

A Continuum of Learning: From Trainee to Teacher and Beyond

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Key Areas

- Culture
- Relationships
- Roles
 - HEI
 - Mentor
 - NQT
 - School

Challenging Culture

- NQT = still training
- Continuum of learning
- Models of Professional Learning
- Value academic learning
- Long-term, wider view

What do Models of Professional Learning Agree On?

“the established culture of daily practice is a key determinant in how successfully novices will learn. Where daily practice is collaborative with an ‘enquiring stance’ that values different perspectives, novices learning will be enhanced. Where established daily practice is individualistic and/or prefers routine over enquiry and development, novices learning will be hindered”

Philpott, C (2014) (p74) *Theories of Professional Learning; A critical guide for teacher educators*, Northwich: Critical

Relationships

- Communication
- Collaboration
- Partnership
- Set the context for learning

Partnership

- Improvement
- Collaboration
- Belonging
- Connections
- Communication

The Role of HEIs

- Train mentors
- Facilitate partnership mentor/trainee
- School staff in HE/HE staff in schools
- Collaborative approach to program development, delivery and review
- Hub for mentor learning activity
- NQTs as part of program delivery – role model
- CALGs – reflection and evaluation

The Role of the Mentor

- Learning conversations
- Development of skills (coach/mentor/observe)
- Joint observation, team teaching, lesson study
- Joint practitioner enquiry/research led learning

The Mentor

- Criteria for selection?
- HEI trained – MA accreditation
- The lead professional in developing new teachers

The NQT

- See self as a continuing learner
- Develop individual characteristics
- Aware of impact of further study on practice
- NQT year as valuable training experience that develops them as professionals

The Role of Schools

- Support - well-being
- ‘Breathing space’
- Help. Support. Develop.
- Ensure continuity of professional journey
- Synergy
- Support individuals

Benefits for schools

- Retention
- Mastery
- Staff development
- Recognition by Ofsted for contribution to teacher development?

- Relationships are key
- Continuum of learning
- Consistency and quality of support and standards
- Long-term view

Starters...

- What can HEIs do to contribute?
- How do schools approach NQT mentoring?
- Is there room for HEI involvement?
- What could this look like?
- How does HEI assessment prepare students for the NQT year?
- Is the criteria for NQTs at odds with preparation?
- How can we best recognise the specialist skills of school-based teacher educators?
- How do schools choose mentors? Criteria?
- How do we achieve consistency of support and assessment?
- What are the barriers to achieving an integrated approach?