Canterbury Christ Church University

The role of tutor visits and addressing the workload of trainee teachers'

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The role of tutor visits

To improve the ITE partnership should, in the primary and secondary phases:

- improve the quality of school-based mentoring so that it is consistently good or better

- increase the impact of link tutors and develop their quality assurance role, so that mentoring on all placements helps trainees to achieve their full potential.

(Ofsted May 2014)

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Tutor visits to schools

- Development of the Secondary Area Lead role (SAL)

- Mentor Training Focus – Curriculum tutor menu

- Use of data – what and how?

- Open, Frank, Challenging, Data Driven conversations

- Quality Assurance

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Curriculum Tutor Visits

<u>Link Tutor (Curriculum Visit) Model Exemplars</u>

Any combination of the modelled exemplars, or other versions of these, should be agreed in consultation with the curriculum mentor, tutor and student teacher (ST) (as appropriate). The agreed version of the visit should support the mentor and therefore ensure sustained student teacher development. The arranged visit date, timings and format should be confirmed by email to the curriculum mentor and ST copying in the PM. The TVR should be completed during, or after the visit, and saved in the school folder on the Education R drive, with a copy provided to the curriculum mentor.

<u>Link Curriculum Tutor Visit Model Examples</u>

1

Three way meeting with mentor, tutor and student teacher (ST) to discuss a focused element of mentoring (Prompted by the SM from the PEF) or model an ongoing target for ST development. (1 hour)

Developmental meeting with the Curriculum Mentor around the focus and informed by previous discussions. (30 minutes)

Meeting with ST and tutor to provide one-to–one support. (30 mins)

Mentor Standard 1

2

Joint observation of part of a ST lesson with a PEF mentor development focus or highlighted area of development for ST. (Prompt from the PEF)
Or
Real-time coaching – ST given support as they teach from mentor and/or tutor. (30 mins)

Discussion with the ST and mentor to support strategies linked to observation). (30 mins)

Three way developmental meeting with the mentor, tutor and ST linked to targets highlighted to plan developmental strategies. (1 hour)

Mentor Standard 2

3

Observe/participate in weekly meeting (or part of) between mentor and ST teacher to QA and/or support mentor to aid ST development. (Prompt from the PEF)
(30 mins. - 1 hour)

Discussion with the ST to deconstruct action points (30 mins)

Developmental meeting with Mentor to jointly devise strategies using action points to support ST progress or from QA findings or using initial mentoring sway.

(30 mins. - 1 hour)

Mentor Standard 1

4

Observe recorded/filmed ST lesson (linked to their evidence bundle) with ST and/or mentor. Stop, freeze frame to facilitate development discussions and strategies to achieve highlighted targets.
(1 hour)

Meeting with mentor and ST to discuss impact on pupil progress to date drawing from the unit of work lessons taught to date, filmed lesson observed, and future planning. (1 hour)

Mentor Standard 2

5

Collaborative teaching; tutor and ST with mentor observing.

Or

Mentor teaching using ST's lesson plan with tutor and ST observing.

(Whole lesson)

Three way developmental meeting led by the mentor with the tutor and ST linked to pertinent aspects of the lesson taught/observed.

(1 hour)

Mentor Standard 4

6

Meeting with mentor and tutor to support their coaching approach and discuss specific strategies to enable ST to meet identified areas for development. (This could be taken from and AoC or elsewhere) (30 mins)

Three-way meeting led by mentor with tutor and ST to share key strategies and if appropriate the time line for ST progress (1 hour)

Tutor and ST meeting to discuss any further points (30 mins)

Mentor Standard 3

7

Mentor development meeting that runs in parallel to ST's lesson (with another departmental colleague) where observation is carried out in chunks throughout the lesson. E.g. 10 mins at start, 10 mins at middle and 10 mins at end of lesson.

(Whole lesson)

Mentor-led feedback from lesson observation with tutor and ST (30 minutes)

Tutor and ST meet to unpack lesson related targets (30 mins)

Mentor Standard 2

8

Three way meeting led by the mentor with tutor and ST. Tutor to observe/participate in the debrief of a lesson that only the mentor has observed of the ST.

(1 hour)

Discuss with the ST – QA of learning journal, teaching file, SK tracker including MoLo. (30 mins)

Tutor to meet with mentor to discuss strategies to enable other members of department working with ST to support ongoing mentoring. (30 mins)

Mentor Standard 4

Supporting workload reduction

Principles for ITE providers to support workload reduction

ITE providers and managers should review their practice in the following four areas. The questions and further information below will help as a starting point:

1. **Addressing workload and changing the culture of burdensome practice through ITE content**
   - How are you addressing the challenges faced by trainees, NQTs and teachers in the early stages of their careers in relation to workload? How are you pre-empting these within your content? How do you use evidence and research?
   - How have you responded to, and embedded within your ITE provision, the recommendations and principles of the independent workload reports relating to marking, planning and resources and data management?
   - What effective practice is occurring within your provision to help trainees reduce their workload whilst maintaining standards? How are you ensuring that this practice is shared across your partnership?
   - Which tasks could be stopped, that have become established through custom and practice rather than evidence of positive impact on trainees and pupils?
   - How have you reviewed your provision to develop trainees to focus on planning a sequence of lessons rather than writing individual lesson plans?
   - How have you addressed the need for trainees to access fully resourced schemes of work and high quality curriculum resources including textbooks?

2. **Addressing workload of trainees on professional placements and their school**
   - Have you reviewed the tasks trainees need to undertake on their placement to make sure they are beneficial for trainees and pupils?
   - How do you work effectively with schools to eliminate unnecessary burdens?
   - How do you support trainees and their new school with the potential increase in workload when making the transition from trainee to qualified teacher?

3. **Supporting the wider partnership to tackle workload**
   - How have you ensured there is a shared understanding across your partnership of the expectations on trainees and associated workload considerations?
   - How do you seek the views of partners about workload related to supporting trainees? How do you identify effective evidence-based practice and ensure this is embedded across all schools and their trainees?

4. **Supporting mental health and wellbeing**
   - What are your mechanisms to support trainees and for them to tell you what would help in relation to managing their workload and supporting their mental health and wellbeing?

4

- Embedding of Independent workload reports across the partnership
- Full documentation review (Summer 2018)
- Evidence bundles
- Subject pedagogy assignment
- Agreed partnership statement
- Partnership meetings agenda items
- SAL termly meeting focus
- PPD days/well-being strand
- Dedicated tutor for student wellbeing (0.2fte)
- Attendance monitoring and intervention

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Addressing Student Teacher Workload

- "Root & Branch" review of paperwork, tasks, non assessed activity:

  - Lesson planning formats and regularity

  - Weekly meeting with mentor record

- Partnership Statement – a shared understanding

- Subject Pedagogy Assignment

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Weekly Meeting with Mentor record

Weekly Meeting Record with Mentor: Name: _____ Date: _____

Weekly Meeting Reflection Name: _____ Date: _____

As a student teacher you should be prepared to discuss your impact on pupils' learning and your own progress over time against the Teachers' Standards. You should draw on a range of evidence to scaffold your thinking, for example:
• annotated samples of pupils' work • marking and feedback • lesson plans and associated evaluation forms • lesson observations and feedback • academic literature and papers • notes of discussions with colleagues
As a result of your discussions and in collaboration with your mentor you will identify patterns of strength and areas for development in order to:
• review current targets in the light of recent observations and discussions
• set both short and longer term targets in response to yours and your pupils' individual needs
• agree on the support to facilitate your progress towards meeting the targets set
After your mentor meeting you will need to complete the Weekly Meeting Reflection.

As a result of your weekly meeting with your mentor, please use this section to reflect on the discussions which you have had with your mentor about your progress against your targets. Consider previous targets and new targets set. Please do not forget to link your reflections to theory and academic literature. *You can capture your discussions linked to your reflections below, using any form appropriate such as bullet points, spider diagrams, prose, etc.*

Have targets from **previous week** been met? Please highlight →	Target 1:	Fully Met	Partially Met		Not Met
	Target 2:	Fully Met	Partially Met		Not Met
	Target 3:	Fully Met	Partially Met		Not Met
Has there been a positive impact on pupil progress based on **previous targets?** Please highlight →	Target 1:	Has enabled pupils to make good progress	Has enabled pupils to make at least expected progress	Has enabled pupils to make at least expected progress with support	No impact
	Target 2:	Has enabled pupils to make good progress	Has enabled pupils to make at least expected progress	Has enabled pupils to make at least expected progress with support	No impact
	Target 3:	Has enabled pupils to make good progress	Has enabled pupils to make at least expected progress	Has enabled pupils to make at least expected progress with support	No impact

Target 1: State target plus success criteria. What is expected from the student teacher in order for them to meet this target?	
School setting to support this target / action for mentor →	
Independent learning to support this target / action for student teacher →	
Target 2: State target plus success criteria. What is expected from the student teacher in order for them to meet this target?	
School setting to support this target / action for mentor →	
Independent learning to support this target / action for student teacher →	
Target 3 (Subject Knowledge): State subject knowledge target plus success criteria. What is expected from the student teacher in order for them to meet this target?	
School setting to support this target / action for mentor →	
Independent learning to support this target / action for student teacher →	

Signed by Mentor: _____ Signed by Student Teacher: _____

Number of days absence this week? [   ] Mentors, please report absence to education.secondary@canterbury.ac.uk

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A shared understanding

A shared Understanding for expectations of Workload and Planning for Student Teachers

The Teacher Workload Reform covers how teachers and schools should be managing Planning and Teaching Resources, Marking and Data Management. We at Canterbury Christ Church University wish to support the DFE's research-based recommendations. As a consequence, we are streamlining our expectations of student workload and have created key documentation as explained below to be actioned throughout the 2018-19 academic year. We would welcome any innovative practice within the Partnership which could be shared in order to help and aide student teacher development.

New documentation:

1. ITE Lesson Planning Form 2018-19

➤ The CCCU Secondary 'ITE LESSON PLANNING FORM 2018-19' has been devised to support secondary student teachers to learn how to plan effectively. Therefore, it should be used by all regardless of subject, pathway or school as a minimum expectation when being formally observed.
  o There should be no alterations or alternative versions created.
➤ Student teachers must be encouraged and supported with bullet pointing the lesson planning form.

2. Lesson Evaluation Form 2018-19

➤ The CCCU Secondary 'LESSON EVALUATION FORM 2018-19' should be used by all Secondary student teachers regardless of subject, pathway or school. This is a minimum expectation when being formally observed, but these can be used by a student teacher at any point during their Initial Teacher Education year if they find it helpful for their own professional development.
  o There should be no alterations or alternative versions created.
➤ Student teachers must be encouraged and supported with bullet pointing the lesson evaluation form.
➤ These evaluations should feed into weekly mentor meetings.

3. Weekly Meeting with Mentor

➤ All mentor meetings should be recorded on the CCCU WEEKLY MENTOR MEETING FORM 2018/19 which should be accessed through the Abyasa Pro Online System. This allows copies to be shared automatically with Subject Tutors.

The summary research documents are attached and the links to the three full documents are found below.

DFE – Marking, 2016; available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

DFE – Data, 2016; available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf

DFE – Planning, 2016; available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf

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In Summary:

Phase	Planning	Marking	Data
PG & BSc Collaborative **SD Base School (Term 1)**	➢ Student teachers should work collaboratively with class teachers to jointly plan parts of lessons. This should be accompanied by regular and professional discussions focused on the outcomes of pupils. No formal record of planning is required. However, Student teachers could use The LESSON PLANNING FORM 2018-19 & LESSON EVALUATION FORM 2018-19 for support. ➢ Mentors and class teachers should share pre-existing school lesson plans and schemes of work which the student teacher can annotate/adjust. ➢ Mentors and class teachers should share existing power points, other resources and share good practice as appropriate. (DFE -Planning, 2016)	➢ All marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and understanding. ➢ Student teachers should give regular verbal feedback to pupils. This should be recognised as a valid form of marking. ➢ Student teachers should be aware of school policy and department expectations for marking student work with reference to the workload document. ➢ Student teachers should be exposed to good examples of marking. (DFE -Marking, 2016)	➢ Data must have a clear purpose and the process of collection should be efficient. ➢ Relevant Class data such as Pupil Premium, SEND, EAL, End of Year tests, CATS scores, SATs Score, End of Unit tests etc. should be shared contextualised with the Student teacher, in accordance with school GDPR policy. (DFE -Data, 2016)
PG & BSc Developing **SD Base school & Second school experience (Terms 2, 3)**	As above and in addition: ➢ Student teachers should be encouraged to develop medium term overviews (two weeks at a time). These should be recorded in any appropriate way. ➢ The LESSON PLANNING FORM 2018-19 & LESSON EVALUATION FORM 2018-19 should be used when being formally observed, on a weekly basis. (DFE -Planning, 2016)	As above and in addition: ➢ Student Teachers should regularly assess progress of pupils, to inform planning. ➢ Student teachers should be encouraged to set alternative homework that does not generate written feedback. ➢ In the 2nd half of this phase, student teachers should make summative judgements jointly with class teachers/mentor, for the classes they teach. (DFE -Marking, 2016)	As above and in addition: ➢ The Student teacher should develop a teaching file with class data, seating plans, medium term overviews (up to 2 weeks' worth of lessons at a time) etc., in accordance with school GDPR policy. ➢ The Student teacher should record useful data on pupil progress that can aid lesson planning, in accordance with school GDPR policy. (DFE -Data, 2016)
PG & BSc Independent **SD Base school (Terms 4, 5, 6)**	As above and in addition: ➢ Student teachers may begin to use a series of strategies when planning lessons as directed by Mentors. ➢ However, the LESSON PLANNING FORM 2018-19 & LESSON EVALUATION FORM 2018-19 should still be used when being formally observed, on a weekly basis. (DFE -Planning, 2016)	As above and in addition: ➢ Student teachers should make summative judgements independently for the classes they teach. ➢ Marking should still be meaningful, manageable and motivating. (DFE -Marking, 2016)	As above and in addition: ➢ Ideally, the student teacher should be allocated the same classes as in the collaborative phase to allow them to get to know the data for their classes much quicker. ➢ The student teacher should not be responsible for inputting data into central school or department records. ➢ Student teachers should not be solely responsible for reporting to parents. (DFE -Data, 2016)

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Next Steps

- Further clarification of lesson planning expectations

- Two way quality assurance evaluation:

  - School "report card"

  - Open forum for schools to report to/on us

- Transition from student teacher to NQT

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