What it means to be a school-based teacher educator
TEAN Sharing Practice Event
4th December 2013

ITE & Staff CPD

- "Training-active schools perform better than schools that do not engage with ITE" (Hurd et al, 2007. p.313)

- Teachers with no ITE involvement are more likely to be professionally disadvantaged (Child & Merrill, 2003)

Benefits of involvement in ITE

- Harland & Kinder's (1997) 3 level model for benefits
- 1. New teaching ideas and resources
- 2. Teachers become excited about their work and ITT invigorates them in their role/improves mentoring skills
- 3. Process of reflection on mentoring and professional practice

My research – 2 additional reasons

- a. mentoring – increased understanding of T&L and sharing good practice
- b. moral sense of purpose to train the next generation of teachers.

Developing Teachers

Teachers prosper if 4 needs are met:

- They thrive on responsibility and are recognized as the trusted expert

- They enjoy an environment that encourages professional dialogue and excites them about the contribution they can make to education

- They feel their hard work is appreciated and recognised

- They have the opportunities to consult with others in similar roles and can access network and study beyond the immediate school environment. (Brighouse, 2008 p.321)

"Working with a student teacher helps me to be a more effective head of faculty as I am regularly observing and giving feedback to the student, this improves the quality of feedback I give and sharpens my observation skills which helps me as I observe the staff in my department."

David Chapman, Head of Humanities at Central Lancaster High School.

"My involvement with teaching PGCE students about behaviour management has forced me to retain a focus on the most effective strategies and to use them consistently, and so my behaviour management has improved."

Dougie Yarker an Advanced Skills Teacher and Specialist Leader of Education at The Queen Katherine School

"I have seen a marked improvement in the ability and confidence of the school   staff to observe lessons and give feedback to their peers after they had   supported and mentored a trainee teacher. The most significant longer term impact has been the development of a community of staff who openly discuss teaching and learning strategies and we have implemented a coaching modelin the school."

Simon Bramwell, Executive Principal at St Simon and St Jude Primary School, Bolton and Irk Valley C P School Manchester

"Having lots of trainees in school I feel gives a school a more modern professional feel. School students observing lots of trainees discussing teaching issues with more senior colleagues improves our professional standing and makes them feel that they are in a more dynamic, forward thinking school. The same holds true for teaching staff and parents."

Kevin Bell, AST and teacher of Design Technology at The Queen Katherine School

Practical steps…

- Establish the key people working with the school based training
- Plan (jointly with the HEI) some training events where the key people meet together
- Carry out an audit of the schools, special features, expertise & school improvement priorities
- Pair staff together
- Whole school approach

References

- Brighouse, T. (2008) 'Putting Professional Development Centre Stage', *Oxford Review of Education,* 34 (3), pp.313-323.

- Child, A.J. & Merrill, S. (2003) 'Professional mentors' perceptions of the contribution of school/HEI partnerships to professional development and school improvement', *Journal of in-Service Education,* 29 (2), pp.315-324.

- Harland, J. & Kinder, K. (1997) 'Teachers' continuing professional development: framing a model of outcomes', *British Journal of in-Service Education,* 23 (1), pp.71-84.

- Hurd, S., Jones, M., McNamara, O. & Craig, B. (2007) 'Initial Teacher Education as a driver for Professional Learning and School Improvement in the Primary Phase', *The Curriculum Journal,* 18 (3), pp.307-326.