

TEACHING HEI- BASED ITE MODULES IN SCHOOLS

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OBJECTIVES

- To describe and discuss the benefits to student teachers and schools of basing teaching sessions in schools.
- To illustrate this with examples from my work at Durham University and University of Hull in primary English.
- To show how this mode of working has been adopted by other subjects in ITE programmes.

100 STUDENTS AND 100 CHILDREN IN SEVERAL CLASSROOMS AND THE SCHOOL HALL



- Classrooms are amongst the most complex working environments in which any professionals have to operate. The amount of information that is generated by 30 or more learners engaged in lesson activities over the course of an hour or so is vast. So is the speed at which the information comes at a teacher; in fact the Japanese say that 'a lesson is like a swiftly flowing river'.

(Dudley, P, 2010, *Lesson Study: a Handbook*)

ENABLES STUDENTS TO
BECOME CONFIDENT
ABOUT KEY ASPECTS OF
PEDAGOGY WITHOUT
HAVING TO FOCUS ON
CLASSROOM
MANAGEMENT ISSUES;
MAKING THEM MORE
CONFIDENT WHEN
TEACHING WHOLE
CLASSES.



They therefore *know* more about teaching and about how children learn.

THIS INVOLVES:

- A one-hour lecture to a cohort of around 100 student teachers in a school hall, followed immediately by students working for around an hour with individuals or pairs of children to put theory into practice.
- For example, if the focus of the lecture was the teaching of spelling, students and children would work on a range of spelling activities.
- If it were writing, they might work on guided writing supporting children with composition before taking work away and producing it in the children's words but with accurate spelling and careful presentation, often in the form of books, leaflets and charts.
- The work with children is followed by a plenary session.

THEORY AND PRACTICE

- “Linking theory and practice within teacher education is notoriously difficult and studies report scepticism about the value of research findings and theory in everyday classroom practice.” (Knight, 2013, p.45)

DISCUSSING COMPOSITION AND TRANSCRIPTION



ONE-TO-ONE WORK IS INVALUABLE



IMPACT

- “The impact on the school pupils and their school has been matched by the growth in professional and subject knowledge of the trainee teachers.
- “Exit surveys from trainees have shown considerably higher than usual levels of satisfaction with English, and many commented on the effectiveness of learning how to teach in this way.” (Ofsted, 2014)
- “... sessions at Tilery were particular useful especially putting it into practice straight away as some of the students would not be able to do this on serial days in schools.” (Exit survey, 2014)
- “I really appreciated the time we got to spend at Tilery every so often, which added to my confidence in working with children.” (Exit survey, 2014)

ADDITIONALLY...

- trainees have worked on a dramatic arts project at Tilery Primary, which has led to two evening performances for children's parents and carers. The second took place at the Arc Theatre in Stockton.



TEACHERS COMMENT ON CHILDREN'S ATTENTIVENESS



GUIDED WRITING WITH ONE CHILD



IMPACT ON SCHOOLS

- The head teacher of Tilery has reported significant gains in children's academic performance and, often, behaviour and ability to concentrate on tasks.



WHAT HAPPENS?

- ◉ Tutors observe trainees and children working together and discuss children's progress relative to their normal progress with teachers,
- ◉ Plenary workshops with tutors enable trainees to discuss the work they have done and the challenges it had presented.
- ◉ Trainees often take away children's work and produce well-presented, typed booklets etc which are taken back to the schools.
- ◉ Reports on children's reading are given to the schools. For 3rd year undergraduates these form part of their English assignment on teaching reading.

“MR, I’M AN AUTHOR. THIS IS THE SECOND BOOK WHAT I’VE WROTE.”



SHARING THE CHILD'S PUBLISHED WORK



'A Challenge' (to be read top to bottom)

Behind the scenes they are waiting to enter the Arena, feeling very nervous and excited.

The doors open...
Adrenaline rushes through the veins.

Sprinting and pushing across the grass. Skilfully leaping all over.

The other half,
pursuing towards the luxurious green sphere.

The two athletes clash together, lunging and stretching, trying to reach the target.

Using power, one of the energetic athletes reaches for the colourful sphere, trying to clear it away.

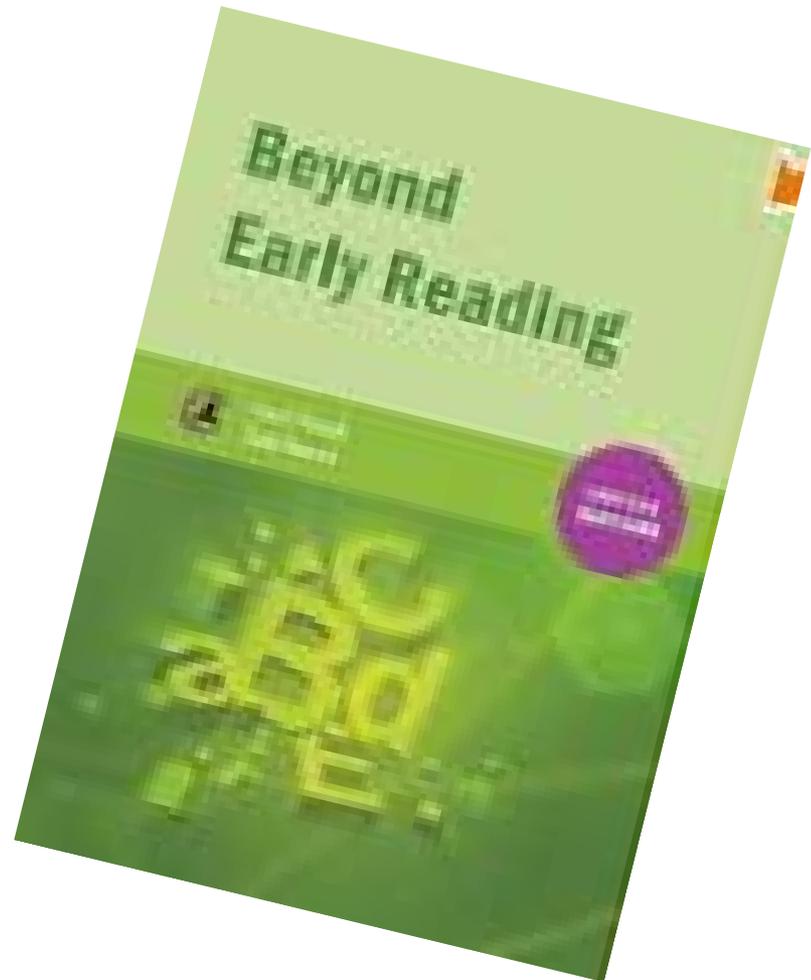
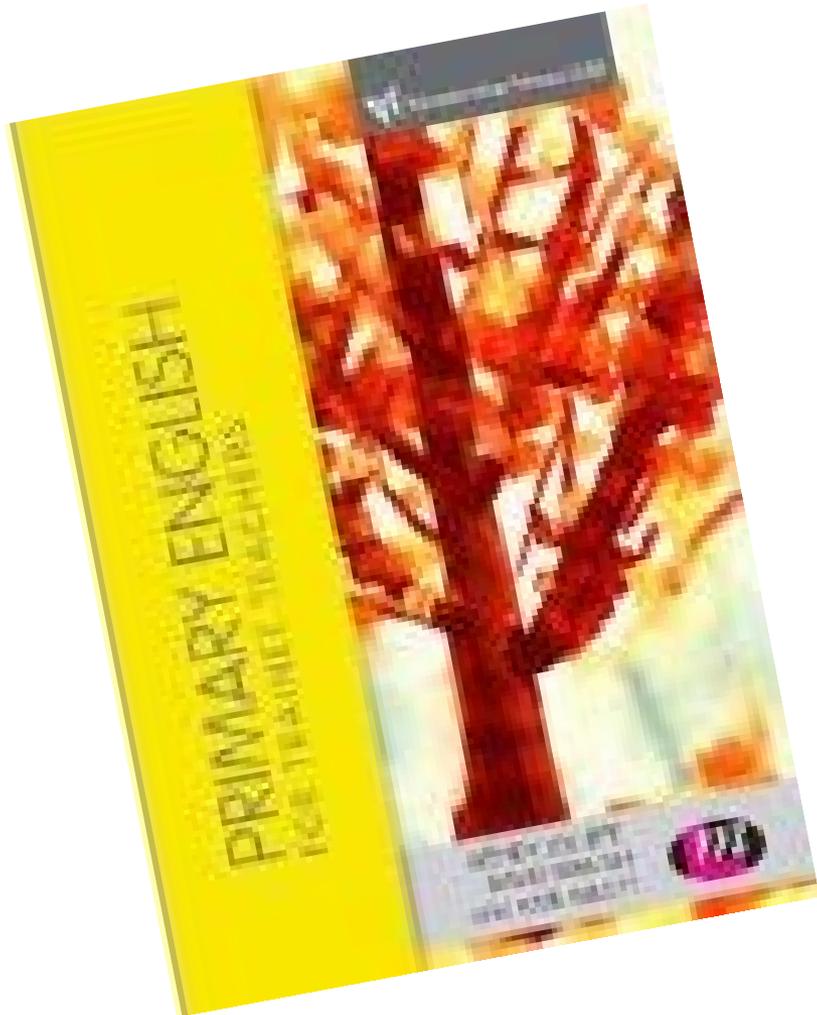
One of them will conquer.



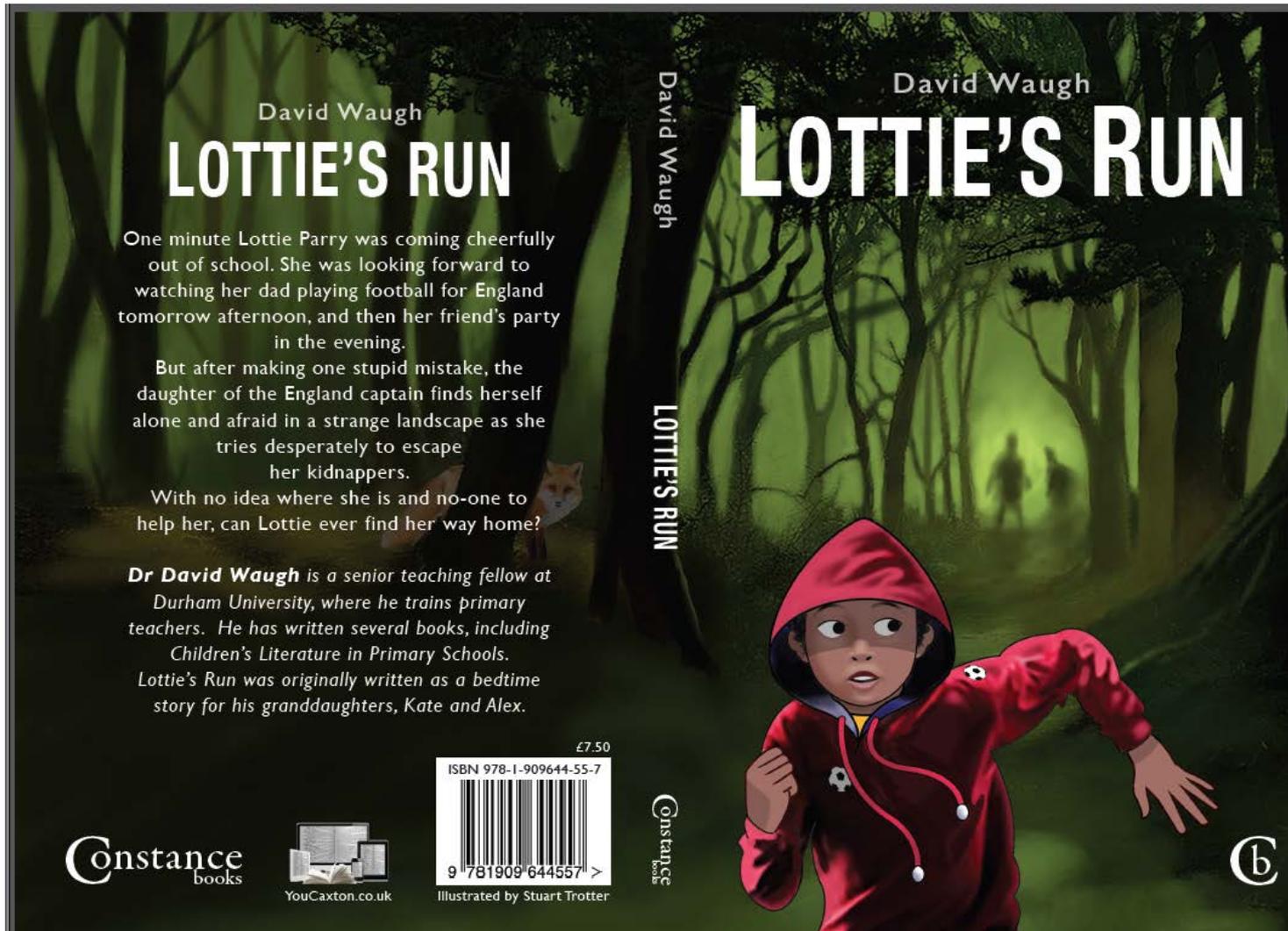
NOW EXTENDED

- ◉ Maths, science, MFL, geography in PGCE
- ◉ PGCE students work in the same way at Sherburn Primary School.

AN EXTENSION OF THIS WORK IS THE PUBLICATION IN EDITED BOOKS WHICH INCLUDE SOME CHAPTERS WRITTEN BY LOCAL TEACHERS AND CASE STUDIES PROVIDED BY TRAINEES AND NQTS



...AND A CHILDREN'S NOVEL



David Waugh

LOTTIE'S RUN

One minute Lottie Parry was coming cheerfully out of school. She was looking forward to watching her dad playing football for England tomorrow afternoon, and then her friend's party in the evening.

But after making one stupid mistake, the daughter of the England captain finds herself alone and afraid in a strange landscape as she tries desperately to escape her kidnappers.

With no idea where she is and no-one to help her, can Lottie ever find her way home?

Dr David Waugh is a senior teaching fellow at Durham University, where he trains primary teachers. He has written several books, including *Children's Literature in Primary Schools*.

Lottie's Run was originally written as a bedtime story for his granddaughters, Kate and Alex.

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David Waugh

LOTTIE'S RUN

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LOTTIE'S RUN

OFSTED LIKED IT!

In one example of outstanding training, trainees had a lecture in a school hall. They were fully involved throughout the session and were challenged to pronounce the sounds of letters clearly. The tutor modelled excellent classroom practice and exemplified the diction and pronunciation of different sounds by using a variety of accents. Trainees then worked individually on reading, writing and phonics activities with individuals or pairs to practise what they had learned with pupils. The tutor and teachers monitored how they taught, providing immediate and clear advice for improvement.

(Durham Ofsted Report, 2013, para 11)

JOHN REPTON, HEADTEACHER AT TILERY, COMMENTED:

- "As far as most children in this area are concerned that place across the river might as well be a million miles away, but bringing the university into school has made children and their parents think about it in a different way. The children have benefited hugely from working with the students, and some now talk about going to university themselves."

TEACHERS' STANDARDS

- 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
- 5 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 use of formative and summative assessment to secure pupils' progress

LINKS TO ASSIGNMENTS

- ◉ Year 1 essay includes children's literature portfolio which is drawn upon in the essay and in work in school
- ◉ Year 2 essay includes appendix of phonics portfolio and report on practice in school
- ◉ Year 2 exam includes question on text types and teaching sequence for writing, linked to work in school
- ◉ Year 3 essay includes a report on a child's reading and this is referred to in the essay

MIN LESSONS FOR INTERVIEWS

- ◉ Trainees draw upon what they have done to plan for interviews
- ◉ They include work done in school in a portfolio to show off at interviews

WIN, WIN, WIN?



Question: how can this work be more rigorously evaluated as part of a research project?