

Group ideas from the TEAN event December 4th 2015

NQT = Newly Qualified Teacher RQT = Recently Qualified Teacher

Main points are highlighted in bold

Group 1 concentrated on three headings:

1. What are the aims:
Importantly, the overriding aim in the first place is **to reach NQT population**. Then it will be possible to **engage NQTs in support programmes to contribute to the development of reflective practitioners**. Also it is important to **survey them to gain data to help develop resilience and to support wellbeing**.
2. Threats:
Any lack of commitment/engagement of schools is evidently problematic for the support of NQTs, but it is often difficult for HEIs **to gather destination data** on the NQTs.
3. Tangible outcomes:
It is a good idea to deal with **small hubs/clusters of NQTs**, rather than/ as well as conferences for them. **A spiral bound book with pages relating to each survey heading with tips/links/resources** would be beneficial for NQTs.
The development of an **NQT app** with QR code and website links is likely to be attractive to NQTs.
This is an **opportunity for HEIs to work together to deliver shared conferences/shared app/ shared resources**.

Group 2 asked a fundamental question: What do NQTs need? And noted that they don't always know what they need.

Some possibilities for HEIs to offer support were:

- **To formatise the structures within existing provision;**
- To offer a **longer supporting programme** – RQT, middle leadership. 3rd year subject knowledge 'top ups';
- **Instant response communication** – How? Who? Help at point of need;
- **Teach meets** – dovetailing with other agencies included;
- **Support induction tutors** with a handbook (cross institution for 3rd Year trainees on exit)
- **Develop relationships** with schools/HEIs where leadership is proactive and more supportive of promoting links back to university/training opportunities.
- **HEIs take the lead in research linked with school improvement** (connected back to 3rd year post training subject knowledge enhancement) – **and offer accreditation!**
- Like group 1, the idea of an **NQT App** found favour with group 2.
- TEAN could **set up a working party** to explore possibilities across all institutions present.

Group 3 presented a SWOT analysis;

What are the present strengths?

- Making **time for relationships;**
- **Existing partnership networks;**
- **Mentors who have experience** with directing training and support;
- The **quality of our best mentors is outstanding;**

- **HEIs bring creativity and creative thinking** to the problem.

What are the present weaknesses?

- There is too much '**giving**' of **unaccounted time** and support – which leads to burnout;
- **Focussed support** is needed but isn't always offered;
- **Learned helplessness** of NQTs;
- **Lack of funds**;
- **School Direct and SCITT** support NQT rather than in a partnership;
- **Lack of joined up agenda**;
- Awareness of **who is a 'good' mentor**.

What are the present threats:

- Flagship schools taking UG and PG places for **SD**;
- **Workload** – NQT support is on top of 'usual role as tutor/teacher/mentor';
- The Driving Force – **Ofsted framework**. Concerns about external driver and agenda;
- **Change of ITE training focus** and school provision and support;
- **Finance** – lack of places in the future for UG and PG. Additional support is possible threat to the provision of UG and PG programme

What are the opportunities:

- **Share** good practice;
- **Awards** for mentors;
- Embrace **social media**;
- To provide **focussed support**;
- **Develop an agreed understanding of professionalism**;
- **Use** the quality of our **mentors**;
- Hook up best mentors with **accreditation** of what they do anyway;
- **Action research projects** with HEI, schools and NQTs (but don't call it Action research);
- Make NQT into a business model and possibility of cross faculty working.

Group 4 suggested there should be collaborative network meetings for NQTs (all – i.e. regardless of where or how they trained). These would give:

- **Opportunities to discuss and share** – to support well-being;
- We should **advertise** during final year of training for NQT year;
- We should use **twitter** and social media;
- We should **feedback to Headteachers** the key themes;
- **HEIs should facilitate** open discussion and feedback – this creates a role for HEI and opportunities for CPD;

Other points from this group were that: at NQT/RQT meetings there could be social media **forums used to obtain advice** to reassure them that things do not have to be perfect, they are still trying things out; there could be **applied Pedagogy sessions** to support course delivery; there could be an **HEI partnership agreement** – code of conduct between institutions (send minutes to other HEIs); and a **Professional forum** in the final year for student teachers.