intervals by their School Direct tutor. These observations will be agreed in advance. Observations will focus on trainee targets based on the Teaching Standards.

What you can expect from the St John's CE School Direct Training programme.

Schools and staff will challenge trainees both academically and professionally to enable them to become the best teachers they possibly can be. Tutors are highly qualified and experienced across the primary age-range and have a great depth of understanding of the curriculum and modern classroom practice. They will provide you with a wealth of knowledge and skills to set you up in your chosen career.

You can expect extensive professional, academic and pastoral support during what will be a demanding period of your lives, but you can also expect us to be critical and forthright, and to require high standards in the classroom, in assignments, and in professional attitudes. Nothing less will suffice if we are to achieve our aim of producing the next generation of outstanding classroom practitioners.

Our aim is to produce outstanding teachers who are ready for employment across our alliance. The School Direct (salaried) Route has an expectation for Schools to employ Trainees either within their own school or indeed in a partner school; although this is our aim it cannot be guaranteed and depends on a suitable position becoming available.

Advice and guidance will be given towards the end of the training year to ensure that all trainees find successful employment and begin their NQT year with a solid foundation on which to build their career.

Trainee responsibilities

By being a member of the St John's School Direct Programme we expect that you will:

- show commitment to the course by attending all of the training sessions punctually, contributing to discussions, and undertaking the set work as required and on time
- inform the School Direct Leader of all unavoidable absences when due in the Teaching School (Wednesdays) and your School based mentor at all other times. Should you be expecting a Tutor visit then it is also essential that you inform them of your absence as soon as possible
- support monitoring and evaluation exercises and complete evaluation forms as requested to assist the Teaching School in the Quality Assurance process
- have respect for others within the Teaching School by behaving in an acceptable and considerate manner at all times when working in pursuit of your studies
- respect the environment in which you and others are learning
- follow the Teaching School's Equal Opportunities and Race Awareness Policies
- advise the School Direct Leader/Director of any change in personal details, in particular, address, email and contact numbers as well as your employing school
- be aware of and observe Health and Safety rules and regulations, take note of fire evacuation procedures
- take responsibility for your own property, as the Teaching School and your employing school cannot be held responsible for loss or damage other than by damage caused by negligence on their part
- Take responsibility for their own learning, being proactive in their studies. Reading widely around the subject of Primary Teaching, researching current developments in education and maintaining evidence towards their Final Assessment of Teaching Standards

The Teaching Standards and how they are assessed

The Department for Education has published a set of guidelines for Initial Teacher Training. These standards establish a common framework of expectations and will help to promote the highest professional standards for everyone coming into the teaching profession.

Only those trainee teachers who have met all of the standards will be awarded QTS. These standards are referred to throughout this Handbook and can be found on one sheet in the appendices.

The standards and the evidence required to demonstrate that the standards have been reached, are shown below. Final grades will be awarded according to the following criteria.

- GRADE 1. Trainee's performance is very good / outstanding
- GRADE 2. Trainee's performance is good and consistent
- GRADE 3. Trainee's performance is inadequate
- N Trainee is still gaining evidence

Organisation of evidence base

You will need to establish and maintain the following files to demonstrate your competence across the Standards for QTS. No section should be empty – if you are having difficulty with your files please attend the file surgery at St John's CE on Wednesdays from 3.00pm.

Professional Portfolio Evidence File 1

1. CV and certificates, testimonials
2. Letter of application to I.T.T
3. Skills tests
4. Contracts from Teaching School and Employing School
5. Job description (Class teacher) and Pay and conditions docs
6. CRB
7. Evidence of other awards or training undertaken
8. Employing School Information (Including relevant policies, Induction details, H&S etc..)
9. Action Research
10. Job applications (Letter of application and CV)
11. CEP

Planning Files (Autumn, Spring, Summer) Evidence files 2a, 2b & 2c

1. School background and prospectus (File 1 only)
2. Class List
3. Groupings and SEN/G&T details
4. IEP's and behaviour management plans etc...
5. Yearly Planner
6. Termly Planner
7. The curriculum – mid-term plans
8. Timetable
9. Weekly/St John's Daily lesson plans (by subject) *Appendix K*
10. Resources (by subject)
11. School trips/visits and risk assessments
12. Other

Contrast setting planning file Evidence File 2d

1. Class List
2. Groupings and SEN/G&T details
3. IEP's and behaviour management plans etc.
4. Lesson plans
5. Marking and assessment

Assessment For Learning File Evidence File 3

1. School Assessment for Learning Policy
2. School Marking Policy
3. Literacy – Writing assessments
4. Literacy – Reading records
5. Literacy – Spelling assessments
6. Literacy – Phonics assessment
7. Literacy – Grammar assessments
8. Literacy – TARGET SETTING
9. Maths assessments
10. Maths – TARGET SETTING
11. Science assessments
12. Foundation Subject assessments
13. Other checklists and assessments
14. Copies of pupils' reports
15. Statutory assessment guidance and support sheets (SATs etc...)

Individual Training Plan (ITP) Evidence File 4

This will be a week by week evidence log, which will consist of the following sections;

1. Copy of academic year calendar *Appendix C*
2. Copy of training calendar *Appendix D*
3. Teacher's Standards – from 1st September 2012 *Appendix E*
4. School Direct Trainee Assessment Sheets *Appendix F*
5. Trainee Subject Checklist *Appendix G*
6. A completed Individual Training Plan for each week; referencing to...
 - School based INSET/CPD
 - School Direct training notes and hand-outs
 - Planning
 - Resources made
 - Evaluations
 - Photographs of displays and children's work
 - Photocopies of marking
 - Notes from parent meetings
 - Risk assessments or visit organisation notes
 - Mentor/Tutor lesson observation sheets *Appendix I*
 - Trainee Lesson observation sheets *Appendix J*
 - Minutes from staff meetings (highlight your involvement)
 - Any other school based evidence
 - Personal wider reading and research
 - Secondary school transition visit notes
 - SEN school visit notes
 - EAL training
 - Audits

Guidelines for Mentors

A mentor guides and supports the trainee through the various stages of teaching while monitoring and assessing their progress as they achieve each of the professional qualities and competences required to become a qualified teacher.

Mentoring involves sharing the realities of class teaching. The trainee will need to know the strategies you use in your own day to day teaching, learning from your knowledge and experience. It will help the trainee understand what happens in the classroom from an experienced teacher's perspective and help them to develop an understanding of the learning process.

Rewards of being a mentor

Coaching and helping trainees coming into the profession can be very rewarding and worthwhile. The advice given to teachers in the early stages of their training can have a significant effect on the rest of their career. Their early experiences are formative and crucial. There are real benefits to the pupils in school. Discussion and analysis of lessons with the trainee will enable staff to focus on the children's learning, and effective mentoring can lead to significant improvements in classroom practice and pupil achievement.

The pupils may enjoy the stimulus of the extra adult input. There will be the opportunity for the class teachers to concentrate on a particular group, and/or increase the amount of individual contact with the children. Everyone can benefit from a collaborative approach. Planning, teaching and evaluating lessons with the trainee can be enjoyable.

A teacher can learn much from discussing teaching and watching someone else interacting with their class. Your mentoring experiences can benefit your own professional development. A mentor can become skilled in coaching, monitoring and appraising and have the personal satisfaction of seeing a trainee develop into an effective and competent teacher.

What makes a good mentor?

- Willingness to learn mentoring skills
- Enthusiasm about teaching and working with a trainee
- Accessible and approachable
- Time to listen
- Patience
- Able to sympathise
- Provide support, both professional and personal
- Good organisational skills
- Tact
- Willingness to share your classroom practice
- Flexibility
- Able to give constructive feedback

- Sense of humour
- Moral purpose

You may be thinking that it will be difficult to balance your mentor role with your school role and find time to do both jobs as well as you would like to. However, you will be able to integrate your mentoring activities into your everyday routine. You can involve the trainee in lesson planning, preparing teaching materials, assessing the children's work, evaluating lessons, displays etc. Effective management of the trainee in the early stages can enable them to become a very useful partner in the classroom. You should set aside regular times to speak to your trainee and to have a focused conversation. You will also have time away from the classroom as your trainee takes increasing responsibility for teaching.

Please take some time to familiarise yourself with the Mentor Checklist (*Appendix L*)

Trainee induction

The effects of the initial welcome that trainees receive in a school cannot be underestimated. The trainees have been given an Induction Checklist (*Appendix M*) which they should complete by the end of week three. They are also set a School Summary Assignment. (*Appendix A*) which is aimed at enhancing their induction.

- Ensure pupils give the trainee an equal status to yourself
- Treat the trainee as a professional colleague from day one. Encourage everyone to treat them in this way.
- Introduce them to as many people as possible, including members of the support staff
- Familiarise your trainee with the school prospectus and staff handbook
- Give them guidance on school routines
- Arrange for a guided tour of the school
- Let them know where to go for help and advice if you are not available
- Explain which resources are available and show where they are stored
- Explain any unwritten staffroom rules
- Make sure they have a “pigeon hole”
- Accompany them when they are going into a new situation for the first time e.g. a staff meeting
- Ensure that they sit in on meetings with parents
- Arrange for them to be included in some of the activities going on outside the classroom e.g. after school clubs, school play, concerts, parents’ evening, school trips
- Encourage your trainee to come into the staffroom and get involved in whole school events.

The trainee may find it difficult to know exactly where they fit in at first, even if they have already worked in the school, they will now be employed in a different capacity. Treat the trainee as a respected colleague in front of the children. Through getting to know the whole school and observing and working with experienced professionals the trainee will be able to understand the complexities of effective teaching.

Make sure that the trainee is never asked to do something that is too complex or too stressful. You will be the best judge of how much responsibility they can be given at any particular stage.

Take pride in their success – it is as much yours as theirs. Indeed, it is a result of your coaching and mentoring skills.

Difficulties

Difficulties may arise. The trainee may take longer than usual to adjust to teaching. Occasionally it may become apparent that a trainee is unsuited to teaching. In this case you should consult the School Direct Leader.

Any worries about the trainee’s progress need recording as soon as you realise that

there are problems. Again, you should communicate your doubts both to the trainee and the School Direct Leader. It is vital that any problems are dealt with early on so that the trainee can receive the necessary coaching and guidance.

Trainee expectations

This is a one-year course with much to learn. The trainees will observe you seemingly effortlessly juggling all the demands and complexities of classroom teaching. You will need to help them understand that such expertise will only be achieved after a significant period of practice.

A trainee may be really enthusiastic and want to be “thrown in at the deep end” to get on with the exciting business of teaching. They will need to learn to proceed one step at a time. Alternatively, another trainee may be so daunted by the prospect of managing and teaching a class of children they feel that they will never be able to cope. You will be able to introduce challenges in a structured way

Trainees often have a perception that their main purpose is to teach. As a mentor you may need to remind them that whatever they are doing their main purpose is also to learn. It is important for the mentor to give the trainee support with ideas and strategies for teaching and learning, to reflect on them and to repeat them so that confidence is built. It is important to provide positive and constructive feedback to the trainee.

Gradually you will be able to help them achieve success. This will be achieved by helping them to set SMART targets and offering advice and continual support as they strive to reach them.

Sharing classroom practice by observation

Observation is the main way in which trainees can learn from experienced teachers. Observation needs to be carefully planned and early on in the course it may be useful for the trainee to focus on observing just one or two particular skills at a time.

Establish procedures for observation:-

- Decide in advance which areas to focus on. Make sure that the trainee understands exactly what they are supposed to be observing.
- Discuss with the trainee how they are going to record their observations.
- Pre-determine a time to meet after the lesson for feedback/evaluation
- Ensure that the children understand the role of the trainee. If the trainee is only there to observe and is not able to assist them, make this clear to the children.
- Observation does not always need to be passive. Trainee can observe at the same time as helping in the classroom.
- Give the trainee some background information about the class e.g. the work

- they have been doing, needs of individual children.
- Explain that the purpose of observation is not just to watch the teacher but to try to understand why they chose to do what they did.
- Run through some questions for the trainee to ask themselves while observing to help them see things from the teacher's perspective. 'How did the teacher deal with a particular incident?'
- Encourage the trainee to try to work out what they would have done in a given situation

When trainees have observation tasks and a focus is required, consider aspects from the following:

- Organisation
- Planning
- Management
- Presentation techniques
- Resources. How/why were particular resources selected and used
- Approaches to teaching
- How to address a difficult concept

On reflection with the trainee:

- Encourage the trainee to think about how their observation of the classroom experience relates to their own ideas about teaching and learning
- Allow the trainee to make their own observations before providing your input/feedback
- Try to give the trainee an insight into your own thinking
- Be open about your strengths and weaknesses
- Help the trainee to understand the classroom situation
- Show the trainee how experienced teachers continually evaluate their own practice in order to improve it
- Analyse the lesson together – trainee contribution can be very valuable

Collaborative teaching

The trainee and class teacher/mentor will plan, teach and evaluate a lesson together. This ensures that the children have appropriate teaching while the trainee is developing confidence.

- The opportunity to plan lessons jointly with an experienced teacher is probably the most important way in which the trainee can learn. They will realise how much careful thought and effort is needed to plan a successful lesson.
- Actively involving the trainee in lesson planning will let them know that their ideas are valued and enable them to acquire competence in this area. Welcome and encourage their contributions. Work together on deciding which resources to use.

- Less confident trainees can build on achievements gradually without having to take responsibility for a whole lesson.
- Encourage the trainee to concentrate on just one aspect of the lesson at first e.g. Decide in advance which of the competences you want to focus on.
- A trainee can build up confidence by taking responsibility for a specific section of the lesson and learn the separate components of teaching one at a time e.g. the starter activity.
- Be prepared to adapt your own teaching to accommodate the trainee's needs.
- Work towards more complex strategies as the trainee makes progress.

The benefits to the pupils of collaborative teaching

- Two teachers in the classroom can make a lesson more lively and exciting.
- The lesson can flow more freely when the responsibilities are shared.
- Increase in the amount of individual attention and support for each pupil.
- Can facilitate the setting of differentiated task with each teacher supporting different groups.

Analysing collaborative teaching

Be open about any weakness of the lesson but alert the trainee to the fact that things do go wrong and everyone can learn from this.

The Curriculum

Trainees will discover that their knowledge in various areas of the curriculum needs developing. Advice will need to be given on how to go about this. There are many ways in which you can help the trainee to develop expertise in the curriculum and subject knowledge.

- Let the trainee know as far in advance as possible what they will be expected to teach.
- Advise them to research the subject content.
- Support the trainee in identifying and addressing any gaps in their knowledge. Help them to carry out curriculum and subjects audits and prepare a programme of subject knowledge development.
- Draw trainee's attention to books or other resources from which they can learn.
- Share information and ideas on how to make the subject interesting, motivating and accessible to children of different ages and abilities. Let the trainee know what the children will respond well to. Discuss strategies for keeping their attention.
- Discuss ways in which you developed your own knowledge of the different subjects. Explain how you keep up to date with curriculum changes and new legislation.
- Plan for the trainee to observe and teach different groups.

Analysing classroom practice: mentor feedback

Keep the session focused.

- Decide in advance which areas to focus on.
- Support the trainee in his/her reflection of the lesson plan and subsequent delivery
- Make sure that the trainee understands exactly what you have observed
- Always begin by focusing on strengths. Make sure that the trainee identifies aspects they are pleased with. Analyse why particular aspects of the lesson went well.
- Consider with the trainee how he/she has achieved the target standards
- Decide how to address any weaknesses.
- Use your observation notes to inform the discussion.
- Provide feedback on the lesson as a whole, including the planning, and not just on the agreed focus
- Make sure that you discuss lesson content and relate it to the trainee's own knowledge and understanding
- Always begin by focusing on strengths. Make sure the trainee identifies aspects they are pleased with. Analyse why particular aspects of the lesson went well.
- Make sure the trainee understands which strategies were effective so that they can adapt them to new situations.
- Then encourage the trainee to identify problems. Discussing areas of weakness is less threatening if the trainees have already identified these for themselves.
- Help the trainee understand what did not go well but don't dwell on difficulties for so long that they become demoralised.
- Offer lots of suggestions but don't always expect the trainee to use them. They need to learn to judge possible courses of action for themselves.
- You may need to negotiate agreed strategies with trainees for solving any problems.
- Limit the number of areas you want the trainee to focus on improving. Concentrating on one or two key areas at a time is the best way to help the trainee move forward.
- As the course progresses encourage the trainee to review and evaluate their own practice even more critically.
- Encourage the trainee to decide on their action plan and leave them feeling able to address any weaknesses. Action planning at the end of a session is a key strategy for helping the trainee set future targets.

Self-Evaluation

It is important for the trainee to develop a self-critical approach so that they are aware of the need to improve constantly and not just settle for a minimum level of competence.

The trainee's contribution to assessment is very important. They will keep a checklist to show progress and complete a portfolio of evidence. You can help this self-evaluation through prompting and questioning.

- During self-analysis the trainee may have a tendency to focus on the weaker aspects. Don't let them do this!
- Trainees will often be aware of problems that occur in a lesson but may need help in analysing the reasons for those problems. Help them to find the way forward.
- If the trainee fails to recognise difficulties you may need to find a tactful way of bringing them into the discussion.
- Help the trainee identify outcomes. This will provide the foundation for future planning.
- Analysing successful lessons is just as important as working on the difficulties.

Assessment

Draw on a range of evidence – observation, analysis, discussion. Encourage the trainee to be open about any difficulties they are experiencing. Where the discussion takes place is important – it should remain professionally focused without being too formal.

Use the School Direct Trainee Assessment Document which is based on the Standards to be achieved.

Towards the end of the course the trainee needs to be challenged to go beyond the standards required for QTS.

Mentor communication and training

Please plan to attend the termly Mentor Training sessions. These run from 9.30 to 12.00 at St John's CE Primary and the dates are shown in the Timetable.

Outline of programme for trainees

Length of programme:

The programme will be one academic year.

Teaching commitment

St John's suggests the following minimum level of pupil contact;

Term 1 whole class - building to four half-day teaching sessions per week (40%)

Term 2 whole class - building to six half-day teaching sessions per week (60%)

Term 3 whole class - building to eight half-day teaching sessions per week (80%)

PPA will be provided by schools on the basis of 10% of pupil contact time. An additional 10 % non-contact is normally expected to be provided in line with normal provision for N.Q.T.s. Trainees should organise their ITP to observe good practice throughout the school and to meet and discuss with subject coordinators.

This training is important to trainees and they should not be used as 'supply teachers'.

The Individual Training Plan (The ITP)

The ITP leads to the successful award of Qualified Teacher Status by building a bank of evidence referenced to the Teachers' Standards and is a tool that enables trainees to access a differentiated Initial Teacher Training Programme.

It will develop, over the year, as a weekly log of learning about practice, tracking progress and a systematic approach to setting targets for the next steps in a trainee's professional learning and development. The ITP runs from induction in the first few weeks of the Autumn term until the final assessment day in July.

Trainees will record all training and development opportunities, including; formal training, school based learning, self-directed study and any other informal training. All experiences which contribute to the evidencing of the teachers' standards is valuable and should be logged and recorded. This could be in the form of lesson planning, observations of teachers or pupils, records of meetings and transcripts of professional dialogue, photocopies of children's work and assessments, photographs and notes from training attended. This list is not exhaustive.

Trainees should ensure weekly meetings with mentors are recorded and targets set. Targets should be specific and achievable. Progress towards the targets will be discussed and monitored by School Direct Tutors.

Trainees are responsible for ensuring that 'gaps' within the teaching standards are addressed. This means that at times the School Direct Programme may be quite bespoke. Please speak to the School Direct Leader should you need more direction on this.

Trainees will be set Tasks that will guide them to gathering evidence towards the standards. A list of this tasks can be found in Appendix P.

Mentors should keep a copy of all observations so that targets can be followed up. Tutors will visit trainees at their school setting. A more detailed breakdown of the objectives for these visits can be found in *Appendix N1, N2 & N3*

Contrast Setting

Consider, with tutor and mentor, a focus for the contrast setting. Visit the setting early in the Spring Term and familiarise yourself with policies and practices.

- This will be an alternative phase
- Focus depends on school characteristics
- Follow handbook guidelines to compile contrasting setting evidence including an observation of you in each core subject
- Request HT/mentor to complete contrast setting report
- Increase whole class teaching to five half-day sessions by 3rd week
- Participate in whole school training programme, if appropriate.
- Contrast setting mentors will be asked to complete a contrast setting report which must be signed by the mentor and the trainee (*Appendix O*)

Final Assessment

Final teaching assessments will take place during the third term and will comprise of an observation by a tutor other than your own.

All evidence files have to be submitted for final assessment on Wednesday 25th June

Final teaching grades and judgements on files will be combined with assignment grades to produce a final overall grade.

Procedures in the event of a trainee failing to make progress towards QTS

The course is challenging and trainees can count on much support from staff, particularly during the early stages.

Causes for concern may be:

- Weak curriculum or subject knowledge.
- Poor quality planning.
- Poor classroom management and lack of provision to establish a secure and effective learning environment.
- Inadequate behaviour management. Lack of high expectations for pupil behaviour and no established, clear framework for class discipline, which anticipates and manages pupil behaviour and promotes self-control and independence.
- Lack of effective monitoring and assessment to support teaching and learning.
- Inability to improve teaching by evaluating it and learning from the effective practice of others.
- Not responding positively to feedback from colleagues and from other forms of evidence.
- Lack of motivation and not able to take increasing responsibility for their own professional development .
- Poor quality assignment submissions.
- Health and Safety issues.
- Not exhibiting satisfactory professional standards.
- Equal Opportunity issues.

These issues will be identified either from unmet targets set by class teacher mentors or School Direct tutors and standards evidence. If there are obvious and persistent weaknesses the following procedure will be implemented...

Stage 1 Cause for concern

- The School Direct tutor and the Class teacher mentor will do a joint observation against the standards which are a cause for concern.
- A preliminary meeting will be held between the class teacher mentor, the School Direct tutor and the trainee. Based on written evidence:
 - a. clear agreed targets will be set
 - b. a programme of support drawn up
 - c. A review date agreed
 - d. The outcomes from the above will be put in writing with the standards against which the trainee is failing to make progress, the action plan, the targets and the review date agreed.

Stage 2 Notice of risk failure

- If at the review meeting there is sufficient evidence that the trainee has made enough progress towards achieving the action plan identified at Stage 1, then new targets will be set and an action plan, to include review dates will be drawn up. All parties to sign documentation.
- If at the review meeting there is not sufficient evidence that the trainee has made enough progress towards achievement of the action plan as identified in Stage 1 then:
 - a. Any mitigating circumstances will be considered
 - b. The decision may be made to issue a notice of risk of failure. This must include an action plan outlining the targets to be met, the standards which the trainee is at risk of failing, and a fixed timescale

Stage 3 Failure

- If at the review meeting there is not sufficient evidence to indicate that the trainee will achieve the standards identified at Stages 1 and 2 then the trainee will be informed that s/he has failed and should withdraw from the programme.
- The School Direct Leader should be present at this meeting in order to provide a fresh perspective on the trainee's progress and potential to fail.

- The trainee has the right of appeal. This appeal should be addressed to the School Direct Leader in the first instance who will then bring the matter to the attention of the FIPC Quality Assurance Committee.
- The Teaching School may offer further counselling and support to help a failed trainee to move on in their career options.

All meetings must be minuted and all decision put in writing. Resulting documentation must be signed by all relevant parties.

Recommended reading list

KS1 and KS2

- Arthur J and Cremin T (2010) Learning to Teach in the Primary School. Routledge
- Bielby M (1999) Teaching reading at Key Stage 2
- Burnard S (1998) Developing Children's Behaviour in the Classroom. London: Falmer Press
- Clarke Shirley (2009) Active Learning through Formative Assessment. Holder Education
- Clarke Shirley (1998) Targeting assessment in the Primary School. Hodder & Stoughton
- Corbett Pie (2009) Talk for writing, classroom ideas series of handbooks
- Cowley S (2006) Getting the Buggers to Behave. Continuum International Publishing Group
- Hayes D (2009) Learning and Teaching in Primary School. Learning Matters
- Jackson & Stockwell (1996) The Nature and Functions of Language. Cheltenham Stanley Thornes
- Medwell Jane (2005) Successful Teaching Placement (Primary and Early Years). Learning Matters
- Medwell Jane et al (2001) Primary English Teaching Theory and Practice. Learning Matters
- Medwell Jane et al (2001) Primary English Knowledge and Understanding. Learning Matters
- Moyles J & Robinson G (1995) Beginning Teaching: Beginning Learning. OU Press
- Pollard Andrew et al (2002) Reflective Teaching: Effective and Evidence Informed Professional Practice. Continuum
- Rogers Bill (2007) Classroom Behaviour; 2nd Edition. Paul Chapman Publishing
- Suggate J et al (1998) Mathematical Knowledge for Teachers. David Fulton
- Whenam M (1995) Understanding Primary Science. Paul Chapman

EYFS

- Bilton H (2006) Playing Outside. David Fulton Publishers
- Brown B (2008) Equality in Action: a way forward with Personal dolls. Trentham Books Ltd
- Bruce T (1987) 3rd edition 2005. Early Childhood Education. London: Hodder and Stoughton
- Bruce T and Spratt J (2008) Essentials of Literacy from 0-7. Hodder/Arnold
- Edgington M (2004) The Foundation Stage Teacher in Action. Paul Chapman Publishing Ltd.
- Featherstone S & P (2008) Like Bees, not Butterflies. Child initiated learning in the early years. A & C Black Publishers Ltd
- Holland P (2003) We don't Play with Guns here. Maidenhead, Philadelphia. Open University Press
- Hutchin V (2008) Supporting Every Child's Learning across the Early Years. A&C Black Publishers Ltd
- Hutchin V (2003) Observing and Assessing for the Foundation Profile. London: Hodder and Stoughton
- Louis S with Beswick C and Hayes L (2008) (S. Featherstone, Ed) Again! Again! Understanding Schemas. Lutterworth:
- Pound L (2003) Supporting Music in the Early Years. Maidenhead: Open University Books
- Riley J (2007) Learning in the Early Years. Sage
- Tovey H (2007) Challenge and Risk in Outdoor Play. Maidenhead: OU Books

Useful Internet addresses:

Resources:

<http://www.essex.gov.uk/Business-Partners/Partners/Schools/Essex-Grid-Learning/Schools/Primary-Schools/Pages/Default.aspx>

General Information: Standards: Skills tests information and log-on:

<http://www.education.gov.uk/aboutdfe/armslengthbodies/a00200461/qcda>

National Curriculum

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary>

Resources:

<http://www.guardian.co.uk/teacher-network>

<http://www.education.gov.uk/schools>

<http://www.teachingideas.co.uk/>

<http://www.primaryresources.co.uk/>

<http://www.schoolsnet.com/uk-schools/schoolHome.jsp>

<http://eyfs.info/>

<https://www.hamilton-trust.org.uk/>

<http://www.tes.co.uk/>

<http://www.bbc.co.uk/learningzone/clips/>

<http://www.bbc.co.uk/bitesize/ks2/>

<http://resources.woodlands-junior.kent.sch.uk/>

<http://www.bbc.co.uk/skillswise>

<http://www.primarygames.com/>

<http://www.phonicsplay.co.uk/>

Monitoring, Assessment and Testing

<http://www.education.gov.uk/schools/teachingandlearning/assessment/keystage2>

<http://www.thegrid.org.uk/learning/assessment/ks2/>

<http://www.testbase.co.uk/sec/index.asp>

<http://primarytools.co.uk/pages/apponesheet.html>

Counselling & Support

<http://www.teachersupport.info/>

Cross curricular areas

English as an Additional Language (EAL)

www.naldic.org.uk/ITTSEAL

Special Educational Needs

www.nasen.org.uk

Subjects

Art and design

Citizenship

Design and technology

English

Geography

History

ICT

Mathematics

Modern foreign languages

Music

RE

Science

www.nsead.org/itt

www.citized.info

www.data.org.uk

www.nate.org.uk

www.geography.org.uk/gtip

www.historyitt.org.uk

www.ict-tutors.co.uk

www.itemaths.org.uk

www.itmfl.org.uk

www.smart-music-support.org.uk

www.natre.org.uk

www.ase.org.uk

Acronyms;

AFL	Assessment for Learning
AHT	Assistant Head Teacher
CPD	Continuing Professional Development
DCSF	(formerly DFEE) Department for Children, Schools and Families
DHT	Deputy Head Teacher
EAL	English as an Additional Language
ECM	Every Child Matters
EYFS	Early Years Foundation Stage
FIPC	Forest Independent Primary Collegiate
HE	Higher Education
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
INSET	In-Service Educational Training
ITP	Individual Training plan
ITT	Initial Teacher Training
KS	Key Stage
LA	Local Authority
LSA	Learning Support Assistant
NC	National Curriculum
NCL	National College of Leadership
OFSTED	Office for Standards in Education
OTT	Overseas Trained Teacher
PPA	Planning Preparation Assessment

QCDA	Qualification Curriculum Development Agency
QTS	Qualified Teacher Status
SATs	Standard Assessment Tasks
SDP	School Direct Programme
SDT	School Direct Trainee
SEN	Special Educational Needs
SLT	Senior Leadership Team
SMT	Senior Management Team
SPAG	Spelling and Grammar Test
TA	Training Agency
TA	Teaching Assistant

Appendix A

Assignment 1: School Summary

(4000 – 5000 words)

To demonstrate your understanding of the ethos and make-up of the school in which you are placed and to recognise the part that you will play in supporting this.

Write a descriptive account of your placement school explaining its demographic context, history, size and organisation structure. Pay particular attention to any special features e.g. denomination, catchment, status (Academy, Voluntary Aided, Foundation etc.). Describe the staffing structure and approach to management, behaviour policy and uniform code, Admissions policy and any issues arising from oversubscription or falling roles. Refer to the most recent Ofsted Report to establish strengths and weaknesses. Find out about the schools priorities for self-improvement and their strategies for addressing them.

This information may be gathered from a range of sources – website, Ofsted, policy documents, parents' newsletters, conversations with your mentor and senior management.

If you have previously worked in the school in a different capacity you may wish to comment on the experience of changing role. If you have limited experience of working in a school environment, your summary could contain a description of the impact of a career change.

The assignment will be assessed according to the following criteria

- Quality of written English
- Effectiveness of the summary as a pen-picture of your setting
- Detail and accuracy of information conveyed
- Depth of analysis of school, its setting and ethos
- Breadth of understanding of policies and practices and their rationale.

Appendix B

Major assignment 2: Action research (4000 – 5000 words)

Aim

To know how to develop practice that impacts on teaching and learning

Learning Outcomes

- Trainees should show skills of presentation and communication, research and knowledge.
- Trainees should be able to consider their research in light of any of the areas of teacher pedagogy and knowledge base.

Method

- Trainees should consider an aspect of their class practice, environment or knowledge base that could be developed with the possibility of it impacting on their teaching and learning, their learning and their pupils' learning. Ensure that this is an achievable research, keeping your hypothesis small.
- Trainees should then form an initial hypothesis (in the form of a question), based on their original observations of an area of development, and support this by relevant reading.
- The chosen methodology (qualitative/quantitative) should be discussed and the approach (action research) should be supported by a discussion of the various methods of collecting data (e.g. observations, questionnaires, interviews).
- Once in place, the idea should be put into action – then reflect, evaluate, change, modify and develop based on data, using the behaviour journal as an aid to recording.
- Trainees should then consider what has been learnt from the data, write up the findings citing the journal and all other methods used e.g. interviews with staff/children, cross linking this with supportive reading.
- Trainees should write a conclusion, recommendations and suggested areas for further work, ensuring subtitles signposting the work for the reader.

Presentations

- The presentation should show clearly the action research process in order to share knowledge with colleagues through clear communication orally and visually.
- The final grading will be based on both the written submission and presentation.
- Criteria for grading will be
 - Originality
 - Rigour
 - Quality of written English
 - Adherence to chosen methodology and methods
 - Reference to relevant literature
 - Scope of recommendations and opportunity for further research

Standards

- TS4d** Reflect systematically on the effectiveness of lessons and approaches to teaching
- TS4e** Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
- TS8a** Make a positive contribution to the wider life and ethos of the school
- TS8b** Develop effective professional relationships with colleagues. Knowing how and when to draw on advice and specialist support
- TS8d** Take responsibility for improving teaching through appropriate professional development

Appendix C

St John's C of E School Direct



September 2013							October 2013							November 2013							December 2013						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
						1		1	2	3	4	5	6					1	2	3							1
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
30																					30	31					
January 2014							February 2014							March 2014							April 2014						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5						1	2						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
														31													
May 2014							June 2014							July 2014							August/ September 2014						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4							1		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30														1	2	3	4	5	6	7

Academic Year 2013-14



= training days



= action research



= Contrast setting



= final assessment



= Mentor training mornings

Appendix D

St John's School Direct Training Calendar 2023 -2014

W / B	Monday	Tuesday	Wednesday	Thursday	Friday
2 nd Sept	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
9 th Sept	SCHOOL	St John's Induction day 1	St John's Induction day 2	St John's Induction day 3	SCHOOL
16 th Sept	SCHOOL	SCHOOL	Smartboard training – the basics	SCHOOL	SCHOOL
			Child protection & safeguarding		
23 rd Sept	SCHOOL	SCHOOL	PE – Ball games (Tag Rugby)	SCHOOL	SCHOOL
			Action Research		
30 th Sep	SCHOOL	SCHOOL	Literacy 1	SCHOOL	SCHOOL
			Maths 1		
7 th Oct	SCHOOL	SCHOOL	Literacy 2	SCHOOL	SCHOOL
			Maths 2		
14 th Oct	SCHOOL	SCHOOL	Literacy 3	SCHOOL	SCHOOL
			Maths 3		
21 st Oct	SCHOOL	SCHOOL	Literacy 4	SCHOOL	SCHOOL
			SEN – Observation summary and action planning		
29 th Oct	Autumn Half term				
4 th Nov	SCHOOL	SCHOOL	Maths 4	SCHOOL	SCHOOL
			Assessing writing 1		
11 th Nov	SCHOOL	SCHOOL	RE	SCHOOL	SCHOOL
			Assessing writing 2		
18 th Nov	SCHOOL	SCHOOL	Drama	SCHOOL	SCHOOL
			Maths and APP		
25 th Nov	SCHOOL	SCHOOL	Science	SCHOOL	SCHOOL
2 nd Dec	Behaviour Management	ACTION RESEARCH DAY 1	ACTION RESEARCH DAY 2	ACTION RESEARCH DAY 3	Arranging visits & risk assessment

Appendix D

9 TH Dec	SCHOOL	SCHOOL	DT	SCHOOL	SCHOOL
16 th Dec	SCHOOL	SCHOOL	End of term review and assessment	SCHOOL	SCHOOL
23 rd & 30 th Dec	Christmas Break				
6 th Jan	SCHOOL	SCHOOL	Arrangements for the term Students to secure workplace experiences	SCHOOL	SCHOOL
13 th Jan	SCHOOL	SCHOOL	Contrast setting Child development	SCHOOL	SCHOOL
20 th Jan	SCHOOL	SCHOOL	PE – Indoor Games Letters of application & Interview procedures	SCHOOL	SCHOOL
27 th Jan	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL
3 rd Feb	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL
10 th Feb	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	CONTRAST SETTING SCHOOL	SCHOOL
17 th Feb	Spring half term				
24 th Feb	SCHOOL	SCHOOL	SEN AND IEPS MUSIC	SCHOOL	SCHOOL
3 rd Mar	SCHOOL	SCHOOL	HISTORY	SCHOOL	SCHOOL
10 th Mar	SCHOOL	SCHOOL	TBA	SCHOOL	SCHOOL
17 th Mar	SCHOOL	SCHOOL	Smartboard training 2 PE – Field games	SCHOOL	SCHOOL

Appendix D

24 th Mar	SCHOOL	SCHOOL	GEOGRAPHY	SCHOOL	SCHOOL
31 st Mar	SCHOOL	SCHOOL	TBA	SCHOOL	SCHOOL
7 th Apr & 14 th Apr	Easter break				
21 st Apr	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
28 th Apr	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
5 th May	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
12 th May	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
19 th May	ART	ART	ART	ART	SCHOOL
26 th May	Summer half term				
2 nd June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
9 th June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
16 th June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
23 rd June	SCHOOL	SCHOOL	FINAL ASSESSMENT DAY/portfolio and file scrutiny	SCHOOL	SCHOOL
30 th June	SCHOOL	SCHOOL	SCHOOL	SCHOOL	GRADUATION DAY



St John's C of E Teaching School

School Direct Trainee Assessment

<p style="text-align: center;">Teachers' Standards DfE 2011</p>	<p style="text-align: center;">UCET/NASBTT guidance on the standard required to make the judgement for the recommendation for the award of School Direct with a 'good' grade. (2)</p>	<p style="text-align: center;">UCET/NASBTT guidance on the standard required to make the judgement for the recommendation for the award of School Direct with an 'outstanding' grade. (1)</p>
<p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.</p> <p>Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>	<p>As beginner teachers they will have had the opportunity to demonstrate achievement of all of the standards within the context of their School Direct Training Programme, with appropriate support from experienced mentors. It is expected that the beginner teacher will have personal and pedagogical aspirations that will be met in the context of the NQT phase and through ongoing professional development.</p> <p>'Good' achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.</p> <p>Trainees graded as 'good' teach mostly good lessons across a range of different contexts (for example, different ages, backgrounds, group sizes and abilities by the end of their training.</p>	<p>'Outstanding' achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristics of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.</p> <p>Trainees graded as 'outstanding' teach consistently good lessons that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes and abilities) by the end of their training.</p>

Appendix F

PART ONE: Teaching. A teacher must:		
<p>TS1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> - Establish a safe and stimulating environment for pupils, rooted in mutual respect - Set goals that stretch and challenge pupils of all backgrounds, abilities and disposition - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<p>School Direct Trainees graded as ‘good’ at the end of the programme of ITE have demonstrated that:</p> <p>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>They consistently set high expectations of pupils in their different training contexts.</p> <p>They are well respected by learners and effectively promote pupils’ resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.</p> <p>They demonstrate professional behaviour that is evidenced through proactive support of pupils, parents and carers that impacts positively on the ethos of the school.</p> <p>They have additional ideas that impact on the pupils showing an enthusiasm for motivating teaching and learning.</p>	<p>School Direct Trainees graded as ‘outstanding’ at the end of the programme of ITE have demonstrated that:</p> <p>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.</p> <p>There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.</p> <p>They demonstrate professional behaviour and also contribute their professionalism to the wider school environment.</p> <p>They have additional ideas that impact on the pupils showing an enthusiasm for motivating teaching and learning which also affects the school outside the classroom.</p>

Appendix F

<p>TS2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> - Be accountable for attainments, progress and outcomes of the pupils plan teaching to build on pupils' capabilities and prior knowledge - Guide pupils to reflect on the progress they have made and their emerging needs - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching - Encourage pupils to take a responsible and conscientious attitude to their own work and study 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They assume responsibility for the attainment, progress and outcomes of the pupils they teach.</p> <p>They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils.</p> <p>They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching.</p> <p>They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They assume a high level of responsibility for the attainment, progress and outcomes of the pupils they teach.</p> <p>They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time are able to articulate a clear and well-justified rationale as to how they are building on prior achievement.</p> <p>They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment.</p> <p>They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</p>
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Appendix F

<p>TS3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest.</p> <p>They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching.</p> <p>They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career.</p> <p>They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.</p> <p>In relation to early reading: primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age-phases they are training to teach.</p> <p>In relation to early mathematics: primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age-ranges they are training to teach.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest.</p> <p>They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.</p> <p>They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training.</p> <p>They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.</p> <p>In relation to early reading: primary trainees draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age-phases they are training to teach.</p> <p>In relation to early mathematics: primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age-ranges they are training to teach.</p>
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Appendix F

<p>TS4 Plan and teach well structured lessons</p> <ul style="list-style-type: none"> - Impart knowledge and develop understanding through effective use of lesson time - Promote a love of learning and children’s intellectual curiosity - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired - Reflect systematically on the effectiveness of lessons and approaches to teaching - Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>School Direct Trainees graded as ‘good’ at the end of the programme of ITE have demonstrated that:</p> <p>They show a willingness to try out a range of approaches to teaching and learning.</p> <p>They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes.</p> <p>They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners.</p> <p>They make a positive contribution to the development of curriculum and resources in their placement settings.</p>	<p>School Direct Trainees graded as ‘outstanding’ at the end of the programme of ITE have demonstrated that:</p> <p>They plan lessons that often use well chosen imaginative and creative strategies and that match individuals’ needs and interests.</p> <p>They are highly reflective in critically evaluation their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning.</p> <p>They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</p>
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Appendix F

<p>TS5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development - Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress.</p> <p>They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progress for individuals and groups.</p> <p>They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</p>
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Appendix F

<p>TS6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none">- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements- Make use of formative and summative assessments to secure pupils' progress- Use relevant data to monitor progress, set targets, and plan subsequent lessons- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They are able to assess pupils' attainment accurately against national benchmarks.</p> <p>They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses.</p> <p>They maintain accurate records of pupils' progress and use these to set appropriately challenging targets.</p> <p>They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They can confidently and accurately assess pupils' attainment against national benchmarks.</p> <p>They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.</p> <p>They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.</p> <p>They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress.</p>
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Appendix F

<p>TS7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them <p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</p>	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They work within the school's framework for behaviour and apply rules and routines consistently and fairly.</p> <p>They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning.</p> <p>They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual.</p> <p>They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly.</p> <p>They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning.</p> <p>They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation.</p> <p>They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>
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Appendix F

<p>TS8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> - Make a positive contribution to the wider life and ethos of the school - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support - Deploy support staff effectively - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues - Communicate effectively with parents with regard to pupils' achievements and well-being 	<p>School Direct Trainees graded as 'good' at the end of the programme of ITE have demonstrated that:</p> <p>They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school.</p> <p>They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</p> <p>They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.</p> <p>They communicate effectively, both verbally and writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for doing so in response to individual pupils' emergent needs.</p>	<p>School Direct Trainees graded as 'outstanding' at the end of the programme of ITE have demonstrated that:</p> <p>They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.</p> <p>They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</p> <p>They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.</p> <p>They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual pupils' emergent needs.</p>
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Appendix F

PART TWO: Personal and Professional Conduct	
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standards for conduct through a teacher's career.</p>	<p>Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they undertake all trainees are expected to demonstrate high professional standards from the outset. For that reason the standards in Part Two are not graded.</p> <p>By the end of the programme of ITE, all those trainees recommended for the award of QTS will have demonstrated that:</p>
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions - Showing tolerance of and respect for the rights of others - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 	<p>They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balance curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.</p>
<p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.</p>	<p>They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.</p>
<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<p>They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustment for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document</p>

Appendix G



Please complete the appropriate checklist of lesson observations conducted by School Direct Tutor, Class Teacher, Mentor and any other school led monitoring by writing the date of each observation in the appropriate column...

Seven Areas of Learning for the Early Years Foundation Stage

Personal, social and emotional development	Communication and language	Physical development	Understanding the world	Mathematics	Literacy	Expressive Arts and Design

Key Stage 1 or 2 (Please include core subjects only in contrast setting placement)

Literacy	Numeracy	Science	ICT	PE	Humanities	Art/D&T	Music	PSHE

The school direct tutor and class teacher will liaise to ensure that a spread of subjects is observed- dates will be recorded and references made to the observations.

Appendix H

St John's C of E Teaching School



Individual Training Plan (ITP) for

Week	1. Formal Training 2. Focus for school based learning (Based on targets from previous week) 3. Any other training needs	Activities/Evidence (State location e.g. file and page no.)	Teaching Standard
1			
Reflections of the week...			
Targets for next weeks ITP...			
Mentor/Tutor comments (including progress from previous meeting)...			
Signed Mentor..... Signed Trainee			

Appendix I



St John's C of E School Direct Mentor/Tutor Lesson Observation Sheet



Trainee:	Subject:	Standard Focus:
Date:	Class/Year gp:	Observer:

Targets/Areas of development from previous observation(s)

Starting off;

Pace? Engagement? Clear expectations? Recapping previous learning? Presence? Learning intentions/objectives?

Main Teaching (including Key Questions)

Delivery? Pace? Clear explanation? Subject Knowledge? Differentiation? Involvement of other adults? Assessment for learning? Relationships? Whole class awareness? Engagement and enjoyment?

Tasks/Activities (including differentiation)

Organisation of resources? Differentiation? Use of adult supporting learning? EAL? SEN? Tasks planned to engage different learning styles? Challenge? Independent learning? Suitability? Understanding?

Appendix I

Plenary

Effective questioning? Assessment for learning? Progress? Reflection? Pupil and peer assessment?

Behaviour management

Positive behaviour strategies? Role model? High expectations? Engagement and enjoyment? Use of school policies? Respect

Homework

Health & Safety

Planning and preparation

Activities? Use of ICT? Resources? Guidance of ASL?

Strengths (Including standards met)

Areas for ITP/Targets for next lesson (Inc. standards)

Signed _____ (trainee) Signed _____ (observer)

Appendix J

St John's C of E Teaching School



Lesson Observation Sheet for Trainee completion

Subject;		Year Group;	
Learning Objective(s)			
Time	What is the teacher doing?	Why do you think he/she is doing it?	Teaching Standards
Points to consider to improve my teaching and Targets for next weeks ITP...			

Appendix J

St John's C of E Teaching School



Prompts for completing the observation sheet;

- In bullet points give a brief description of what the class teacher does at each time during the observation with a brief explanation of why you think he/she does it.
- Choose a 20 min session (Try to ensure a balance of observations throughout the week at different times of day and parts of lesson)
- Make a fresh observation every 2 to 3 mins
- Keep going until session finishes

e.g.

9.15 – T praises pupils ready to listen - to ensure pupils are ready and using positive behaviour strategies

9.20 – T explains recaps what was learned in previous session – to ensure pupils know the context of their learning and recalls understanding so far

Once you have set targets for your ITP plan when to use them and ensure that you are reflective once you have tried them

It may be useful to discuss with the class teacher the observations and to ask them why they use the strategies observed.

Plenary

Assessment Opportunities

Homework

Health & Safety

Additional Adult support

Focus Group

Additional actions/resources

LSA Comments

Resources/ICT inc

Reflection - Points to Consider

Did I achieve the standards intended?

Did the children achieve the L.O.?

Actions/Targets for next lesson



Appendix L

St John's C of E Teaching School



Mentor Checklist

Autumn Term

- Provide medium term plans
- Provide class timetable and class lists of information IEPs etc.
- Provide opportunities for trainee to teach parts of sessions or groups
- Help to design trainee's timetable
- Provide opportunities for trainee to observe teachers
- Ensure trainee is involved in all aspects of school life
- Observe trainee weekly
- Meet with trainee weekly, record formally- set targets relating to The Teaching Standards. Check planning and reflections. Discuss school based tasks
- Use trainee grading template to identify ways in which trainee can move to the next level during joint lesson observation with tutor.(end of term)

Spring Term

- Help to design trainee's timetable
- Provide opportunities for trainee to observe teachers
- Observe trainee weekly
- Meet with trainee weekly, record formally - set targets relating to The Teaching Standards. Check planning and reflections. Discuss school based tasks.
- Set targets for contrast setting school
- Meet contrast trainee
- Observe contrast trainee delivering maths or literacy (tutor will observe the other subject)
- Complete contrast placement assessment for contrast trainee.

Summer Term

- Help to design trainee's teaching timetable
- Observe trainee fortnightly
- Meet with trainee regularly, record formally, set targets relating to The Teaching Standards. Check planning and reflections.
- Portfolios are graded at St John's C of E Teaching School after half term(information only)
- Final Assessment takes place after half term. This involves the trainee planning and teaching a lesson. This is observed by a School Direct Tutor (information only)

Appendix M

St John's C of E Teaching School

Trainee Induction Checklist

Obtain...	From...	Prompts Please highlight when completed
1. Dates for year	Mentor/ Tutor	<ul style="list-style-type: none"> Get date lists and transfer all relevant dates to your diary Put a copy of yearly and termly date lists/planners in your planning file
2. Timetable	Class teacher	<ul style="list-style-type: none"> Obtain a copy of the class/year group timetable Discuss the teachers expectation of daily routines e.g. homework, registers, assemblies Find out about hours (If any concerns arise over work life balance please speak to Susan/Helen)
3. Dress Code	Head	<ul style="list-style-type: none"> Discuss with relevant person and obtain a copy of school policy for your file.
4. Use of Copiers and school equipment	Mentor/ TA	<ul style="list-style-type: none"> Demonstration of how copiers are used Demonstration of the use of the laminator Demonstrate the use of other school equipment
5. Fire Procedures	Head/ mentor	<ul style="list-style-type: none"> Read the Fire Precaution Procedures in the room you are most commonly based in Find the fire exits Ensure you know where the current meeting point is Discuss your role in the event of a fire with your mentor
6. Computers	ICT manager	<ul style="list-style-type: none"> Do you have access to a computer in the classroom or suite Are you listed on the server will be; lists, stars etc Find out how the ICT suite may be booked, using the timetable, for class use and at other times for personal use You should have your own folder on the server If you have your own laptop do you need software loaded on, passwords for school subscriptions etc...
7. Displays	Mentor	<ul style="list-style-type: none"> What areas are you responsible for Is there a school policy on Display procedures? Set up a classroom display on an area agreed with the class teacher/mentor Write a short piece on the purpose of classroom display to share at induction week
8. Communication	Mentor	<ul style="list-style-type: none"> What is the school procedure for communication e.g. Daily white board should be read every morning Do you have a Pigeon hole if so where, should it be checked daily? Set up a specific place in class for you to store folders/paperwork etc... Record all planned events on the termly planner e.g. dates out etc... Make a list of other relevant information including timetables is also displayed in the staff room Do you know where school policies are kept
9. Staff room	mentor	<ul style="list-style-type: none"> Is there allocated seating How is cutlery etc... organised Is there a tea fund that you need to contribute to? All staff are responsible for clearing their own plates/ cups away All staff are jointly responsible for the keeping the kitchen clean and tidy
10. Assemblies	Head/RE leader	<ul style="list-style-type: none"> How are assemblies organised Are you expected to attend all assemblies Will you be expected to lead an assembly
11. Behaviour	Mentor/ Deputy	<ul style="list-style-type: none"> Read the school behaviour policy Discuss how positive reinforcement works Familiarise yourself with reward system Familiarise yourself with other procedures relating to behaviour policy Be prepared to discuss behaviour policy at induction event
12. Resources	Resource manager	<ul style="list-style-type: none"> Familiarise yourself with stationary cupboard and the system for highlighting low stock Find out where resources are stored and draw a plan of school/class
13. SEN	Senco	<ul style="list-style-type: none"> Raise any SEN concerns with either the class teacher or Senco Explain where SEN resources are kept Familiarise yourself with the SEN folder and the children who need supporting in your class

Appendix M

		<ul style="list-style-type: none"> Find out about school systems for IEP's and other paperwork
14. Medical	Trained first aider	<ul style="list-style-type: none"> Medical folder and supplies are kept at the first aid post Familiarise yourself with children's medical list and where they are kept Letters should be issued to the class teacher of any child who bumps their head Epi-pens and Asthma pumps are kept in the main office All medicines must be kept in the front office along with parental permission forms, only authorised staff may administer them
15. Planning	Mentor	<ul style="list-style-type: none"> Obtain copies of medium term plans How are weekly plans kept Are plans monitored?
16. Reporting to parents	Assessment leader	<ul style="list-style-type: none"> Find out about reporting to parents – when are reports written, obtain copies of previous reports for your class. Dates of parents evenings? Meeting with parents – is there an informal system (e.g. do staff go out every afternoon with class?)
17. Security	Mentor	<ul style="list-style-type: none"> Do you need to clock in and out? Find out about the use of the visitors book and badge for people without cards Politely challenge anyone without a badge Entry code Ensure that all external doors are kept shut
18. Playground Duty	Deputy	<ul style="list-style-type: none"> Location of the and organisation of the rota If you have questions check with the senior member of staff on duty Discuss expectations of playground behaviour Make sure you know what to do during wet playtimes
19. Safe-guarding	Head	<ul style="list-style-type: none"> An overview of safeguarding and its importance SET Procedures location- Read CP policy, find out about school systems and procedures Discuss the importance of confidentiality Be aware of current class concerns
20. School trips	Relevant staff member	<ul style="list-style-type: none"> Read the Risk Assessment policy Be very clear on your role Adult: Pupil ratio is 1:10(normal trips) 1:5 (public transport) 1:3 (complicated visits)
21. Meetings	Year group leader/mentor	<ul style="list-style-type: none"> Find out about Year Group or phase Planning meetings Find out how staff meetings are organised and ensure that you attend and keep notes
22. Prospectus	Mentor	<ul style="list-style-type: none"> Go through the Prospectus together answering any questions that arise.
23. Health and Safety	Mentor	<ul style="list-style-type: none"> Location and contents of the Health and Safety Notice Board Location and contents of H and S policies and documentation Section 25 Induction fro Head

Appendix N1



St John's C of E School Direct

Tutor Visits to School

Autumn Term 2013



**Teaching
Agency**

Trainee:

School:

Class Teacher Mentor:

Visit	Date/Time Subject		Notes
1		<ul style="list-style-type: none">• Meet with mentor, Head teacher and trainee.• Establish that trainee has been through induction procedures, has CRB and is on the payroll.• Discuss the programme.• Identify key areas of focus on training plan.• Ensure clarity in expectation.• Carry out a short observation as needed.	
2		<ul style="list-style-type: none">• To carry out an observation of the trainee delivering part of a lesson.• Feedback and set targets.• Discuss targets with mentor and trainee.• Check on progress of tasks and review training plan.• Ensure weekly mentor log is completed with targets set and reviewed.	

Appendix N1

3		<ul style="list-style-type: none">• To carry out an observation of the trainee delivering a lesson.• Feedback and set targets.• Discuss targets with the mentor and trainee.• Check on progress of tasks and review training plan.• Ensure weekly mentor log is completed with targets set and reviewed.	
4		<ul style="list-style-type: none">• To carry out a joint lesson observation with mentor and provide feedback. Set appropriate targets to move trainee to the next developmental level using the grading template. Discussion with the trainee and mentor.• Check on progress of tasks and review training plan.• Ensure weekly mentor log is completed with targets set and reviewed.• Ensure completion of the End of Term reflection.	

Appendix N2



St John's C of E School Direct

Tutor Visits to School

Spring Term 2014



Trainee:

Visit	Date/Time Subject		Notes
1		<ul style="list-style-type: none">• To carry out a lesson observation of the trainee delivering a lesson .• Feedback and set targets.• Discuss targets with mentor and trainee.• Check on progress of tasks and review training plan.• Ensure weekly mentor log is completed with targets set and reviewed.	
2		<ul style="list-style-type: none">• Mid Programme Review• Meeting with the mentor and trainee to set targets for contrast setting placement• Review spread of subject observations• Set appropriate targets to move trainee to the next developmental level using the grading criteria• Agree a mid programme grade with mentor and discuss with trainee• Ensure weekly mentor log is completed - targets set and reviewed	

Appendix N2

3		<ul style="list-style-type: none">• Tutor to visit the trainee in contrast setting.• Discuss the placement with both class teacher and trainee.• To identify standards and discuss targets.• To discuss mentor completion of trainee's assessment documentation.• To ensure core subjects are formally observed and expectations are clear	
4		<ul style="list-style-type: none">• Tutor to carry out an observation and provide feedback in the contrast setting.• Discuss progress with the trainee and class teacher.• To collect assessment document completed by contrast setting school.	

Appendix N2

5

- Portfolio scrutiny
- To discuss outcomes and set targets plus any necessary changes to the training programme
- Discussion with trainee using specific
 - criteria to ensure grading awareness and expectations from mid programme assessment
- Check on progress of tasks and assignments.



St John's C of E School Direct

Tutor Visits to School

Summer Term 2014



**Teaching
Agency**

Trainee:

School:

Class Teacher Mentor:

Visit	Date/Time Subject		Notes
1		<ul style="list-style-type: none">• To carry out an observation of the trainee delivering a lesson and provide feedback.• Set targets.• Check spread of subject observations.• Discuss targets with mentor and trainee.• Ensure weekly mentor log is completed with targets set and reviewed.	

Appendix N3

2		<ul style="list-style-type: none">• To carry out an observation of trainee delivering a lesson (as needed) and provide feedback.• Set targets.• Discuss targets with mentor and trainee.• Ensure weekly mentor log is completed with targets set and reviewed.	
3		<ul style="list-style-type: none">• Final assessment - Lesson Observation	
4		<ul style="list-style-type: none">• Career Entry Development Profile Session- target setting procedure to ensure a smooth transition from trainee to NQT	



Feedback from Class Teacher at end of Contrast Setting Placement

Name of school

Name of trainee

S1a	Establish a safe and stimulating environment for pupils , rooted in mutual respect	- I demonstrate an enthusiasm for the classroom and the school environment.
S1b	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	- I consistently provide challenging learning and linked activities and ensure barriers to learning are overcome.
S1c	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	- I model an intrinsic passion for learning and inspire and communicate enthusiasm to learners.
S3a	Have a secure knowledge of the relevant subject and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	- I have planned and researched my lesson well. - I have planned and demonstrated my understanding of phonics through a successful lesson observation.
S3c	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	- I demonstrate correct spelling and sentence structure.
S3d	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	- I use correct grammar - I am a positive role-model in all I do
S3e	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	- I have observed, planned and been observed delivering an early reading session. - I have observed, planned and been observed delivering an early maths session using appropriate resources.
S4a	Impart knowledge and develop understanding through effective use of lesson time.	- I recognise the importance of the lesson plan in balancing content and time.
S4d	Reflect systematically on the effectiveness of lessons and approaches to teaching.	- I am developing my skills by sharing and discussing my own practice and that of colleagues. - I have completed my lesson reflections
S5a	Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	- I can differentiate according to the needs of the pupils.

Appendix O

S6b	Make use of formative and summative assessment to secure pupils' progress	- I am confident in my understanding of formative and summative assessment
S7a	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	- I model expected behaviour and use language that promotes appropriate behaviour.
S7b	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	- I use a variety of well-chosen behaviour management strategies.
S8a	Make a positive contribution to the wider life and ethos of the school.	- I participate in playground duty and model enthusiasm for the environment and school events.
S8b	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	- I have ensured I mix with other members of staff including the class teacher and use expertise of others as appropriate.
S8c	Deploy support staff effectively	- I plan for additional adults in the classroom
S8d	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	- I have written lesson reflections concentrating on targets in this contrast setting.

Something to celebrate (please note any concerns here)

Signed

Year Group

Class teacher

Trainee



St John's C of E Teaching School



School Summary Assignment Assessment

Trainee Name

School Name

Tutor

Title of Work

Date Submitted

I confirm that this is my own work and that I have cited all references in accordance with recognised academic practice.

Signed

Date

Grade

Tutor Comments

Teachers' Standards - from 1st September 2012



Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

www.PrimaryTools.co.uk

Part One: Teaching. A teacher must:		
1) Set high expectations which inspire, motivate and challenge pupils		
establish a safe and stimulating environment for pupils, rooted in mutual respect		set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils		
2) Promote good progress and outcomes by pupils		
be accountable for pupils' attainment, progress and outcomes		guide pupils to reflect on the progress they have made and their emerging needs
plan teaching to build on pupils' capabilities and prior knowledge		demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
encourage pupils to take a responsible and conscientious attitude to their own work and study		
3) Demonstrate good subject and curriculum knowledge		
have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings		demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship		if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
4) Plan and teach well structured lessons		
impart knowledge and develop understanding through effective use of lesson time		set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
promote a love of learning and children's intellectual curiosity		reflect systematically on the effectiveness of lessons and approaches to teaching
contribute to the design and provision of an engaging curriculum within the relevant subject area(s)		
5) Adapt teaching to respond to the strengths and needs of all pupils		
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these		have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
6) Make accurate and productive use of assessment		
know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		use relevant data to monitor progress, set targets, and plan subsequent lessons
make use of formative and summative assessment to secure pupils' progress		give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7) Manage behaviour effectively to ensure a good and safe learning environment		
have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy		manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8) Fulfil wider professional responsibilities		
make a positive contribution to the wider life and ethos of the school		deploy support staff effectively
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
communicate effectively with parents with regard to pupils' achievements and well-being		
Part Two: Personal and Professional Conduct. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.		
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:		
treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position		showing tolerance of and respect for the rights of others
having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions		not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law		
Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality		
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		

Teachers' Standards - from 1st September 2012



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Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching. A teacher must:		
1) Set high expectations which inspire, motivate and challenge pupils		
establish a safe and stimulating environment for pupils, rooted in mutual respect		set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils		
2) Promote good progress and outcomes by pupils		
be accountable for pupils' attainment, progress and outcomes		guide pupils to reflect on the progress they have made and their emerging needs
plan teaching to build on pupils' capabilities and prior knowledge		demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
encourage pupils to take a responsible and conscientious attitude to their own work and study		
3) Demonstrate good subject and curriculum knowledge		
have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings		demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship		if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
4) Plan and teach well structured lessons		
impart knowledge and develop understanding through effective use of lesson time		set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
promote a love of learning and children's intellectual curiosity		reflect systematically on the effectiveness of lessons and approaches to teaching
contribute to the design and provision of an engaging curriculum within the relevant subject area(s)		
5) Adapt teaching to respond to the strengths and needs of all pupils		
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these		have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
6) Make accurate and productive use of assessment		
know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		use relevant data to monitor progress, set targets, and plan subsequent lessons
make use of formative and summative assessment to secure pupils' progress		give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7) Manage behaviour effectively to ensure a good and safe learning environment		
have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy		manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8) Fulfil wider professional responsibilities		
make a positive contribution to the wider life and ethos of the school		deploy support staff effectively
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
communicate effectively with parents with regard to pupils' achievements and well-being		
Part Two: Personal and Professional Conduct. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.		
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:		
treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position		showing tolerance of and respect for the rights of others
having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions		not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law		
Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality		
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		

Appendix 3: Evidence for Teachers' Standards

Evidence for Teachers Standards - Guidance

An example list of suitable evidence against the Teachers' Standards (2012)

1. Set high expectations which inspire, motivate and challenge pupils

a) Establish a safe and stimulating environment for pupils, rooted in mutual respect

- Safeguarding practice matches policy
- Class environment – how does environment support and extend learning?
- Attendance and punctuality; bullying log/ behaviour log
- Opportunities for learning outside school day; completion of homework
- Pupil behaviour in lessons: behaviour systems promoting learning, e.g. peer feedback
- Possible rewards and sanctions (including celebration assemblies, class assemblies)
- Relaxed atmosphere within class – pupil talk; confidence to speak and discuss; respect for opinions
- Lesson observation and learning walks; portfolio of (stimulating) displays & learning walls (which represent minorities e.g. disabled, ethnic groups, etc.)
- Student voice – especially look for stimulating environment & high expectations; impact of peer mediators and peer coaching; pupil questionnaire
- Cross-phase/ mixing year groups
- Use of external agencies
- Induction systems at start and middle of the year
- Ability to work with parents/carers to establish positive behaviour

b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

- Children know targets and how to get them; next steps marking; AfL embedded
- Attainment and wellbeing targets; end of term/ project/ year targets; support and intervention to meet targets
- Celebration of targets achieved? Effective mentoring in place
- Student voice - are targets challenging? Evidence of class code of conduct
- IEPs show clear steps to goals & regular review
- Effective tracking/ analysis of data to close the gaps
- Quality lesson planning (which shows clear and appropriate differentiation); seating plans/groupings
- Awareness of vulnerable children/groups – effective interventions
- Pupil progress meetings; evidence showing understanding/impact of vulnerable children's needs; APP up-to-date; teacher tracking data with interventions
- Lesson observation comments/ feedback form
- Ethnic Minority Achievement Plan; Celebration of other backgrounds/cultures
- Good use of resources and support staff
- Target walls differentiated to ensure personal success

Evidence for Teachers Standards - Guidance

c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

- Lesson observations and learning walks show consistency of practice
- Teachers model behaviour, respect, politeness expected in and outside class to other colleagues and visitors, not just children
- Regular feedback to pupils
- Follow school's behaviour code consistently, including sanctions, rewards, code in & out of classroom; display work
- Vision & values of school demonstrated;
- Home/School agreement; Class charter/rules
- Behaviour around school – transition times, playground, time keeping
- Feedback from outside agencies and community, e.g. trips out, visitors' book, parents' feedback
- Pupil conferencing/ voice; School Council
- Being interested in, and committed to, each child as an individual

2. Promote good progress and outcomes by pupils

a) Be accountable for pupils' attainment, progress and outcomes

- PM reviews
- Pupil progress meetings – including teachers' own analysis of data, impact & progress of vulnerable groups
- Intervention & impact – evidence of interventions in place *Even if outcomes or progress is limited, is there evidence of actions?*
- APP & teachers' records
- Exam and test outcomes
- Lesson observation formative feedback and post-observation
- Learners' views, pupil conferencing & knowledge of targets
- Parents'/ carers' views – evidence of meetings
- IEP reviews, Personal Support Plans
- Progress against targets - teacher tracking
- Students responses to written feedback
- Teachers' data packs
- Case studies for individual pupils or groups
- Book scrutiny; marking in books & indicating next steps
- Planning scrutiny - planning that reflects gaps analysis/data interpretation
- Learning journals, class scrapbook
- EYFS profile data
- External input – SIA observations, etc.
- "Sign off day" – teacher giving evidence to next year's teacher
- Pupil voice: 'I have met my target'

Evidence for Teachers Standards - Guidance

b) Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- Annotated lesson plans (including differentiation)
- AfL strategies
- Seating and group plans – identification of vulnerable children
- Impact of intervention
- Use of assessment to inform planning; SIMS assessment data sheets (Assessment Manager)
- IEPs; Individual pupil targets (data); annotated individual pupil tracking sheets
- Entry & Exit cards
- Observations
- Understanding of tracking documents/ systems in school & demonstration of using them
- Key questions identified in planning
- APP sheets/ Planning linked to APP
- e-books
- EYFS profile
- Baseline assessments
- Learning logs/ Learning walks
- Use of school pastoral systems, e.g. attendance
- Transition information
- Parents, including home visits
- Other professionals who are involved, e.g. speech therapists, etc.
- Discussion with students/pupils – students planning?
- Work scrutiny; Quality of marking in books
- 'Vulnerability register' – records barriers to learning – staff take responsibility
- CAF tracker

c) Guide pupils to reflect on the progress they have made and their emerging needs

- Lesson observations
- Student voice (process – not one-off conversation)
- Peer evaluation; AfL
- IEP reviews
- Response to marking and feedback
- Class environment promoting space for reflection
- Journals and diaries
- Thinking Trees; Learning Walls
- Pupil awareness of development target
- Marking to success criteria; Pupils select own success criteria
- Target setting
- Pupil progress reviews
- Child observations

Evidence for Teachers Standards - Guidance

d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- Lesson planning – for EAL, SEN, VAK learners
- Student voice
- Lesson study
- CPD/ staff training (and evidence of CPD in appropriate areas)
- Varied and creative teaching styles e.g. paired work, team teaching (not single approach all lesson)
- Evidence of adapting lesson in response to pupils' needs through lesson observations/ learning walks
- Evidence of independent learning tailored to pupils' preferred learning style e.g. Gardner's 7 intelligences
- Good balance of teacher talk & independent work
- Feedback from, or providing for, lesson observations
- Observations for learning diaries (EYFS)
- Curriculum planning/skills progression

3. Demonstrate good subject and curriculum knowledge

a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- Planning showing progression from before and onwards
- Lesson observations show differentiation & appropriate challenge, questioning
- Marking & feedback, Assessment
- Target setting
- Pupil conferencing
- Work scrutiny
- CPD – engagement in INSET, staff meetings, courses, school networks
- Leading subject (INSET, staff meeting, subject leader file)
- Support/ liaise with colleagues
- Classroom environment
- Focus weeks, clubs
- Creativity outside classroom
- Communication with parents
- Modelling interests, identifying & signposting to further activities

b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- Attendance of/ contribution / role modelling acquisition of new understanding in staff meetings, INSET, other CPD
- Policy and planning review and scrutiny
- Impact on learning – outcome of learning – progress/books
- Relevant pedagogy – TES articles, own research etc
- CPD records
- Lesson observations/ Observations from learning walks
- Pupil and parent voice/ pupil attitudes/ pupil progress

Evidence for Teachers Standards - Guidance

c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- Speaking & listening of children
- Modelling of spoken and written English in all lessons regardless of subject
- SATs results, optional SATs Y3 - Y5
- Lesson observations – focus on literacy promotion, provision and standards accepted
- Planning shows development of literacy as well as subject specific
- Classroom environment shows accurate promotion of literacy key skills and reading
- Drop-in sessions
- Planning (target) to include building literacy skills
- Learning walks
- Work sampling and marking in (joined) legible script and enabling development of literacy skills, speaking and listening e.g. Talk for Writing
- Assemblies
- Articulate written and verbal communication (with parents and children)

d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- Teaching at dedicated time EYFS/ KS1/ KS2
- Plans, including Letters & Sounds or other scheme and guided reading show accurate, regular and prompt planning of groups, interventions and regular assessment
- Good use of TA's who have good knowledge effectively displayed
- Hearing children read, picking up errors
- Teacher pronounces appropriate phonemes
- Literacy leader monitoring
- Outcomes of formal assessment
- Lesson observations
- CPD
- Phonics plans and rich classroom environment
- Work scrutiny
- Analysis of data
- KS2 – 4 teachers with children with SEN in reading are aware of next steps and proactive in promoting reading and supporting phonic development

Evidence for Teachers Standards - Guidance

e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

- Planning
- Work scrutiny shows school policy for developing strategies is applied consistency e.g. use of correct graphing skills in Maths, Science, Humanities, PE etc
- Good use of TA's
- School policy outlining strategies, adherence to calculation policy
- Lesson observations
- CPD
- Work scrutiny
- Analysis of data
- KS2 – 4 teachers with children with SEN in maths are aware of next steps and proactive in promoting calculation, data handling and using and applying mathematics

4. Plan and teach well-structured lessons

a) Impart knowledge and develop understanding through effective use of lesson time

- Planning
- Timekeeping/ timetabling
- Pupil conferencing
- Lesson observations (show high level of productivity & engagement)
- Lesson plans (which reflect progression); well-planned/ thought through questioning
- Use of TAs for effective learning
- Work scrutiny – productivity

b) Promote a love of learning and children's intellectual curiosity

- Learning environment; encouraging children's questions/ ideas and opportunities for deep questioning and curiosity to be aroused
- Evidence that children's ideas have fed into topics
- Promotion of love of books/reading
- Student voice/ feedback
- Lesson observations and learning walks – staff enthusiasm
- Engagement in wider activities, e.g. World Book Day
- Enrichment opportunities – visitors
- Pupil conferencing – evaluation
- Parental responses
- Positive behaviour observed

Evidence for Teachers Standards - Guidance

c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- Lesson plans; displays
- Appropriate and motivating homework; homework record;
- Annual parental survey of home learning
- Scrutiny of appropriateness and motivation of work set
- Marking/ feedback
- Student voice, feedback from parents, homework dairies
- Stimulating homework challenges
- Visits/visitors used to enhance learning; school trips & associated work

d) Reflect systematically on the effectiveness of lessons and approaches to teaching

- Lesson objectives with measurable outcomes to gauge progress
- Progress made between lesson observations (teacher progress) & response to targets
- Completion of peer observations
- Contribution/participation in CPD activity to improve teaching
- Annotated planning
- Lesson observations & evaluations/ lesson study
- Minutes of KS meetings
- CPD and impact in classes

e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

- Adapt/ develop SoW/ discussion with governors
- Participation in enrichment activity linked to subject e.g. running visit/ trip/ CPD event
- Review of resources, e.g. text books, CD Roms, online materials
- Planning and scrutiny – curriculum areas; learning arc; pupil voice

5. Adapt teaching to respond to the strengths and needs of all pupils

a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- Planning
- Children's work, provision of resources
- Pupil progress meetings
- Decision making processes with support staff, deployment of additional adults
- Appropriate learning outcomes
- Use of Bloom's Taxonomy/ thinking skills
- Lesson observations, assessment records. All make progress over time
- Differentiated questioning informed by data
- Seating plans; appropriate groupings, provision maps, IEPs
- Student voice and pupil conferencing

Evidence for Teachers Standards - Guidance

b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- Planning /differentiation – shows understanding of child development
- Children's work
- Pupil progress meetings and conferencing
- Resources
- Learning styles
- Observations
- Use of Pupil Profile SEN information + strategies
- Use of opportunities to promote Literacy, Numeracy, ICT
- Appropriate use of TAs, provision maps, decisions with support staff
- Diary notes of meetings with SENCo
- Training records
- Use of referral to internal and external agencies
- Knowledge of and application of up to date teaching pedagogies

c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- Application of appropriate strategies
- Training records – ability to articulate why children need a particular type of approach
- Lesson plans show understanding of next steps based on children's needs
- Meetings with SENCo, IEP, pupil progress meetings all show personalisation

d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

- Lesson plans show explicit differentiation
- In observation, resources created show awareness of need for differentiation, delivery is inclusive
- Written feedback and pupil/ parent meetings show understanding of different needs
- Appropriate methods of assessment and next steps
- G&T opportunities promoted throughout

Evidence for Teachers Standards - Guidance

6. Make accurate and productive use of assessment

a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- Accurate use of assessment to identify gaps and plan next steps
- Moderation (external, internal and across schools/ departments)
- Monitoring cycle
- Lesson observation (and feedback)
- Contributions in staff meetings, training records show outcomes of training
- Work sampling
- Outcomes of moderation and pupil progress meetings– APP, levelling etc.
- Admin of EYFS profile/ KS1/ KS2 SATs
- Pupil conferencing, personalised questioning
- Pupil progress meetings
- Statutory assessment carried out correctly

b) Make use of formative and summative assessment to secure pupils' progress

- Planning reflects assessment outcomes
- Data
- Book scrutiny and quality of marking – Next steps
- Interventions including more able and other vulnerable groups
- Deployment of other adults
- Pupil progress meetings
- Using APP or other materials to do gaps analysis
- Curricular target setting
- Planning of Guided Groups
- Using information from previous/ other current teachers to inform planning

c) Use relevant data to monitor progress, set targets, and plan subsequent lessons

- Pupil progress meetings influence future planning
- Learning environment
- Pupil voice
- Book scrutiny
- Knowledge of Raise online/ Profile/ School data
- Pupil conferencing/ voice – enabling relevant planning of interest
- Planning – medium/short term
- Lesson observation

Evidence for Teachers Standards - Guidance

d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

- Books/ Work scrutiny
- Lesson observations
- Pupil conferences, tutor group time
- Pupil questionnaires
- Children can articulate targets

7. Manage behaviour effectively to ensure a good & safe learning environment

a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- Observation(s) of pupil behaviour
- Pupil conferencing / discussions with pupils
- Exclusion rates; behaviour log
- Lesson observations
- Clear, visible classroom rules; evidence of class agreement on rules; rewards/consequences boards
- Teacher engaging with students in and out of classroom time

b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- Behaviour management display (photographs)
- Evidence of positive behaviour management/ school rewards
- Pupil voice; happiness survey
- Classroom observations
- Certificate home log; SIMS log
- Staffroom discussions; discussions with pupils (reflective entries/evaluations)
- Teacher behaviour – modelling to pupils
- Teachers' communication with pupils, colleagues and all in school
- Detentions/ exclusions
- Adhering to school policy/ethos; school policies & 'non-negotiables' are actioned consistently
- Follow up of behaviour outside of class

Evidence for Teachers Standards - Guidance

c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- Lesson observations and drop in
- IEPs; pupil voice; parent voice
- Quality of work in books; differentiated tasks
- Classroom environment and displays; layout of classroom; seating plans
- Feedback from supply teacher
- Conflict resolution techniques
- Different learning styles in planning
- Deployment of other adults; support staff; use of resources

d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

- Record keeping by teacher – behaviour
- Lesson observations
- Adherence to school behaviour policy
- Informal mentoring; pupil voice
- Behaviour logs – teachers following through
- Staff modelling appropriate behaviour and actively promote good behaviour, build relationships and respect
- Consistency when dealing with poor behaviour
- Peer mentoring
- Restorative justice meeting

8. Fulfil wider professional responsibilities

a) Make a positive contribution to the wider life and ethos of the school

- Supporting school at New Parents Evenings, etc.
- Leading staff training sessions
- Peer mentoring/coaching
- Developing and contributing to development of SoW, policies
- Engaging in enrichment activities – planning/leading/organising – to include after-school activities, residentials, whole school events, home/school events, clubs, fairs, community and charity events
- Developing a whole school area – allotment, etc.
- Mentoring trainees
- Involvement with governors; PTA
- Being a team player and taking ownership of the environment you 'live in'

Evidence for Teachers Standards - Guidance

b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- Changing practice in light of feedback from lesson observations
- Taking responsibility for own and group CPD
- Being prepared to participate in trials, new pedagogies e.g. team teaching/lesson study, etc.
- Playing active part in staff meetings/ INSET
- Coaching & peer mentoring
- Team meetings/ focus sessions
- Multi-agency working
- Lesson study
- Seeking support when appropriate
- Performance management
- Email messages (tone...)
- Evidence of team leadership/ collaborative work on specific projects
- "Walking the walk"
- Maintaining confidentiality in and out of school

c) Deploy support staff effectively

- Lesson observations
- IEP/ Intervention
- Feedback from TAs/support staff (either lesson based or in support staff meeting)
- Pupil progress/ assessment
- Planning evidence and book scrutiny
- Team meetings
- Engagement in planning
- 360° review
- Comments on school review documentation
- Support staff appraisals
- CPD – requesting, attending, leading; ensuring support staff have appropriate CPD and resources to deliver learning effectively
- Supervision meetings

Evidence for Teachers Standards - Guidance

d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- Acting on feedback – what's changed? (Reflective entry)
- Subject leadership/ staff CPD
- Regular reflection on practice e.g. journal, further professional study, leading a staff group, disseminating new learning to colleagues
- Peer observation and mentoring
- Showing and sharing good practice
- Cross-phase and cross-school moderation
- PM reviews – mid and end of year; contributing own targets for development
- Lesson observations
- Requesting CPD
- Being thoroughly up to date with pedagogy and practice
- Understanding and working to maintain and improve on the professional responsibilities and progression in these standards

e) Communicate effectively with parents with regard to pupils' achievements and well-being

- Reporting
- Parents evenings/ days
- Parent feedback/ parents' meetings/ 1:1 conversations with parents
- Parent voice
- Open-door sessions
- Following up actions/ concerns, giving hard messages, celebrating successes etc.
- Home/School liaison – diaries, etc.
- Written reports including all SEN documentation, as required
- Newsletters
- Giving letters and information out on time – team approach
- Responsibility for contacting parents outside of timetabled parents' meetings

Evidence for Teachers Standards - Guidance

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

a) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- **treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position**
 - **showing tolerance of and respect for the rights of others**
 - **not undermining fundamental British values, including**
 - **democracy, the rule of law, individual liberty & mutual respect, tolerance of those with different faiths & beliefs**
 - **ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law**
 - **having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions**
- Observation - clear link between vision, ethos, policy & practice with class and across school
 - Consistency – above evidenced through all professional activity in school and

b) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

- teacher conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times
- teacher is on time for all beginnings and ends of days, meetings, lessons
- school/ colleagues always informed of and reasons for any non-attendance in the school day or other professional meetings and responsibilities in line with policy
- language and dress are highly professional and in line with school policy
- apply school policies at all times, e.g. health and safety, risk assessments before trips; homework etc

Appendix 4: Research Publication 1

School led training: An investigation into the new School Direct initiative for teacher education in England, the experiences of trainees and trainers.

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Abstract

This paper presents research undertaken with trainees, mentors and tutors who are associated with the new School Direct initiative in England. Introduced quickly in 2012, this was a new way of training teachers which is seen as school *-led*. That is, schools, not higher education institutions, are the leaders of this programme and in many cases universities have been cut out of the process of training teachers. The change has had serious implications for schools, education departments in universities and trainees. This research, with primary sector trainees, attempted to discover the views of recent and current trainees, mentors in schools and tutors from programme providers. Though at present the research is small and focussed on the primary phase, some serious issues have arisen including the theoretical content of the programmes and the mentors' ability to underpin practice with educational theory and subject knowledge and to use the government's qualified to teach standards correctly.

Key words teacher training - school direct - mentors - subject knowledge - school-led

Introduction

Following the coalition government's initiative introducing the School Direct Programme (SDP) of teacher training in 2012, there was a rapid move of government allocated training places, from university programmes into schools, which are grouped together in consortia or under the guidance of a School-Centred Initial Teacher Training Provider (SCITT). Some universities have become involved in working with the school partnerships and SCITTs, in order to deliver some of the required theory and to support mentoring in schools, but their role in teacher education is rapidly declining. A great deal of concern has been expressed about this move by education researchers and universities, as within high performing systems the move has been against in-school training, towards a more university research-based education (BEA/RSA, 2014; Swain, 2014). Kelly (2015, p30) in part blames universities for the problem, due to their 'spineless acquiescence to government policy'. As in most previous programmes of Initial Teacher Training (ITT), of whatever type, the SDP needs to be underpinned by scholarship, integrating educational theory with practice. Teacher educators, wherever they are based, need to ensure that the trainee teachers develop a high level of skills, knowledge and confidence, whilst also supporting the trainees in educational research activities. The question for school-led training is; will mentors have the time or expertise to engage the trainee in the level of reflection and scholarship necessary to produce high quality, outstanding teachers? Previously, concern had been expressed about the quality of mentoring of trainee teachers in school-based programmes (Brookes, 2007) and in the SDP much more is required of mentors than was previously the case. Quality is judged by Ofsted inspecting schools against a set of government standards and prospective teachers are assessed against them and have to comply with these standards before qualified teacher status (QTS) can be awarded.

The Cambridge Primary Review, (Alexander et al., 2010), the outcome of research conducted by Cambridge University into the condition and future of primary education, pointed out that there has been a tendency in ITT to represent teaching as merely the ability to acquire and use a narrow set of practical skills, leading to teachers becoming acquiescent followers of accepted methods, rather than exercising professional judgement to select the best approach to teaching. Certainly, all those involved in training teachers, acknowledge that in order to promote children's learning, trainees need to have access to a large body of knowledge on which to base their teaching efforts, including subject knowledge and pedagogical theory. Darling Hammond (2000a in Fullan, 2007, p273) identified six common features of ITT programmes:

- A common, clear vision of good teaching that is apparent in all coursework and clinical experiences;
- Well-defined standards of practice and performance that are used to guide and evaluate coursework;
- A curriculum grounded in substantial knowledge of child development, learning theory, cognition, motivation and subject matter pedagogy, taught in the context of practice;
- Extended experiences (at least 30 weeks) which are carefully chosen to support the ideas and practices presented in coursework;
- Strong relationships, common knowledge and shared beliefs among school and university based faculty;
- Extensive use of case study methods, teacher research, performance assessments and portfolio evaluation to ensure that learning is applied to real practice.

It has been interesting to examine the School Direct approach against this list. In addition, a list of 'what every teacher needs' was presented to the Carter review of primary education (and publicised in his widely followed blog) by Professor John Howson (Howson, 2014, no page). These included knowledge (up-to-date subject knowledge), knowledge of how to teach and assess the outcomes of what they are teaching (pedagogy), and lastly child development, an area that Howson believes has been the most neglected one in ITT programmes in the last thirty years and is now included in the Carter Review suggestions (Carter, 2015). This report also stresses that behaviour management, evidence-based teaching techniques, assessment and special educational needs should also be addressed and more subject knowledge included.

The one-year SDP has a number of features not observed in the varied, previously established teacher education programmes in England. These features include the idea of bringing schools together to form a partnership under a teaching school (though SCITTs had long been established), whose role it is to bid for training places from the government and provide support and training to mentors in schools. In some cases SCITTs, teaching schools and universities provide experienced tutors, who visit the schools and observe and advise students, as well as providing theoretical input, generally in a central location. Schools employ trainees as unqualified teachers during their training year and in many cases pay them a salary. (In this research those still in training, or who have recently qualified, are called

trainees or NQTs (Newly Qualified Teachers) so as to distinguish them from qualified teachers).

The idea behind the programme was to attract well-qualified graduates with three to four years career experience (Ratcliff, 2014). Concurrent with the SDP introduction a new set of Qualified to Teach Standards (QTS) was introduced by the government (the fourth change in fifteen years) and this has had a serious impact on the role of the mentor (DfE, 2011). The Carter Review recommends that yet a further modification to these standards is necessary. Mentoring has been a common feature of school based training for many years, but now, in SDP, the role of the mentor has been reconceptualised, with the focus on mentors becoming the key figures with responsibility for much of the school-led training. It is essential therefore that mentors are prepared for and supported in this new role, as doubts had previously been expressed as to the efficacy of the preparation of staff in schools for mentoring (Hobson & Malderez, 2002).

The School Direct initiative reflects government thinking that college and university courses were too theoretical and academic and that trainee teachers needed more experience to enable them to meet the demands of professional practice in the classroom (Harrison, 2012). At the heart of this innovation is the mentor, within the school setting, a crucial instrument in trainee improvement. Miller (2002) elaborates on this idea, stressing that we need to understand the complex linkages between:

- a person's knowledge, skills and attitude
- academic performance and personal life
- motivation, performance and achievement
- career aspiration, self-esteem and self-confidence.

Mentoring as a role within the school not only benefits the mentee and the mentor; Child and Merrill (2002) explored the transferability of mentoring skills to other aspects of school life and work, proving that the staff as a whole, and in turn the children's learning, benefited hugely.

The research

This research involved a variety of providers of the SDP and included trainees from a SCITT and school consortia and was concentrated on the early years and primary phases. A mixed methods approach for data collection was chosen, questionnaires for all trainees and the SDP NQTs, to obtain information about details of the programme and semi-structured interviews with four of them to explore attitudes and beliefs. In addition, three tutors were interviewed and a group of mentors at training sessions provided details of their beliefs about, and attitudes towards their role in SDP training. Trainees were being prepared for a variety of key stages at infant and primary level from the Early Years Foundation Stage (EYFS) (1), EYFS/Key Stage (KS) 1 (4), KS1 (2), KS1/2 (12) KS2 (3). In other training routes, most trainees are prepared for two age levels and some of the trainees on SDP were not happy with training for one stage only, though all SD trainees have several weeks experience in a contrasting school and with a different key stage from the one in their host school. This is part of the programme requirement.

Research results

Three NQTs already qualified via SDP and nineteen trainees completed questionnaires; twenty females and two males, reflecting the female makeup of the primary school teaching force. Ages varied, three (1 male) were between 21 and 30, three were in the 31-40 age group, six in the 41-50 group (1 male) and one in the 51 – 60 group. This reflects the different makeup of SDP trainees from those on PGCE programmes who tend to be in the younger age groups. The ethnic makeup was mainly white, eighteen women and both men, plus one Black African and one Asian woman. Ten of the group were receiving a training salary, three were programme only (unsalaried) and the salary question was important to several, as they had been previously employed in the school as learning and teaching assistants or stressed that the need for a salary (ten respondents) was one of their reasons for choosing this route into teaching. Six had already been working in the school in which they received training; ten thought training in school was better than via university and eight, that work-based training best suited their learning style. In the interviews NQTs and trainees supported the idea that in-class training was a good way to become a teacher.

The amount of time allotted to theory (subject and educational) differed. Responses varied between four to seven hours, with two saying ten hours. This reflects the different approaches of the providers and included, in some cases, set tasks to be completed in trainees' own time. Four trainees only had theory input at their host school, five at SCITT premises, twelve at a different school from their host school and one at a variety of schools. Thirteen found the theory input very useful, eight quite useful and one of little use. Interviews with trainees and tutors and trainees' questionnaire responses raised doubts as to whether the theory input was sufficient. One tutor, who had great experience of other training programmes, stressed that QTS gained on the SDP is not a highly academic qualification and that he had to be forced to alter his philosophy and stop worrying about the deficit, as he saw it, of theoretical input on the programme. Respondents were asked to indicate from a list what areas had been included in the theoretical input. It was interesting to see that every trainee ticked behaviour management, thus demonstrating current government and Ofsted concerns. However, one noted that most of his problems in his host school were caused by a lack of a clear school behaviour policy, so it was difficult to apply his learning in practice. The next areas which were ticked most often were child protection, differentiation, special educational needs and using ICT. Worryingly, learning theories, child development and lesson planning scored lower, around 58% of trainees ticking these areas whilst subject knowledge scored slightly higher. Educational theory, ideas about different teaching methods and assessment theory scored only a 40% response and concerns were expressed by tutors and some trainees about the lack of input in these areas, leaving trainees relying on what they saw demonstrated by teachers and mentors in the classroom. One tutor summed up this deficit 'students on this programme learn 'how' to do things, rather than 'why' they are being done in that way'. The SDP delivered by the SCITT had stopped grading theoretical work giving pass or fail only, as a strategic focus on the theory did not feature in the award of QTS. He was also concerned about the low input of education research in the programme, (only 54% of trainees responding yes to a question asking if research featured in the theoretical input), feeling that it echoed government beliefs that teaching is a skill not an academic exercise. However, one trainee spoke about the amount of research that was mentioned in the

theory sessions she had received and how she had been trained to reflect and use action research herself. This demonstrates the variability of input from the different providers of training. Several trainees commented on the low status of theoretical input, but many were satisfied and even pleased as they were 'not expected to do essays'. One interview respondent thought the balance between theory and practice was right as learning 'on the job was best'. Equality issues, working with parents and interview techniques appeared to be of low importance, the latter understandable as most would find employment in their host, or a partnership school.

Meetings with mentors, senior staff and tutors, were extremely variable in number. Some mentors gave feedback daily, others weekly, or in one case only six times in a whole year. Over half of the trainees considered their mentoring good to excellent, 18% rated it as average to fairly good, but worryingly 18% also rated it as poor. Those who had effective mentors praised them in questionnaire and interview responses for their willingness to demonstrate good practice and their flexibility towards the trainee and their needs. However, not all comments were positive, two interviewees in particular criticising the quality of mentoring they had received, one finding that the mentor disregarded the needs of the training course and limited the time she was allowed to teach alone. She felt her ideas and contributions undervalued and that her mentor showed little interest in her development, rather using her to cope with an impossible work load. She did however find the training received from other areas of the course good. One NQT explained that without the support of the visiting tutor he would have left the programme as he and his mentor had little rapport. Tutors expressed concerns about the variability of mentoring, feeling some did not understand the role and were employing a 'deficit model', looking for what trainees were doing wrong. This, therefore raises questions about mentor training and Miller's (2002) perceptions of the complex role of a mentor do not appear to be addressed, in many cases, by these teacher educators, due in part, to time pressure on mentors and how they are selected (seniority appearing to be the main criterion, rather than suitability for the role). Some trainees/NQTs remarked on this, feeling that the choice of mentor had for them, not been successful and that, in the school, there were better and more helpful members of staff who could have fulfilled the role. Some mentors, it appeared, had been made to undertake the role and the amount of training they received and time given to them to carry out mentoring was very varied. It became clear from these discussions with mentors that some did not have the requisite knowledge and confidence to apply the teaching standards in practice, on occasions misinterpreting some of the standards and some were not using the latest versions. In a training session, out of twelve mentors, using a scale of 1-10 (where 10 conveyed great confidence in applying the standards) over half respondents recorded scores of 5 or below. As, in some cases, mentors are the main assessors of trainee performance against the standards this gives rise to concern.

Some trainees/NQTs met school senior staff regularly, but over 50% had never had input from a senior member of staff. Input from a visiting tutor from a lead school, a university or a SCITT was more varied but 32% had no such input, which left many relying solely on in-school feedback. One visiting tutor expressed serious concerns over this, as the question must be asked; have mentors and school staff the time or experience to be the sole judge of teaching standards? On occasions mentors were not using up-to-date versions of the standards which are, according to one tutor,

'very complex as, to cut down the numbers of standards to be met, several had been placed under one heading'. A trainee could be really good at one part of a standard, but in need of improvement in another area, making assessment difficult. Support and input from visiting tutors in school and during theory training was considered excellent by those who were fortunate enough to receive it, but several commented on the pressure on students and staff to cover all that was needed, as such a small amount of time was given over to this, around of four to five hours a week in term time.

When asked how well they had been prepared for the teaching role (having been given a list of areas that have to be addressed), most considered that they were very well, or quite well prepared in most areas, apart from how to assess children's work. This raises concerns about trainees perception of teaching, that is, they appeared in answers to the questionnaire and in interviews, to see teaching being about the acquisitions of skills not knowledge. One trainee, felt very well prepared to teach as she believed 'the best way to learn new skills is by practising them; and she would have 'been very frustrated if confined to a lecture room for part of the year'. However, one tutor expressed concerns about the limited time spent in other schools by these trainees, compared to those on other training routes. This lack of variety of experience, especially for those who are training in a school they have worked in for some time, could lead to a limited perception of how to use different approaches to teaching and learning.

Conclusion

These are early days for the School Direct initiative, but already some serious concerns have arisen. The lack of a theoretical base by which teaching and learning should be underpinned gives cause for anxiety. When judged against Darling-Hammond's (2000a in Fullan, 2007, p272) common features of ITT programmes, there appears to be a lack of emphasis on a clear vision of good teaching, a curriculum grounded in substantial knowledge, including child development, the shared beliefs between schools and universities and the lack of in-class research. The areas that are compatible are well defined standards of practice, as these are set by government (though not always well understood by mentors), and the idea of extended practice (though mostly limited to one school). The role of mentors and their training is also an area that needs to be developed, as many teachers are not well prepared for the role, especially as they are now centre-stage in the training process. SCITTs and universities do provide mentor training, but the diverse nature of the SDP leaves too much of this to chance and the idea that teaching is based on skill development, not knowledge, is one that is to be deplored. It is doubtful if mentors or even visiting tutors, with very limited time at their disposal, can fully prepare trainees to become well-informed, research-led teachers. In competition with the rest of the world, it must be asked if the UK government is making this training programme initiative from a soundly researched base or merely from a strongly held ideology which is unsupported by research, or evidence from history, or from other successful countries. As Kelly (2015, p30) suggests, is 'England on the way to turning initial teacher training into an international joke at the very time the government is trying to raise the status of teaching in the eyes of parents and children'?

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Appendix 5: Research Publication 2

School led training: An examination of the School Direct recent policy initiative in England making schools leaders in the education of teachers.

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Abstract

The School Direct training initiative has had a marked effect on the production of new teachers in England. The role of university education departments has been curtailed, and the belief that learning from doing, is better than a more theory based approach has caused politicians to radically change teacher education processes. Challenges are also being experienced by schools and other training establishments. Long term effects are as yet unclear, but already the programme has resulted in the closure of some university departments of education and concerns that school mentors do not have the expertise to provide the depth of subject and educational theory required by trainees, or sufficient knowledge of education research. There are questions too about the variation in the quality of provision in those schools and consortia undertaking this new type of training. At present the major concern seems to be that this change could severely affect teacher supply.

Key words: teacher training school direct teacher training school-led training teacher shortage

Introduction

The training of teachers in England has undergone a process of dramatic change over the past twenty years, whilst the requirements to become qualified to teach have moved from a competences approach, to a standards approach, changing four times over the past fifteen years. Government policy has shifted towards training in the school environment, with the mentor as a key figure in this process. This into-school movement, begun under previous governments, culminated in the expansion of school-based training, for example the Graduate Teacher programme. The most recent change is to *school-led* training via the School Direct programme, introduced in 2012 (Harrison, 2012). This change, the Government believes, gives an opportunity for schools to influence the way in which Initial Teacher Training (ITT) is delivered and therefore will ensure that the best potential teachers are recruited to the profession. The change is a response to the demand from schools for greater control and influence over the training of teachers, so as to allow schools to recruit and prepare trainees for the subjects and phases needed. However, it has been a controversial initiative, as university departments have, to some extent, been side-lined (Elmes, 2012; Ward, 2014), as the then Secretary of State for Education, Michael Gove, embraced the idea that training at the feet of a practicing teacher was of more value than the theory, he asserted, was fed to trainees by left-wing university tutors (TES, 2010). This echoed previous Conservative governments' suspicions of what trainee teachers were taught and how relevant this was to the classroom (Chitty, 2009). This distrust had arisen in the 1970s and become a hegemony for the political right-wing, supported by publications that came to be known as 'The Black Papers', which complained about left-wing 'scruffy' teachers, who were heavily influenced by university thinking. This viewpoint was even supported by some Labour politicians and many parents, who were themselves influenced by adverse reports of schools, common in the right-wing press at the time.

Teacher Training in England: the changing landscape

Training to teach in England is a complex process. Until recently, most training has been undertaken by higher education establishments who have, over several decades, begun to work more closely with schools in partnerships. Prospective teachers received input from tutors in higher education, designed to develop subject knowledge and an understanding of pedagogical approaches. Additionally, they were being introduced to current research, whilst schools provided practical experience in a real situation (Universities UK, 2014).

During the 1990s and the early 21st century, massive changes took place, namely:

- The introduction of school-based ITT routes, working alongside higher education such as the Registered Teacher Programme and the Graduate Teacher Programme.
- Establishment of routes to teaching such as the Post Graduate Certificate of Education (PGCE) and Bachelor of Education (BEd)
- Teach First, recruiting highly qualified trainees from top universities into the profession for a limited time with the possibility of quick promotion. Training is a brief six weeks and the trainees then go into 'problem' or 'under-performing' schools, mostly in inner cities.
- School-centred ITT (SCITT), which metamorphosed into school-based, and has recently, with the introduction of School Direct, become school-led, with the focus on the training within the school environment, and therefore on the mentors within that environment.

With this recent initiative there has been an increase in the amount of time the students spend in school while they are training, and a marked decrease in the time spent in university (or with other providers such as SCITTs, who provide the theoretical input). Concerns have been expressed over the swift introduction of School Direct training (Ward, 2014) and questions asked as to whether schools have the time, or expertise, to provide adequate theoretical background, the ability to support students in the exploration and application of research evidence, or the undertaking of personal research in order to improve their practice. This, it appears, is a marked feature of what are considered as the world's best performing school systems (BERA/RSA, 2014). Critics have attacked the lack of adequate planning in the rushed introduction of the School Direct scheme, for example, Tatlow (in Richardson, 2013a) in her evidence to the House of Commons Education Select Committee, suggested that School Direct had been introduced without consideration for its effect on teacher supply. The Universities Council for the Education of Teacher (UCET) have criticised the large reduction in training places offered to elite universities, where much education research is carried out, and the resulting possible demise of their education departments (Ward, 2014).

Previously, in the late 19th and early 20th centuries, the pupil teacher approach had been a popular way of training new teachers, that is, learning at the feet of a 'master' and copying that person's approach. This 'apprenticeship' scheme relied heavily on the quality of the teacher, which was seen as the major weakness in this method. As a result, there began a move into the Higher Education academic route for ITT. Gardener (1993) suggested that the weakness of this approach was that trainees had a lack of practical in-class experience. Cope and Stephen (2001 in Haggard and McIntyre (2006) however, point to the increasing inclusion of the use of practising teachers in university teaching teams, in an attempt to relate theory more closely to practice. In the 1990s the PGCE became the most popular way of training teachers, but this was also criticised for its lack of true collaboration between schools and university education departments. However, this element considerably improved with the use and training of school mentors who liaised with HE tutors. There was, however, a clear divide between the theory taught in universities and the practice supervised by mentors, so there has been pressure for theory to become more practice-related and Spendlow et al. (2010) believe that lately, theoretical pedagogical knowledge and concepts are being overwhelmed by the need to prioritise practice in the training. Wenger (1999) describes the two competing providers of training as separate communities of practice, which Edwards and Mutton (2007) point out creates tension between HEIs and schools. However, Darling-Hammond (2006, p.300) claims that we have learned what we need to include in a successful training programme, namely

.....tight coherence and integration among courses and between course work and clinical work in schools, extensive and intensely supervised clinical work integrated with course work using pedagogies that link theory and practice, and closer, proactive

relationships with schools that serve diverse learners effectively and develop and model good teaching.

Whether School Direct training is providing this balance is questionable, as Darling-Hammond's 'course work' element, i.e. the theoretical background to action in the classroom, seems to be disappearing at a rapid rate. Further causes for concern about the *school*-led approach are that teachers may lack up-to-date subject knowledge to pass onto trainees and that they are not sufficiently research aware, so as to encourage trainees to read, apply and conduct research in the classroom in an attempt to improve practice. UCET has consistently raised concerns about the lack of teacher involvement in research and the BERA/RSA (2014, p.30) interim report on its role in teacher education stated this as one of its conclusions.

....there now needs to be sustained emphasis on creating 'research-rich' and evidence-rich' (rather than simply data-rich) schools and classrooms. Teachers need to be equipped to interrogate data and evidence from different research sources rather than just describing the data or trends in attainment.

The question therefore must be asked, can schools and mentors equip trainees with these skills? At the centre of this latest initiative is the mentor, who guides and directs the potential teacher towards the achievement of the government's required standards. The quality of those mentors is paramount for all trainees, but even more so when training is led by schools. Darling-Hammond et al. (2002) researching teacher's feelings about their preparation, found that those in traditional teacher education programmes felt better prepared for their role than those trained in alternative programmes, or those who were untrained. This finding does not arise from a study of school-led training, but introduces a note of caution, which at present the political class has failed to acknowledge, in their ideological push to side-line the role of higher education in the preparation of teachers. Certainly it is essential that mentors observing trainees do not revert to their 'default' model as illustrated by Johnson's study in 1994 (Haggar & McIntyre, 2006). This study offered an insight into the internal struggle that teachers have in teaching in a style reflecting their beliefs, and the model learnt for trainee teachers to observe. This raises the question of how mentors can be trained within the school situation to demonstrate and discuss with trainees a variety of teaching methods, not only the ones with which they themselves are comfortable. How well prepared these mentors are to use research and also, to undertake research on their own classrooms also needs to be questioned, as this underpins quality teaching. England, unlike many other countries, has not been pro-active in the education and training of new teacher educators. There is an assumption that teachers can change from working with children to teaching students how to do the task, without any input from their employer. Similarly in schools, although mentors receive training, it is not clear if teachers are being sufficiently prepared to fill the dual role of teacher and teacher educator, added to the many other pressures they are faced with in the English classroom. In addition to the above questions about the quality of mentoring, there are concerns that giving schools larger numbers of the allocated training places for new teachers could cause a drastic fall in the supply of new teachers in schools. The BBC reported in 2013 that only two thirds of these school allocated training places had been taken up and that, at the last minute, universities had been asked to cover the short fall (Richardson, 2013b). Elmes (2013a) also underlined the drop in numbers allocated to university training, a 12.8% reduction from the previous year. Sheffield University for example had suffered cuts of 76.2% over the past two years and Cumbria University was contemplating cutting staff due to a large drop in allocated numbers (Elmes, 2013b). As this allocation of training places to schools was raised again in 2014, there are now serious concerns that a shortage of teachers could be looming, for example in 2013 design and technology recruited only 48% of its target and computer science only 57% of the required numbers. However, the decline in allocations of training places for the School Direct route to universities has been further

underlined at the beginning of 2015 as further places have been offered to SCITTs and to school based consortia, but not to higher education institutions. UCET's response has been one of disbelief, as all the evidence shows that universities are better at recruiting trainees than are schools and SCITTs. This move appears again to be a considered attempt to wrest teacher education from higher education and place it with school based groups, with little evidence that this will produce better teachers, or even more importantly, fill areas of serious shortage (Elmes, 2015). Professor John Howson of Oxford University has raised serious concerns about the ability of the School Direct programme to recruit sufficient teachers to fill the country's need, particularly in areas such as physics and design and technology. If things did not improve, a possible serious crisis in teacher supply could occur, especially in the south-east of England. Howson believes this is partly caused by schools being more selective in choosing potential trainees than are university departments of education, acceptance rates being lower for School Direct applicants, around 16% compared to around 19% for university based training programmes (Morrison & Ward, 2014). Recent reports in the press have also indicated that in addition to financial losses for universities, whose training place allocations have been so severely cut, schools are now finding that, despite investing, with government encouragement in the creation of a consortia of schools to control training, in some areas, allocation of School Direct places for 2015 has been drastically lower for some school and training groups. THES, News (2014, p.10) reported that partnership groups of schools had been allocated 4 places, having requested 20, making non-viable the newly created infra-structure and staffing they had, at the behest of the government in its desire to move training into schools, been established. In the same report the National College for Teaching and Leadership (NCTL), it was claimed, had been accused by Professor Strike Vice-Chancellor for Cumbria University as having a 'Byzantine approach' to the allocation of places as it appeared that if School Direct partners put in a reasonable request, based on sound information, the response was drastic cuts in allocated training places, whilst those who had bid wildly for great increases in places had been more successful.

Howson, (2014, no page) suggests that every teacher needs the following: (authors' brackets)

1. Knowledge of what they are teaching that is continually kept up to date; (could be called subject knowledge)
2. Knowledge of how to teach and assess the outcomes of what they are teaching; | ensuring quality(pedagogy)
3. Knowledge of those they are teaching and what these learners bring to the learning process. (understanding how children develop and the context of learning)

Howson believes that point number 3 is the most neglected element in teacher education at present. Examining the School Direct approach against these points proves interesting, as research with trainees and mentors has shown that trainees are worried about a lack of comprehensive input on subject knowledge, whilst experienced teacher educators are concerned about the inconsistency of the provision now on offer (Hilton & Tyler, 2015).

Conclusion

Courtney and Little (2014) strongly criticise the deregulation of teacher training, claiming that neo-liberal philosophies adopted by some countries and the subsequent devaluing of teachers has not led to a rise in achievement, or in lessening of the effects of social class and parenting. These authors call for the retention of training based on pedagogy, rather than on ideologies with little evidence to support them. The OECD 2012 PISA report stresses that the most successful school systems have a strong focus and investment in teacher training and within that system the role of the universities is essential to ensure quality (Paton, 2013). Universities UK (2014) has drawn attention to the fact that this

school-led trend in England is not popular elsewhere, particularly in countries whose schools perform well in Pisa tests. In addition the report raises serious concerns over possible teacher shortages in the coming years, particularly in subjects such as science, maths, engineering and technology. Further concerns are about inconsistencies in quality and a lack of underpinning of practice by essential theory, particularly specific subject knowledge and research. It is already clear that universities are beginning seriously to question whether they have any future in teacher education and some have already taken the decision to withdraw from any further involvement. If this trend accelerates, then it may prove impossible ever to resurrect the partnership between schools and higher education for educating teachers. This would surely be to the detriment of the quality of teachers trained in England and also to the amount of research on teaching and schools undertaken. At least now the NCTL has realised the potential recruitment problems facing schools and training organisations. A request was issued on 21st January 2015 by them for providers to, not only bid for the development of flexible programmes, but also for fast track places to address the need for chemistry, computing and D&T teachers in secondary schools. This is aimed at individuals unable to commit to a full time course due to family/caring commitments or have other part-time working /volunteering commitments who would benefit from part-time training opportunities (NCTL, 2015) However, this approach could appear to be again an unconsidered response to a problem they have created and whether this 'fast track' approach will be successful in recruiting and retaining teachers remains to be seen. At present we appear to be turning in a complete circle in regard to how we train our teachers in England, though history demonstrates clearly that the apprenticeship approach failed in the past, and despite the provision of mentors and input from partners on education theory and research, we are in danger of going backwards and creating a problem entirely of our own making.

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Appendix 6: Consent Form

Participant Information and Consent Form:

**Title of Project: School – Based to School – Led Initial Teacher Training:
Reconceptualising the Mentor’s Role**

Dear

This letter is an invitation to take part in a research study aimed at investigating the change in the role of the mentor in response to the government’s School Direct initiative. You are being invited to participate because of your role within your own organisation and in this project.

The study will contribute to the design of a School Direct Handbook and in the future will also be used by Helen Tyler as part of a Doctoral Studies programme.

Your participation in the study will involve completing questionnaires and participating in interviews. It will also involve the inclusion of regular practice documentation and evidence for analysis, e.g. joint lesson observations and audio visual recordings.

Your participation is completely voluntary. Your contributions will be kept confidential and the analysis of the contributions will be anonymised so that individual contributions or individual organisations will not be identifiable and you or your organisations will not be identifiable in any publication that is written as a result of this research.

If you so wish you may consent to your contributions being identified and those of your organization.

1. I agree to take part in this research and I understand that my participation is voluntary.
2. I agree that the planned interview may be recorded for the purposes of this research only.
3. I agree/do not agree to my name and that of my organisation to be identified in this research.

Name of Participant: _____

Name of Organisation: _____

Signature (Participant): _____ Date: _____

Signature (Head of Organisation): _____ Date: _____

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