**Delegate response to keynotes – Debate 2**

With thanks to all delegates for their work on these discussions.

**Helen Scott**

Helen’s presentation concerned Secondary PGCE Maths with nine student teachers in two schools and fifteen in another two schools. Full details are available in her PowerPoint presentation on this website.

***Problems with placements***

Some delegates found that Helen's reference to problems with placements resonated with their experience; placements are not able to sustain the model over several consecutive years, therefore when you lose that placement you are left with a gap of multiple placements to find.

***Ways forward***

Some delegates felt that there is a need to prepare the students for multiple placements by developing skills of observation, objectivity, constructive feedback. This could result in improved empathy when receiving feedback. They felt that MMU’s idea of students in trios is more successful that pairs because, in their experience, the chance of receiving ‘helpful’ feedback is increased. They also felt that the kind of model that Helen was describing will work best in departments where there is an embedded attitude of sharing practice, peer evaluation, open classrooms.

In terms of the actual observation of lessons, an ethos of ‘what am I learning from this observation?’ rather than ‘what I could improve about it?’ is a useful starting point here. Concerning HEI engagement with schools, there was a recommendation to liaise with the Senior Leadership Team, not only the professional mentor, as they have the overview of school vision.

There were seen to be lots of benefits for schools in having influx of new practice Some delegates liked the idea of a discussion involving all parties; it seemed a great idea to get a diverse group together to talk about teaching, especially if staff have not done this for a long while - open and honest dialogue about practice is to be welcomed (but can be difficult in Ofsted climate).

***School Direct***

There is a need to learn from existing good partnership processes to inform the development of School Direct e.g. collaborative working; team teaching; having a tutor located in the school part of the time or other external expertise; test that school have capacity; sufficient space for students; students working on school projects (Action and quantitative-based research/inquiry); quality of discussion; immediate and regular feedback; students giving feedback; seeing their ‘tutors’ (university and school mentors) teach.

***Questions and concerns***

In connection with School Direct, delegates were unsure about the legalities of School Direct – ITT students teaching alone?

The MMU model was considered to be linked to context (operational strengths in large secondary schools) and therefore it would need to be adapted to context in other situations. It was also felt that ‘bespoke’ models for different subjects at secondary would be beneficial but that there would need to be something quite different for primary. There could be a danger of generalisation.

It was felt that exposure to too many students could be competitive/limiting and that it was questionable how well students would be prepared to teach a full timetable alone in the real world. In the ‘new world’ it will be interesting to see how many trainees schools want; it is almost impossible to predict what schools will want or need in 2012-13 (or beyond). It still may be tricky to persuade some school to take lots of trainees; there will be a need to ‘sell’ models which have worked.

There was some concern over regulation: Is less individual teaching compliant with requirement for amount of teaching needed on the NQT year? Is there a set amount or have we made this figure ourselves? Would there be performance management issues for the school staff? What about confidentiality and parental consent?

And finally, where do the PGCE and M level fit into all this; is the writing on the wall for the PGCE? Do new teachers have too much to do to contemplate Masters? It was felt that, even when the course is subsidised or free the impetus is still not there.