



Assessment of student teachers in school-based training

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Outline:



Context: School-based training in the UH Postgraduate Secondary ITE programme



Where we were: Assessment of student teachers in school-based training before September 2020



Where we are now: Changes and development since September 2020



Issues/discussion

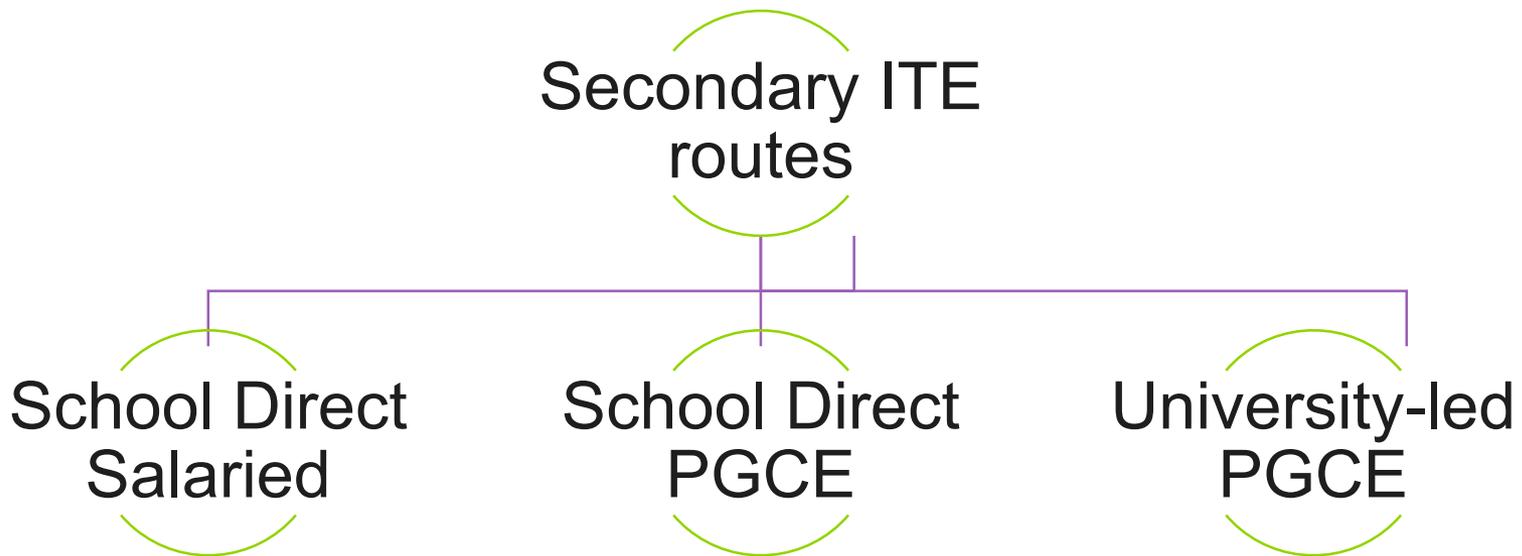


Context: School-based training in the UH Postgraduate Secondary ITE programme

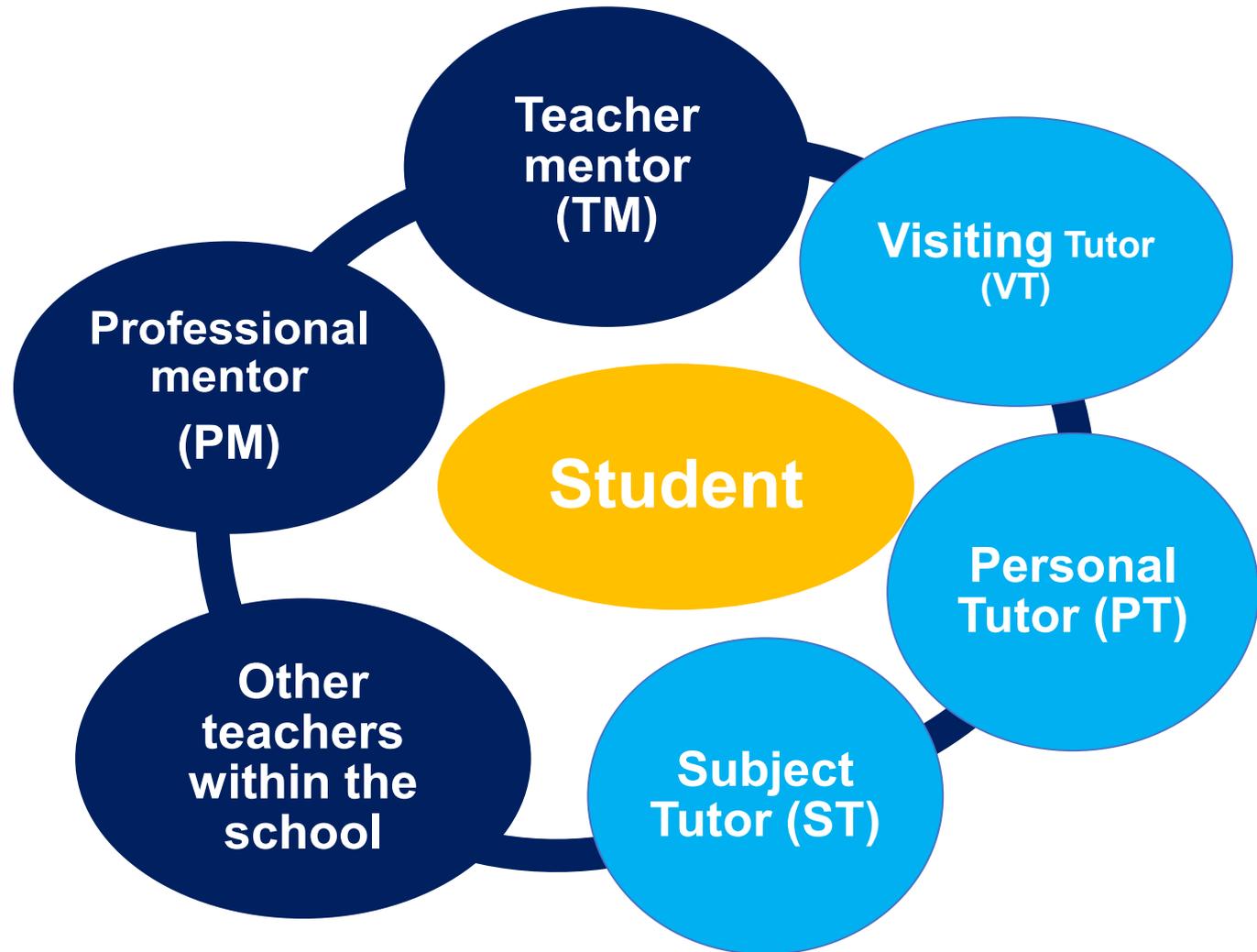
UH Secondary ITE partnership



UH Secondary ITE teacher training routes



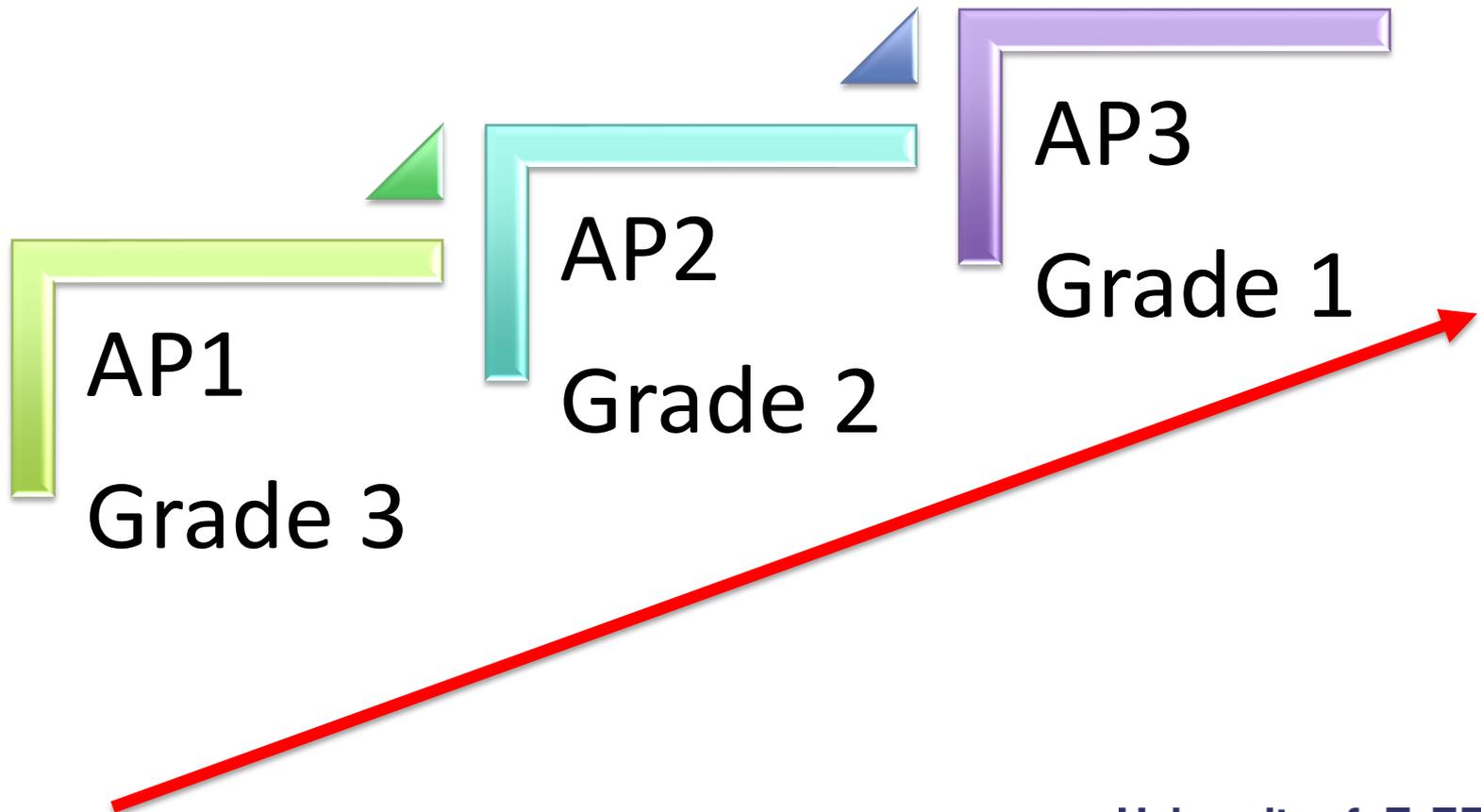
Partnership working



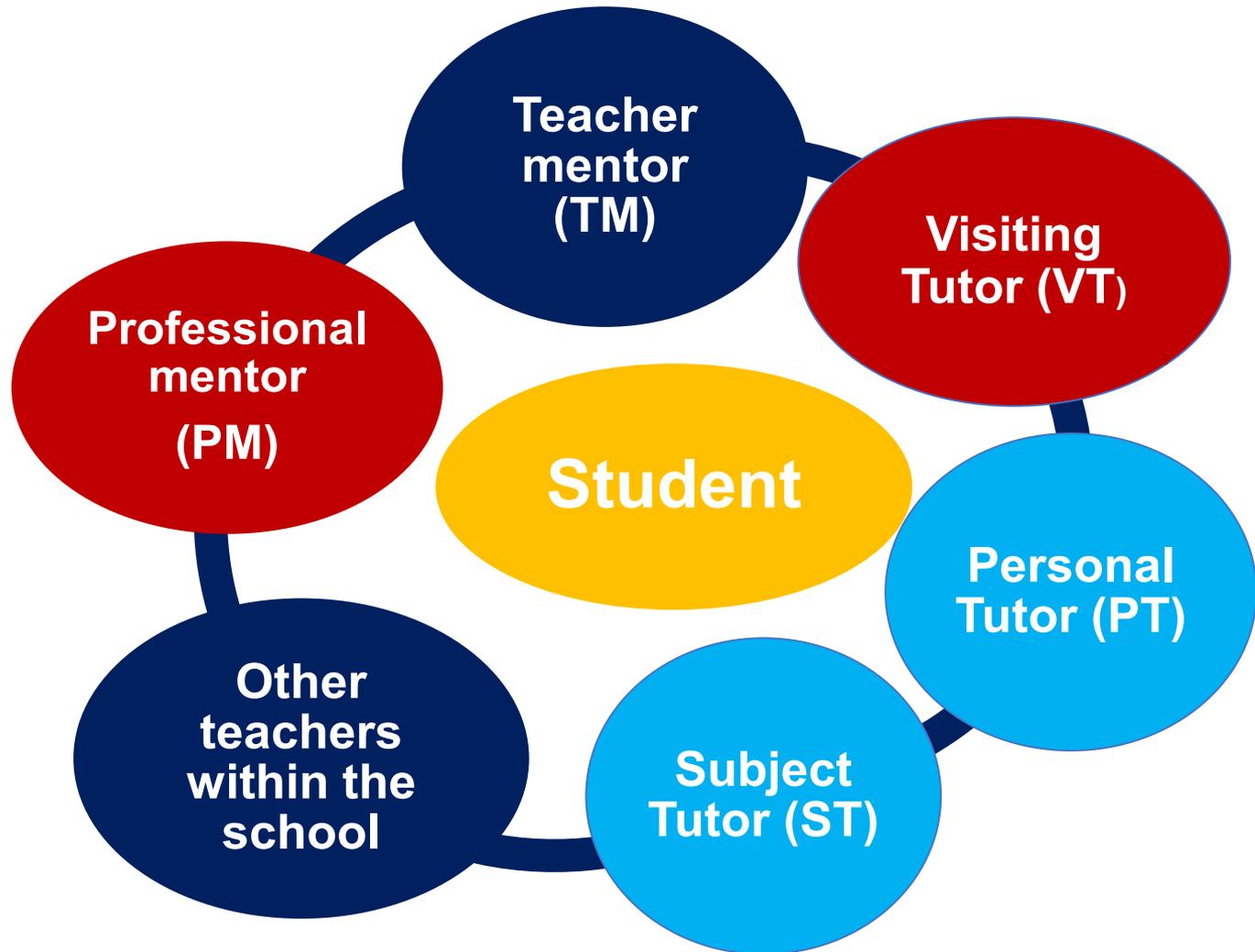


**Where we were: Assessment of student teachers
in school-based training before September 2020**

Summative progress captured at each Assessment Point.



Clarity of roles and expectations

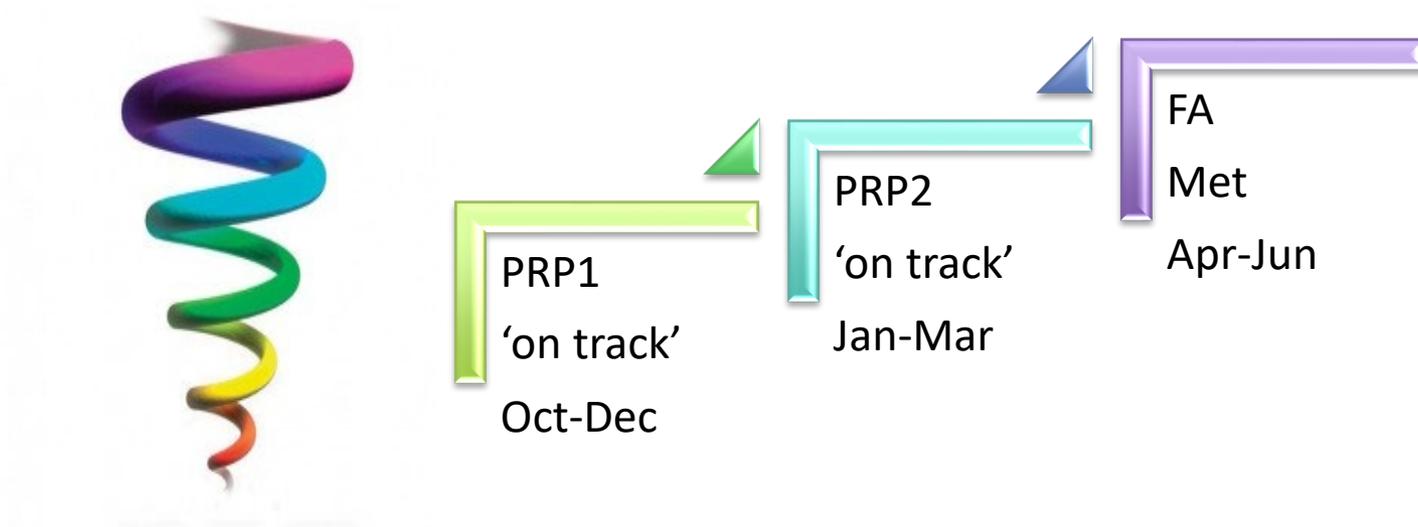




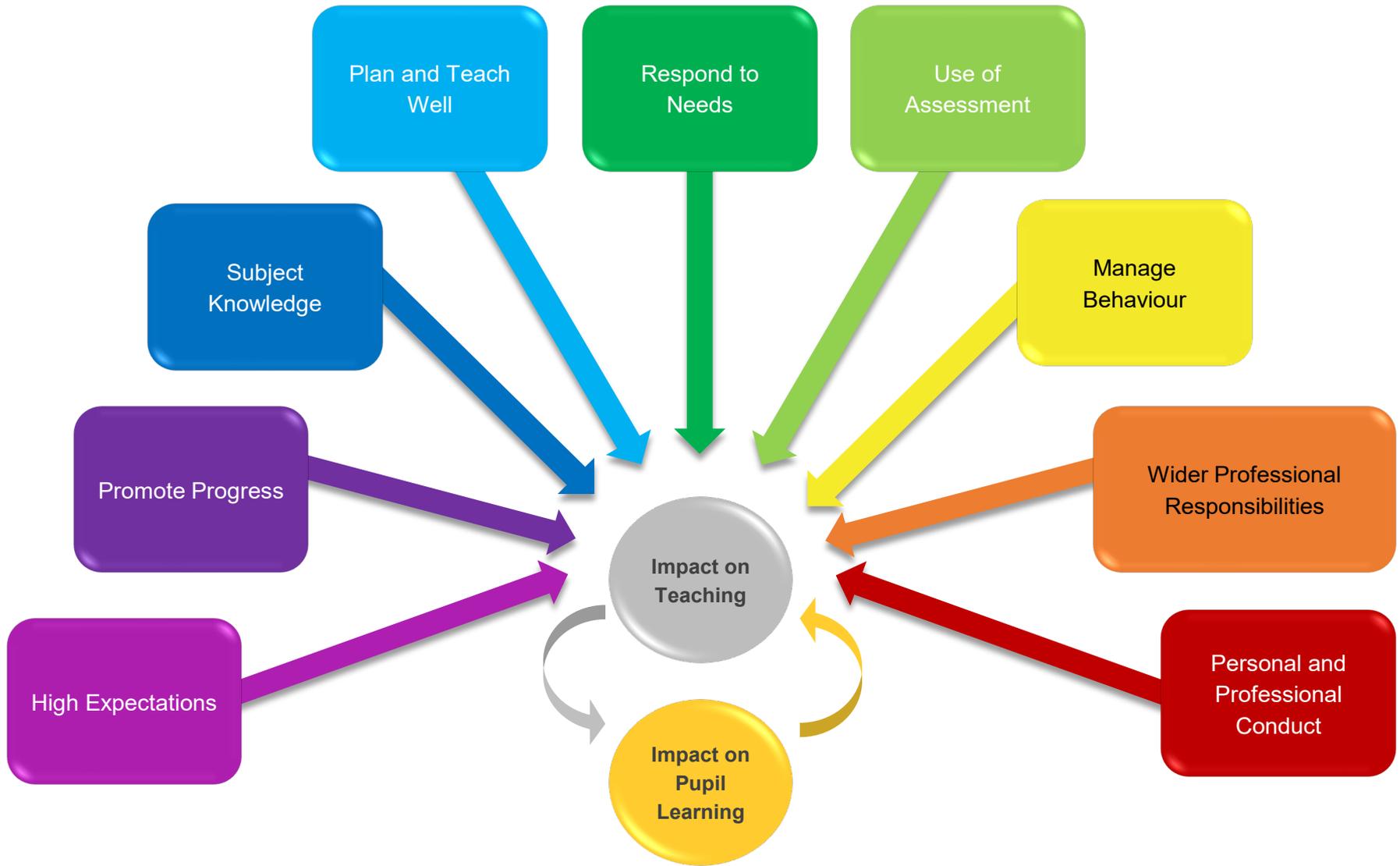
Where we are now: Changes and development since September 2020

New assessment of student teachers in school-based training: in a nutshell

For QTS recommendation, the student teacher must be assessed by the partnership as having met the Teachers' Standards *by the end of school-based training*.



The [Teachers' Standards](#) define the minimum level of practice expected of student teachers and teachers from the point of being awarded Qualified Teacher Status (QTS).





UH ITE Curriculum Partnership Vision

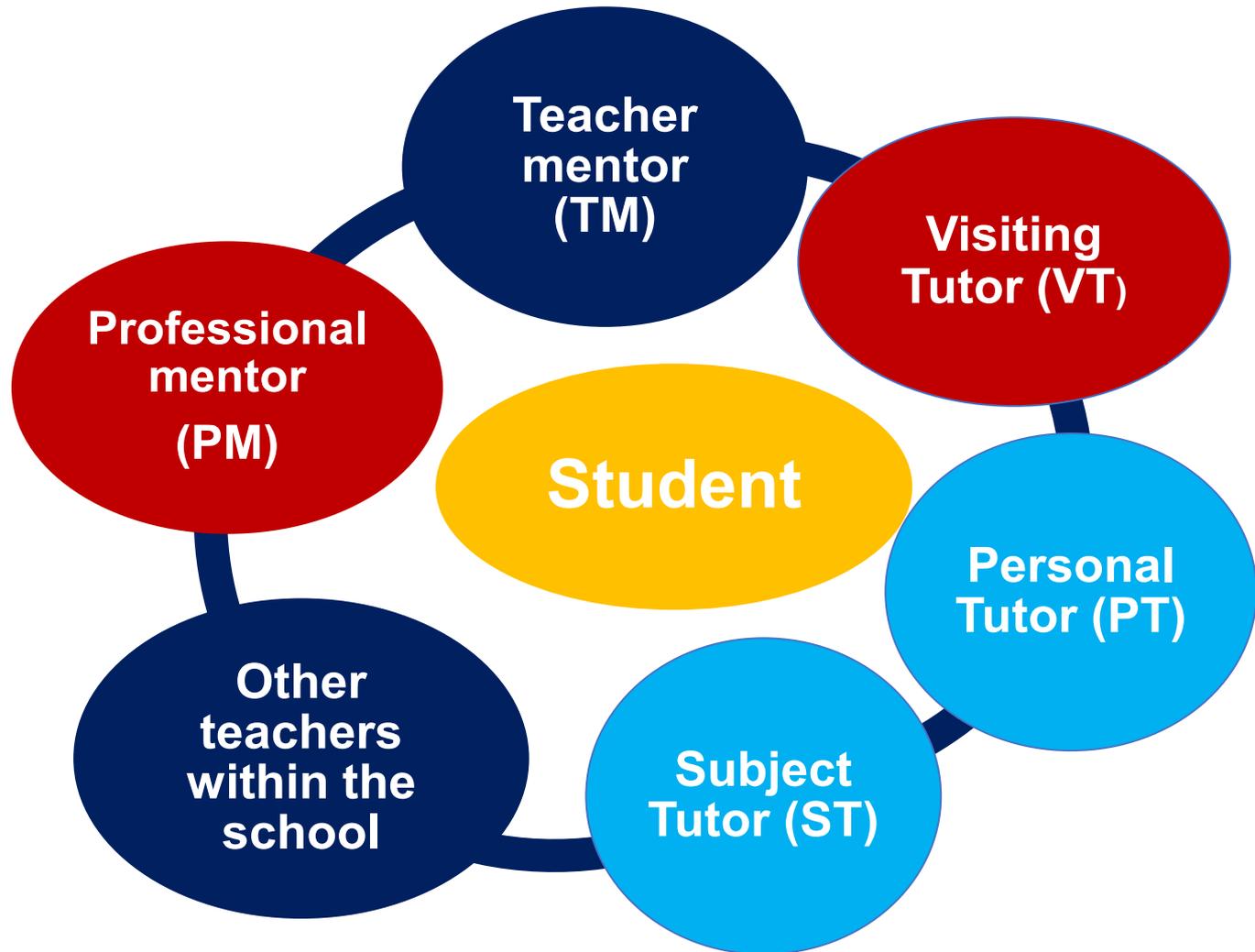
In partnership we work together to develop teachers with the confidence to:

Agency	make professional judgements to enable the development and learning of all
Professional Voice	articulate how research has informed their practice and contribute to new thinking and new ways of working
Resilience	respond innovatively to a changing educational landscape
Social Justice	strive to ensure a child's learning and life chances are not limited by social or economic factors

UH ITE Progress Grid

TS1: Set high expectations which inspire, motivate and challenge pupils				
Competency	Progress conversation	Fitness to practise issue	On track	Met
<ul style="list-style-type: none"> <input type="checkbox"/> establish a safe and stimulating environment for pupils, rooted in mutual respect <input type="checkbox"/> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions <input type="checkbox"/> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<p>Learn how to:</p> <p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> ✓ <i>Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> ✓ <i>Using intentional and consistent language that promotes challenge and aspiration.</i> ✓ <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> ✓ <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> ✓ <i>Receiving clear, consistent, and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> ✓ <i>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</i> ✓ <i>Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</i> ✓ <i>Acknowledging and praising pupil effort and emphasising progress being made.</i> 			
	Student teacher notes to support conversation with Teacher Mentor:			
Final Assessment	Set high expectations which inspire, motivate and challenge pupils			

Clarity of roles and expectations





Issues/discussion

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- **Managing change across a large partnership area with different stakeholders**
- **Training & development for VTs, PMs, TMs and Secondary ITE team**
- **Maintaining consistency in assessment of SBT while embracing flexibility because of student teachers and schools [context]**
- **Impact of Covid**