

University Of Cumbria: Institute of Education-ITE Partnership Newsletter



2019/2020

Our Partnership Vision:

*“Aspirational training to **achieve inspirational** teachers with pupils’ learning and well-being at the heart of our partnership”*

**New Placement Unit Email address:
educationplacements@cumbria.ac.uk**



It is with great pleasure that we inform you of 3 internal promotions (restructures) that have occurred in the

Institute of Education .

Director of Institute of Education:

Ruth Harrison-Palmer



Head of Student Recruitment & Portfolio:

Kathryn Fox



Head of Teaching, Learning & Student Experience:

Kath Norris



In this edition:

- Updates from the Partnership
- Teacher Workload Reduction and Resilience Charter (TWR&R)
- ITE Partnership- Approach to Planning (link with TWR)
- ITE student Weekly reflections and target setting
- The future of assessing ITE Placements...
- QMS / QLMS
- Other UoC Placement options (pipeline)...

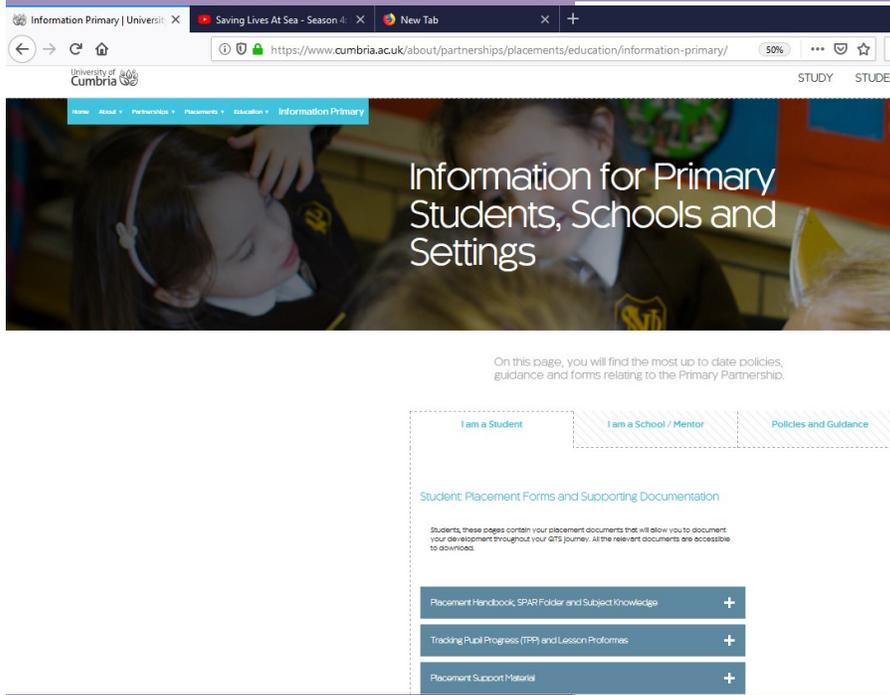
BA (Hons) Primary Education, QTS -3 year Programme: Year 3 Orientation Placement

Both Partners and Students have discussed the gap between assessed placements on our UG Programmes.

The switch of context, for students, between key stages and placements has often meant that they take longer to reassemble the skills learnt on previous placements in a new context. In order to address this we have introduced a 'Key Stage orientation placement' – 2 weeks in the school and key stage in which their Extending placement will take place; to get to know the class, pupil progress & needs. They will also learn school processes.

Students will work on individual target areas.

There is no need for formal assessment or paperwork to be filled in by school staff during this time.



By visiting the University of Cumbria website and clicking search- 'information primary' you will land on our Partnership area.

Here you are able to locate all necessary forms and guides for supporting ITE placements.

This year we have also included short video clips to give a summary of each guide.

Supporting ECF teachers (NQT's & RQT's)



M2 EDUCATION NQT WORKSHOPS 2019-2020

SECURE YOUR PLACE NOW FOR
OUR 2019/2020 NQT WORKSHOPS

WORKLOAD MANAGEMENT & APPLYING FOR JOBS

30th Oct - LANCASTER, 6th Nov - CARLISLE

ASSESSMENT FOR LEARNING

15th Jan - LANCASTER, 22nd Jan - CARLISLE

WORKING WITH OTHER ADULTS & MANAGING CONFLICT

4th Mar - LANCASTER, 11th Mar - CARLISLE

CREATIVE CURRICULUM
WEDNESDAY 17TH JUNE
LANCASTER ONLY

WORKSHOPS ARE FREE AND WILL BE TWILIGHT SESSIONS FROM 4.30PM-6.30PM
Email melissa.kumar@m2education.co.uk to book your place - they will be given on a first come first served basis and places are limited

Working in partnership with the University of Cumbria to provide NQT training

A variety of events will continue this year to support early career teachers.

Conferences and ongoing CPD are available.

If you have an NQT at your school please let us know- we can then send invites:

Michelle.Thorpe@Cumbria.ac.uk

University Of Cumbria ITE Partnership: Resilience & Teacher Workload Reduction Charter

Intent -

- > Our intent is that our partnership has a focus on ensuring all teachers & students are well supported (mentally / emotionally)
- > Challenge and lead dialogue about Teacher Workload Reduction (TWR) and Teacher Resilience.
- > Encourage professional conversations...& lay out responsibilities for ensuring Resilience and TWR are key attributes of any Teacher training programme.
- > To provide support for students targeted at individuals leading to resilient trainees.

Impact -

- > Students leaving the university feeling confident to take on their NQT year and remain in the profession
- > Ensuring students know where to go for support and to understand that asking for help is a strength; also to recognise the students who may not seek this support when they need it.
- > School / Setting staff receive regular feedback, training and ongoing CPD opportunities linked to Teacher workload reduction and resilience

* This Charter will become part of the UoC ITE Partnership Agreement ensuring that it will come to the attention of head teachers / mentoring leads who sign the agreement.

The University of Cumbria ITE Partnership has a strong focus on teacher workload reduction and teacher resilience for all. Our aim is to supplement and, in many cases, add value to the support being offered in Partner Schools & Settings. The opportunities offered by the University of Cumbria are open to all of our students, current or recently qualified.

We also offer the enhancement of ongoing quality training and CPD noting the benefit this brings to the wider Partnership.

Everyone has a right to expect access to support throughout our Partnership- please use this Charter as the starting point for conversations with leads both at University and in Schools/Settings.

Implementation -

- > To promote discussion and provoke challenge
- > To be shared throughout programmes and their partnerships
- > Lead to CPD;
- > To promote professional conversations relating to wellbeing and workload feeding into ongoing partnership feedback mechanisms.



UoC students will:

Identify your strengths & skills early on and have the confidence to share these;

know who to approach for support (seek it out!);

aim to maintain a healthy work/life balance by:

- o Getting adequate sleep.
- o Getting regular exercise.
- o Being realistic about what you can achieve.

set your own placement well-being target and review it each week with your mentor.

take responsibility for confronting fears rather than avoiding them; helping to reduce anxiety. The sooner they are confronted the sooner they will be addressed;

be clear about the evidence you have to exemplify Teachers' Standards;

know when you have done enough!

ITE Partnership Staff will:

have regular & timely check ins with ITE students whilst on placement- be specific in asking:

- o how they are feeling?
- o have they any concerns?
- o are they maintaining a work/life balance?

talk to ITE Students about ways in which your school have reduced teacher workload & support teachers to develop effective work/life balance.

allow ITE students the opportunity to discuss ways that they have experienced planning, pupil tracking & assessment methods;

share school well-being guidance & policy;

ensure that ITE students signal where evidence can be found for Teacher Standard exemplification rather than collection.

UoC Programmes will:

ensure that students understand the current Teachers' Standards;

work through elements of ITE paperwork during programme sessions prior to placement (Planning, tracking, assessment);

support students to reduce the workload associated with planning for learning, marking and use of data in line with DfE guidance;

ensure Personal Tutors review and refer to student's targets prior to and post placement;

be honest and balanced about expectations of teachers and how to manage reasonable workloads;

reach out & support as necessary, e.g. Guiding on exemplifications of evidences for tracking current teacher standards;

Together we will:

ask, assess, act; listen non-judgmentally; give reassurance & information; encourage self-help strategies (www.mhfaengland.org); enable the ITE student to get appropriate professional help;

have a shared understanding of and commitment to implementing teacher workload reduction; conduct an annual review of ITE partnership paperwork with a focus on responding to teacher workload reduction;

aim to place ITE students in schools which will recognise their strengths and provide them with appropriate challenge; supporting for areas of development effectively; ensure that everyone is clear as to expectations of students at different stages of placement journey;

encourage mentors to develop and be recognised for their mentoring & coaching skills; through ongoing professional development & qualifications with the University of Cumbria.



ITE Partnership Teacher Workload Reduction & Resilience Charter

A copy of our charter will be sent in a separate communication. Please ensure that all School leaders and Mentors of ITT, NQT & RQTs receive a copy.

Together we will:

- ask, assess, act; listen non-judgmentally; give reassurance & information; encourage self-help strategies (www.mhfaengland.org); enable the ITE student to get appropriate professional help;
- have a shared understanding of and commitment to implementing teacher workload reduction; conduct an annual review of ITE partnership paperwork with a focus on responding to teacher workload reduction;
- aim to place ITE students in schools which will recognise their strengths and provide them with appropriate challenge; supporting for areas of development effectively; ensure that everyone is clear as to expectations of students at different stages of placement journey;
- encourage mentors to develop and be recognised for their mentoring & coaching skills; through ongoing professional development & qualifications with the University of Cumbria.

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Planning Cycle (model)

ITE Partnership approach to Planning with training teachers.

A Toolkit to support TWR... Planning cycle (model)

(A copy of this planning cycle for trainee teachers [shared expectations] will be sent in a communication with our TWR&R Charter.)

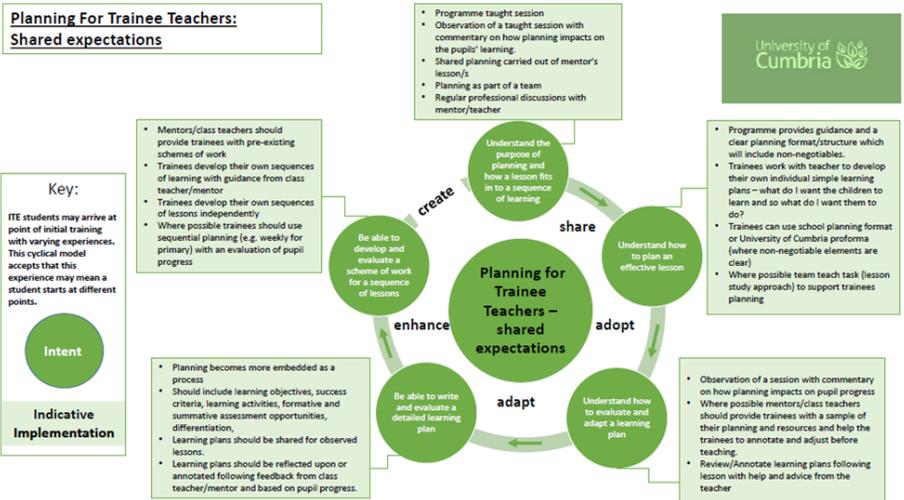
Please ensure that all ITTE mentors read and discuss with UPT's and students.

Over the past 18 months the government have released a number of documents to help initiate & support the reduction in Teacher Workload.

These cover 4 key themes:

- Marking
- Collaborative planning
- Evaluation of planning & associated resources
- Data (Use of)

Planning For Trainee Teachers: Shared expectations



The University Of Cumbria is committed to help explore reduction of teacher workload. We are building a **toolkit (online)** of resources and best practice case studies to support. The first item in this toolkit is the Planning Cycle. Encouraging Mentors and Students to collaborate in the planning process:

- Drawing on the Non-negotiable elements of teachers planning las found on our partnership website.
- Looking to share existing planning and resources.
- Discussing how to adapt sessions to meet the needs of the group being taught.
- Resource sharing to enhance sessions.
- Co-working on creation of new knowledge enhancement and sequences of learning.

We would love to hear from you if you have found solutions around supporting staff workload in marking or effective use of school data.

Please email: Kath.Norris@Cumbria.ac.uk

Weekly reflections by ITE students

Intent; Implementation;

Impact....

When reviewing a week we encourage our students to use the 3 I's model to think and discuss their impact.

We felt it better from a reflection perspective to deal with the I's in the following order:

- Intent: What did you (student) set out to do this week?;
- Impact: What was the impact you noted?
- Implementation: ok...so what was it about the way that you did that particular thing that led to the progress of the children / yourself?

Map the evidences to the teacher standards.

It was also deemed important (Student and Partner feedback (18/19)) to understand that when learning how to be a teacher there are many parts of the teacher standards that happen outside of teaching f2f activity or take longer than a singular week to exemplify. Hence structuring the reflection sheet to consider:

- What happens in my teaching? (3I's)
- What happens in my wider professional responsibilities? (3I's)

Then relating back to the Common Framework (Teacher Standards)

We have reduced duplication of process by asking that all new targets are written in one place only (the rolling targets record)

WE ALSO ASK THAT STUDENTS AND MENTORS TALK ABOUT WORKLOAD REDUCTION AND WELLBEING.

Reflect on the following questions to consider pupil progress in relation to the impact of either your own or others' teaching. You should also include links to the Common Framework and evidence from across your programme in relation to your own progress.	
Intent: What did you set out to achieve this week in your day to day teaching contact time?	Links to relevant standards
Impact: What progress are the pupils making?	
Implementation: What did you do to achieve this / evidence do you have for this? (signal where this evidence can be seen)	
Intent: What did you set out to achieve this week in your non-contact time / wider professional responsibilities?	Links to relevant standards
Impact: What progress have you made this week?	
Implementation: What did you do to achieve this / evidence do you have for this? (signal where this evidence can be seen)	
Proposed Targets to inform my next steps: (To be confirmed at this meeting). <i>Target/s and actions to be written directly on Development Target Running record.</i>	
Teacher workload reduction and resilience: Discuss with your mentor how you have developed your approach to workload management. Have you reflected on your wellbeing target this week?	

To grade or not to grade? That is the question!

Is grading of teacher training placements having an impact on the professions ability to recruit and retain people?

We want the best teachers but are concerned that grading is leading to higher levels of 'burn out' (I must get and retain a grade 1!)

We would love to hear your thoughts; If you are interested in helping us discuss this issue please email:

Patrick.Freeman@Cumbria.ac.uk

Pat will in the first instance share an online survey (part of a NW ITE providers research group)

Following this initial phase focus groups will be convened later in the year.

The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working. (Point 14, P 7)

We have been asking ourselves the following questions:

- Do you think we should continue to grade the trainees against the Teachers' standards or should it just be pass/fail?
- If continuing to grade should we keep 1 – 4 or use some other grades eg not yet met, met, exceeded? etc
- Do you think the CAF/Assessment matrix is useful? If so why? If not why? How could it be improved?
- How should we track progress against the standards if we do not use grades?
- How do we measure attainment and compare different groups eg male/female, SD/core?
- Do you think grading has an impact on relationships between stakeholders?
- Do you think grading could have an impact on trainee motivation/well being/progress?
- Do you think grading impacts on retention?

QMS & QLMS

Sam Proctor, who works at Lindal & Martin Primary School, was the first teacher to be awarded *Qualified Mentor Status*.

"We learned of the award from the Partnership Tutors at the university," Sam said. "[This accreditation] allows us as mentors to become better at what we do and guide trainee teachers and other mentors in our school."

If you would like to learn more about this scheme contact Linda Muir at: linda.muir@cumbria.ac.uk.

[STUDY](#)[STUDENT LIFE](#)[ABOUT](#)[RESEARCH](#)[BUSINESS](#)[CONTACT](#)[Academic departments](#) [Institute of Education](#) [Cumbria Mentor](#)

QMS & QLMS

The University of Cumbria's Institute of Education is breaking new ground and enabling mentors in our partner schools to complete Mentor and Lead Mentor Qualifications.

Mentors in individual and clusters of schools, who work with the university to help support and develop trainee teachers and newly qualified teachers, can now have their work formally recognised.

The scheme will enhance support for student trainees in school and improve their early professional development. It is hoped that it will have an impact on overall schools ethos, encouraging leadership/CPD/career progression.

The qualification will also provide a possible bridge to a master's level qualification for teachers and students alike.

There are two levels of qualification:

- QMS– Qualified Mentor Status
- Qualified Lead Mentor Status

The framework is based on the **National Standards for School-based Initial Teacher Training (ITT) Mentors** published in July 2016 by the DfE.



THANK YOU FOR YOUR ONGOING SUPPORT OF
THE UNIVERSITY OF CUMBRIA'S ITE PARTNERSHIP.

Contacts:

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