

# The SHU Post 16 ITE 'Approach'

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# How do we support students?

- Number of ways – split into 2 sections
- Generic – applies to all education trainees, for example, learning support in the library, well being support, learning contracts and associated support, staff/student meetings with reps from all courses, academic writing support and so on



# Specific to Post 16

- **A team approach, convenient timings and beyond**
- Tutors work as a team – each trainee has a personal tutor, but all trainees can access any of the tutors on the team
- Group tutorials are built into module sessions – catch up with tutor and each other – informal format



# Cont.,

- Individual tutorial days are built into university days – updates and catching up individually
- Individual tutorials can also be requested if trainees have specific needs
- Students can go to the HoA if they have issues with any of the tutors
- Academic and student support (professional) services also meet with trainees as appropriate for a more integrated approach



# Support and improvement plans (SIP)



- Adapted from TeachFirst
- For trainees who are struggling, they can be 'put on' an SIP which triggers extra support from the placement and tutor, and in which the trainee is given short term targets to meet
- Issues/Support/Targets are discussed and agreed at a 3-way meeting between tutor/trainee/mentor and this is recorded on the database and signed off.
- These are then reviewed - usually within a 4 week period.
- Outcomes can be: Further support needed – stay on SIP and another review arranged, move trainee to a C4C if they have not met targets or take them off the SIP if they have improved and no longer need the extra support. Acts as a wake up call usually.

# STAIR

- Tracking meetings in which all tutors, HoA, student support and partnership meet (2-3 times a month) to discuss trainee progress and to implement actions for trainees who need it
- A whole team approach and trainees are 'ragged' (RAG) at the meeting depending on their practice, observations, academic work and personal issues and so on.
- Enables us to track progress through the year, and also keep an eye on individuals and implement actions as appropriate to further support trainee needs



# Vision



- Adapted from TeachFirst and introduced at induction
- Trainees are required to produce a vision statement for themselves along the following lines: *A sentence or short paragraph providing a broad, inspirational image, or vision, of the future with a clear guide and direction, defined as 'An Image of the future we seek to create'. This should reflect your aspirations and the core beliefs around your teaching and how you impact positively on your learners. It should aim to be inspiring and compelling.*
- Revisited at points during the year so that trainees can adapt it as they progress, through reflection, until the end of the year when it goes with them into their NQT year.
- **Enabling. Encouraging. Motivating.**

# Any questions?

- Anything to add/comment on/share?

