



Sharing and developing good practice – Part 2 of the Teachers' Standards

Supporting PGCE Secondary trainees' understanding of their professional role

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“Personal and professional conduct”

“High standards of ethics and behaviour”

“Professional duties and responsibilities”

“Regard for the need to safeguard pupil’s well-being”

“...safe and responsible use of social media”





PGCE Secondary at BCU:

- 'Core' route – 250 trainees across 14 subjects
- School Direct – 6 collaborative partnerships
- SCITT – 4 collaborative partnerships

Recent challenges:

- 'Readiness' for the challenge of a PGCE (lack of experience/insight prior to the course starting)
- Social media generation now entering the profession

Changes we have made to address this.....





Subject pedagogy days – changed from Friday to Monday

Context:

- Subject pedagogy module taught at BCU across 12 days from September to February.
- Mostly delivered by the BCU subject tutors with support from VEs and guest lecturers.
- School 1 – one day per week at BCU, four days in school (full-time in school after February half-term).

Justification for the change:

- Prevents the ‘undergrad’ slump of coming to university on a Friday and ‘switching off’.
- Sets the trainees up for the week with the opportunity to reflect on the previous week.





Professional dress code for all University-based sessions

Context:

- In previous years there was no particular dress code for University-based sessions
- Trainees are now expected to dress for University-based sessions as they would do in the school environment.

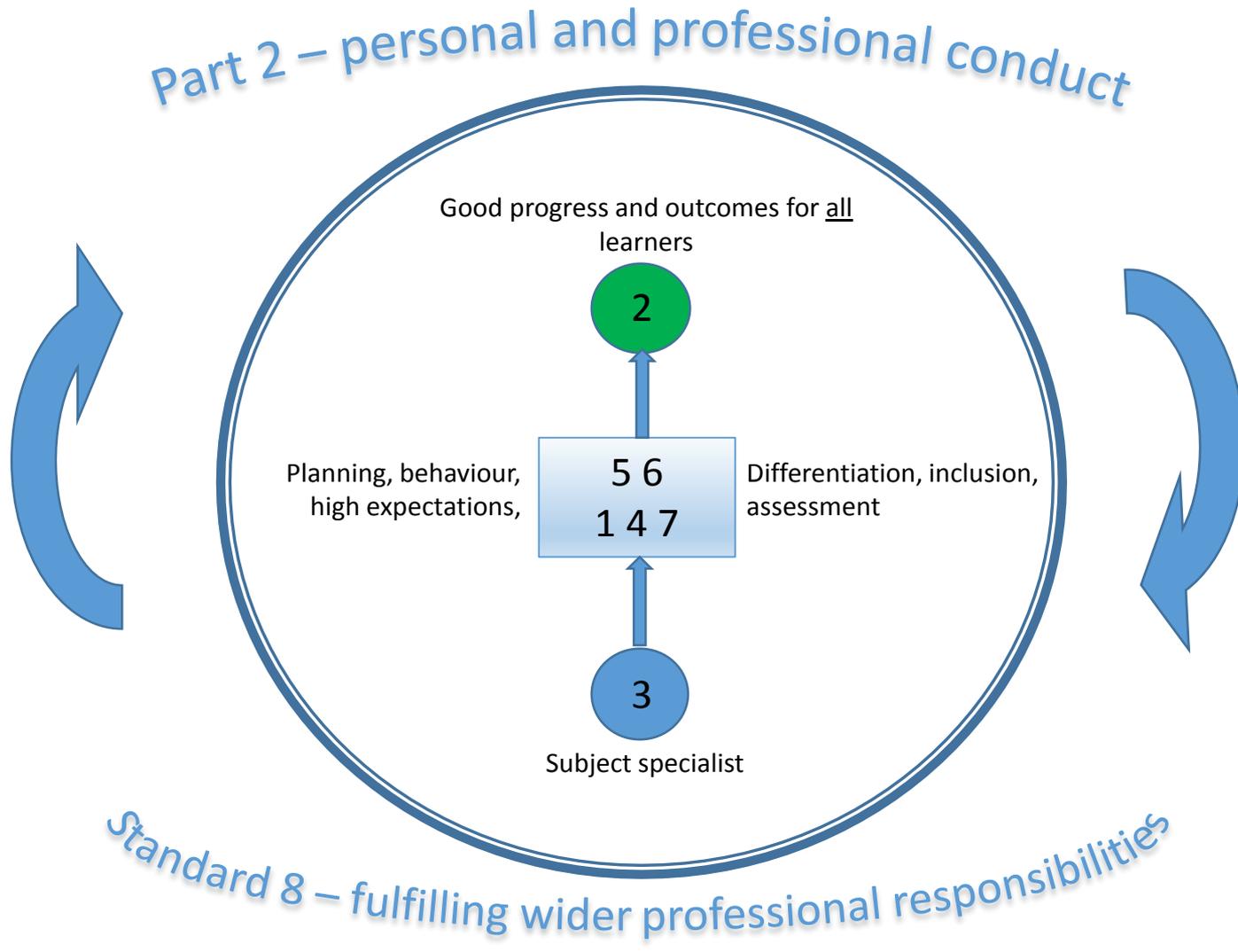
Justification for the change:

- Promotes an all-round professional attitude – in both school and at the University.
- In our faculty the trainees see medical students and military nursing students at the University in uniform – whilst we don't have a uniform we wanted that same sense of a professional look.





Teachers' Standards – a conceptual model





Professional Studies module teaching – themed weeks. Week 1 = ‘The teaching profession – being professional’

Context:

- Trainees are at BCU for three weeks before school placements begin.
- During this time we teach the ‘Professional Studies’ module which is structured into three themed weeks.
- We front-load all of the topics relating to their professional role in the very first week:
 - Teaching persona and professional identity
 - Introduction to safeguarding (Keeping Children Safe in Education)
 - Digital identity
 - The Teachers’ Standards
 - Working with parents and carers

Justification for the change:

- Setting professional expectations early on.
- Themed weeks enable the trainees to piece together the various aspects of the Professional Studies module.
- Some trainees had conversations about withdrawing from the course this year after these sessions in particular (responsibility and accountability not as they expected).





Safeguarding Carousel Day (Professional Studies module)

Context:

- Following on from the introductory Safeguarding session in week 1, trainees engage with a 'Carousel' Day which develops their understanding of a range of Safeguarding topics.
- Trainees have a Safeguarding booklet which requires them to summarise their learning about each of the topics – some linked to a delivered session and some linked to information on Moodle. Booklets are submitted and reviewed before October half-term.
- We were guided by the topics listed in the 'Keeping Children Safe in Education' document in regards to Safeguarding and what trainees need to be aware of.

Justification for the change:

- Evidence for Part 2 in relation to trainees' understanding of their safeguarding responsibilities.
- Safeguarding Carousel Day took place earlier this year – had much more impact in regards to safeguarding responsibilities.





Professional Studies module assessment – producing articles “as though for publication”

Context:

- ‘Transforming the Curriculum’ two years ago at BCU – opportunity to rewrite the PGCE course.
- Moved away from essays and towards different methods of assessment.
- Professional Studies module requires trainees to write two articles “as though for publication”, e.g. journal article, blog, etc.
- Trainees must choose topics from the Professional Studies module sessions as a focus for their two articles.

Justification for the change:

- The choice in article and format gives the trainees agency in what they write about.
- Encourages trainees to think about their intended ‘audience’ and how they communicate to that audience.
- Creates a stronger link between the assignment and their professional role.





Professional Enquiry module assessment – presenting research in a school

Context:

- ‘Transforming the Curriculum’ two years ago at BCU – opportunity to rewrite the PGCE course.
- Moved away from essays and towards different methods of assessment.
- Professional Enquiry module requires trainees to “conduct a structured enquiry into an area of professional practice that is of direct significance to their current and future professional practice”.
- Trainees used to present at the University for their assessment – we have now moved this into school. Trainees present to SLT or a group of teachers within the school setting to share their findings.

Justification for the change:

- Encourages trainees to think more carefully about the ethical considerations of their enquiry.
- Further developing a sense of professionalism through sharing a ‘professional enquiry’ with colleagues in school.
- School partners interested in hearing the findings from trainee enquiries.





Case Study - Digital Identity

Context:

- One of the lectures in the Professional Studies module is focussed on 'Digital Identity' – this looks at the pitfalls and dangers when using social media as a professional but mostly focuses on *how* to use social media responsibly and how to use it to support and enhance your career.

Justification for the change.....





Existing research into the use of social media with training professionals

Jones et al. (2016)
Plymouth University -
*Introducing Twitter
into an undergraduate
nursing curriculum*

“...nurses need to know how to behave professionally online, including use of social media such as Twitter. They need to take advantage of online learning opportunities while avoiding pitfalls” (2016:1639).

“The interaction with Twitter was the first time that all the preservice teachers had considered a social media for professional networking and personal learning. They were encouraged to critically think about their profiles, content, and the people with whom they connected” (2014:544-546).

Dr Narelle Lemon
(2014) LaTrobe
University (Australia) –
*Twitter and Teacher
Education*





3 Teachers Fired for Flirting With Students on Facebook

Oct 18, 2010 1:05 PM CDT





Shares news articles and other relevant links with followers

Seeks advice / provides advice to other teachers

Keeps up with innovations and developments in teaching and learning

Joins in with Tweet chats relating to subject pedagogy, educational issues, etc.

The 'tweecher'



Utilises a free source of CPD

Shares teaching and learning ideas with other teachers

Connects with and follows other teachers and educational professionals online in a community or communities of practice (Wenger, 1998)

Uses Twitter with learners in the classroom (if appropriate) to support teaching and learning

Information based on a range of blogs on the subject of teachers' use of Twitter



"77 percent of households have internet access, but the modes of access are changing with 45 percent of users having access to the internet from a mobile phone. For the 16-24-year old group, social networking is the main online activity" (2011 cited by Beetham & Sharpe, 2013:4).



"Learners independent access to networked technologies has allowed an intermixing of personal, social and academic practices which has made learning both more accessible and more predictable, and has left to creative new hybridizations" (Beetham & Sharpe, 2013:13)



Using Twitter to support trainees

1) Create and use a course Twitter account (or 'handle')

- Consider who will have admin rights to the account.
- Use a course account to share notices, reminders and relevant web links for trainees.
- Ensure that the account is regularly used and maintained.

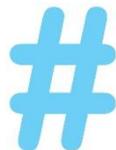




Using Twitter to support trainees

2) Set up a module hashtag (#) to use throughout a module

- Hashtags are used to create a conversation around a particular theme (think of it like creating a 'room' for people to talk in, without the hashtag, conversations and comments can't join together).
- Share relevant news links and updates about your subject/course.
- Share links to blogs relevant to your subject/course.
- Encourage students to share links that they find.



#BCUProfStudies



Chris Bolton @MrCJBolton · 28 Sep
@BCUPGCESec trainees thinking about their developing professional identity; take a look! #BCUProfStudies

BERAUK @BERANews

New BERA blog – 'To thrive, new teachers need environments of trust' by @helzfc123 @UniofExeter The author reviews the new research presented at #BERA2018 on the...

To thrive, new teachers need environments of trust



Helen Foster-Collins
Centre for Research in Professional





Using Twitter to support trainees

3) Set pre-session questions between lectures and display the responses via *'Tweetbeam'* at the start of the next lecture.

- Responses to pre-session questions can be useful to you to formatively assess the trainees' learning based on their responses.
- 'Tweetbeam' is a free online resource and is a great way to visually display tweets linked to a particular hashtag.



tweet
beam

[Link to www.tweetbeam.com](http://www.tweetbeam.com)

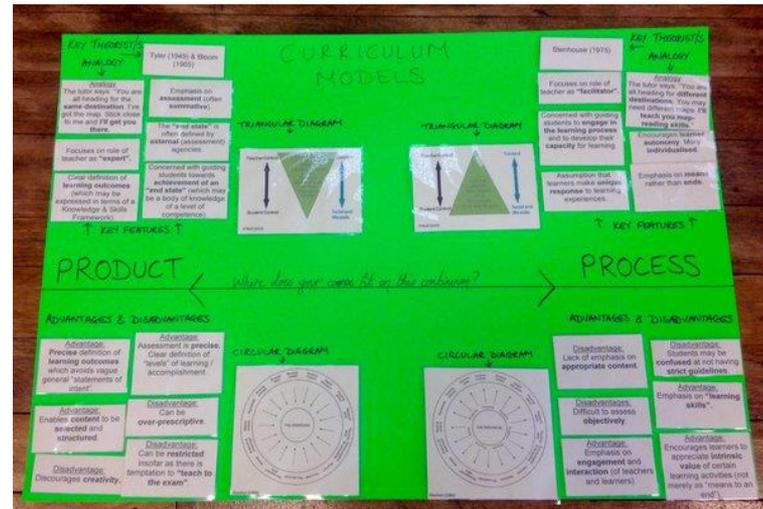
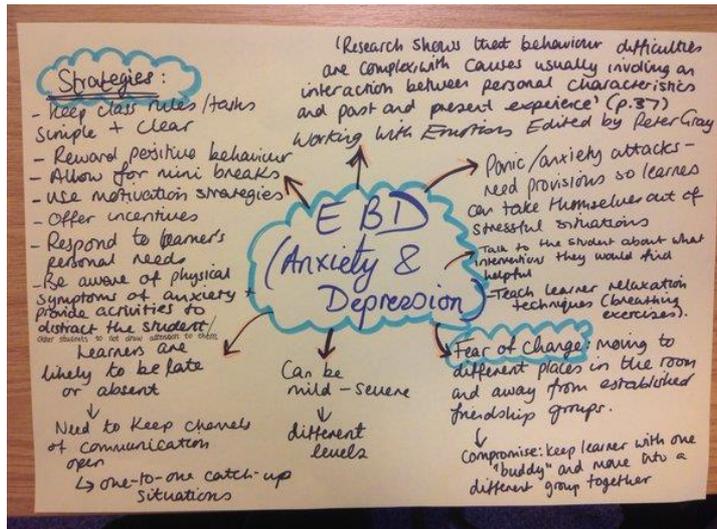




Using Twitter to support trainees

4) Share group work responses by getting trainees to live tweet their work to share with other students

- Students could take a photo of their work using their own mobile device and then tweet the photo via the module hashtag.
- A good way for students to share their ideas.
- Also great as a future reference tool for students.





Using Twitter to support trainees

5) Suggest recommended 'follows' for your students

- Share new recommended 'follows' with students each week.
- This will support your students in populating their Twitter feed with relevant information and will provide useful Tweeters to follow.

Faculty of Health,
Education and Life Sciences

 @BCUPGCESec #BCUMusicEd

 BIRMINGHAM CITY
University

Trending this week...

#BBCMusicDay

Recommended 'follows' of the week:

@MuFuturesUK
@AllyDaubney
@sfhannan
@GarySpruce1





Using Twitter to support trainees

6) Embed a link to your hashtag Twitter feed within your VLE course page

- Trainees can see recent Tweets when they access the module or course page on your VLE.
- This ensures that all trainees can access what has been shared on Twitter, even if they don't have a Twitter account.





Using Twitter to support trainees

7) Create a policy for Twitter (and social media) use to be shared with trainees

- A policy will ensure that expectations for the use of Twitter and social media are clear.
- It is helpful to remind trainees about how Twitter should be used professionally and respectfully.



BCU PGCE Secondary Twitter Chat Policy

#BCUsecChat



BIRMINGHAM CITY
University

It has been recognised that Twitter has become a very accessible and widely used form of social media which academics and students in Higher Education are finding particularly useful as a learning and teaching tool. This includes those involved in initial teacher training. A large number of academics, education specialists, trainees and classroom practitioners regularly use Twitter as one their main sources for networking, sharing ideas and sharing good practice.

During the PGCE Secondary EPPS Diversity week it was recognised by trainees and tutors alike that the collaboration between different subject specialisms was very beneficial. Therefore we would like to extend this concept into the platform of a Twitter chat set up specifically to support BCU PGCE Secondary trainees. The aim would be to provide another strand of evidence generation for PDP's. Trainees will be able to collaborate and discuss issues that follow on from EPPS sessions and Curriculum Workshops, thus supporting with progress on the course. This will be particularly useful in the Summer term when trainees are spending every day in school with less opportunity to collaborate with peers and tutors.

The #BCUsecChat will take place on the first Thursday of every month from 9pm until 10pm. It is intended that the use of the #BCUsecChat is driven by the trainees but with input from tutors to support. Each #BCUsecChat will focus on a different topic or theme, primarily based around the QTS Standards. Questions will be posed throughout the chat which all trainees can contribute to. Tutors will host the chat for the first few months but we would then like some trainees to take ownership of the hosting role. Educational specialists in particular areas will be invited to contribute to some chat sessions and this will be the digital/virtual equivalent of having a specialist guest lecturer.

The host of each chat will collate and document the tweets from each chat by creating a 'storify' document that will be made accessible to everyone. This is a particularly useful document for keeping a record of each chat and providing an opportunity for those unable to join in to see what was said. Trainees will also be able to use their chat contributions as evidence in their PDP if they can show how they have adapted or amended their practice based on their involvement in a #BCUsecChat.

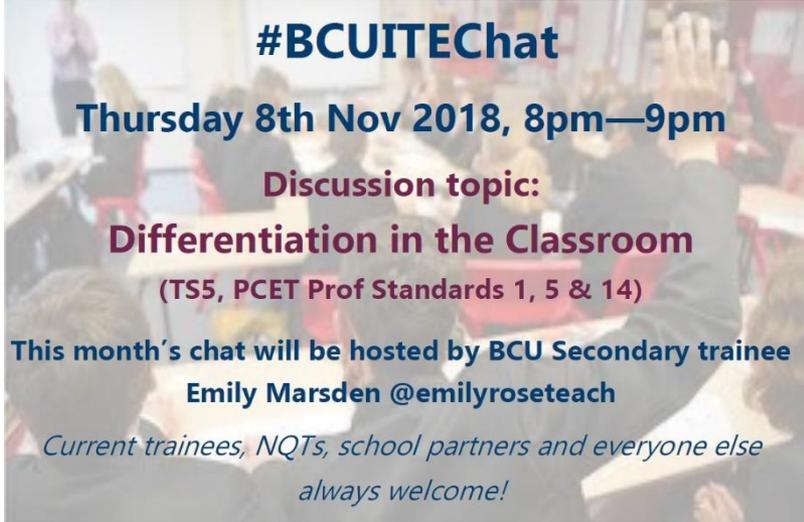




Using Twitter to support trainees

8) Create a tweet chat for your trainees

- @BCUITEChat is our main faculty chat account.
- We use the hashtag #BCUITEChat on the 1st Thursday of every month from 8pm to 9pm (time and day of week chosen by trainees).
- Topics are chosen and voted for by the trainees.
- Trainees take turns in hosting (trainees also use this as evidence for Part 2).
- We invite 'experts' to support the chat, e.g. Dr Pooky Knightsmith (wellbeing), Sue Cowley (behaviour), Educate and Celebrate (LGBT+)
- We have two NQT chats per year and a pre-induction chat in June for the new cohort.
- Beginners guides were created for trainees (how to set up an account and how to join in with a Tweet chat).



#BCUITEChat
Thursday 8th Nov 2018, 8pm—9pm
Discussion topic:
Differentiation in the Classroom
(TS5, PCET Prof Standards 1, 5 & 14)
This month's chat will be hosted by BCU Secondary trainee
Emily Marsden @emilyroseteach
Current trainees, NQTs, school partners and everyone else
always welcome!



Using Twitter to support trainees

Responses to a question about using social media as a trainee:

“I've found [#ukfechat](#) and [#ittchat](#) really helpful to show I'm not the only one stressing/struggling”
(UK PCET trainee)

“Social media discussions for CPD is very useful, keeping in touch with others in my position for support!” (UK Secondary trainee)

“former twitter skeptic here. Didn't want to add any more social media to my life but converted now” (Australian primary trainee)

“I mainly use social media as I have more access to more practitioners to share ideas” (UK PCET trainee)

“Twitter is a great conduit for ideas. Keep tabs on gov policy, or new classroom ideas from other teachers” (UK Secondary NQT)

“I had no idea how powerful [Twitter] can be. I'm glad I have experienced it! Very valuable” (Australian primary trainee)

Talking about the global Tweet chat:

“This task such a useful part of our teacher training!” (Australian primary trainee)

“invaluable to see how others think and feel about the profession” (UK secondary trainee)



Using Twitter to support trainees

A Tweet chat for trainee teachers works best when...

- ...the timing is suitable for most trainees
- ...the topic has been chosen by trainees
- ...the topic links to a Teacher Standard and trainees are able to make links with their teaching practice
- ...trainees are sent reminders about the chat shortly before (many said they kept forgetting but were keen to participate)
- ...an NQT or fellow trainee hosts



We experimented with various topics and intended audiences with some chats aimed at specific groups of trainees, e.g. NQTs, new cohort.



Blog post: The rise of the ‘tweecheer’ – the role of ITE providers in supporting trainees teachers to create and maintain a professional online identity





References:

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Images courtesy of:

<http://abcnews.go.com/Technology/facebook-firing-teacher-loses-job-commenting-students-parents/story?id=11437248>

<http://abcnews.go.com/Technology/facebook-firing-teacher-loses-job-commenting-students-parents/story?id=11437248>

https://www.google.co.uk/search?q=facebook+teacher+fired&biw=1280&bih=692&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiehtbLx-HNAhXJAsAKHW8PCWkQ_AUIBygC#tbm=isch&q=mobile+devices+use&imgsrc=drt3fmVvuPbWM%3A

<http://www.socialmediatoday.com/content/why-you-should-participate-twitter-chats>

