

Training Schools Programme 2003/2004

Key characteristics of a good Training School

Drawing on the experience of existing Training Schools over three years, the following characteristics epitomise those which have been most effective:

Corporate responsibility

Manifested by:

- A Training School policy clearly identifying the school's role and whole-school community responsibility for outcomes.
- Structured mentor/school based tutor training provided for **all** staff.
- All curriculum areas and subject departments contributing to stated Training School objectives.

Vibrant Partnerships

Manifested by:

- Frequent and effective ITT consultation and planning with HEI partners and with School-Centred Initial Teacher Training (SCITT) consortium partners.
- Input to wider HEI professional studies activity and materials by in-school experts.
- School involvement in action research activity with a variety of partners.
- Strong working links with an LEA enabling the Training School to act as a hub for local and regional training activities.
- Direct in-service training provision for partner schools in cross-phase pyramids, including special schools and pupil referral units.
- Cross-phase mentoring/school based tutoring and mentor/school based tutor training activity.
- Complementary partnership with other Training Schools.

Clarity of management aims and objectives

Manifested by:

- The existence of a Training School Policy incorporating an ITT policy.

- The integration of the Training School 4-year development plan with the School Improvement Plan.
- Co-ordination/management responsibilities vested in senior staff.
- Plans which incorporate sustainability and are not person-dependant.
- Clear operational planning which adequately resources all training activities in terms of time, personnel and equipment.
- Pro-active recruitment strategies.
- A clear framework for periodic evaluation relating outcomes to aims and objectives.

Increased throughput of ITT trainees

Manifested by:

- Effective dissemination of information about access routes (marketing targeted to need).
- Provision of Taster courses.
- Breadth of access routes supported, eg:
 - Learning Support Assistant, Teaching Assistant or equivalent (LSA) entry and training;
 - LSA progression to foundation degree courses;
 - PGCE/BA QTS placements;
 - Flexible GTP support structures;
 - Flexible and modular PGCE courses;
 - Fast Track entrants;
 - Courses for Overseas Trained Teachers.
- Incremental growth in number of ITT students received.

A Training continuum from ITT through middle management into Leadership

Manifested by:

- An established 'Investors in People' culture.
- A framework of coherent career development pathways clearly visible for all staff.
- Development and promotion of AST's as an internal training resource.
- Training courses for potential TA's/LSA's.
- NQT induction and training courses.
- Professional Support courses for teachers in early years of teaching.
- A focus on staff retention strategies, incl. professional development opportunities.
- An entitlement Continuing Professional Development (CPD) programme for all staff, clearly linked to performance management process.
- Advanced mentor training as a pre-requisite for middle management posts.

Extensive outreach activity

Manifested by:

- A high throughput of trainees at all levels.
- Working with a cluster of satellite schools to complement and widen access to Training School provision.
- Liaison with an LEA and other networks to provide a 'training hub' for NQTs and other specialist groups.
- Sharing of expertise through In-service Training for other schools.
- Hosting of specialist training courses at the Training School.
- Sharing of expertise in areas of national priority (eg Behaviour Management, Inclusion, 14-19 Curriculum).
- Provision of cross-phase experience and mentoring for trainees.
- Promotion of networking to support curriculum, teaching and learning expertise.
- Dissemination through networks, conferences, and use of websites.

Innovation

Manifested by:

- The use of Observatory Classrooms as a training tool.
- The application of new technologies in training, eg Interactive white boards/ videoconferencing.
- The development of 'classrooms of the future' - incorporating new methodology as opposed to reinforcement of outdated practice.
- The promotion of team teaching, paired teaching and use of adults other than teachers in classrooms.
- The promotion of new pedagogical approaches, eg Accelerated Learning, Thinking Skills, Emotional Intelligence, Brain-based Learning.
- Value added elements to ITT programmes, eg Work Related Training, SIMS training, EMAS etc.
- Trialling of new training approaches - eg mentor incentivisation, Time off in lieu (TOIL) , flexible modular training programmes, apprentice schemes.

Enhanced Resources for Trainees

Manifested by:

- Dedicated training centres to support Training School activity.
- Regular access to Video observatory facilities.
- Provision of recorded 'demo' lessons demonstrating excellence of practice.

- Facility for use of video-conferencing linking trainees to HEI tutors.
- Access to an organic library of text, audio and video resources for trainees
- Provision of laptop computers and access to online resources for trainees
- Provision of adequate protected time for mentor-trainee interaction
- Enhanced ICT training

A Culture of Research and Innovation

Manifested by:

- Practical teacher-led research and experimental projects
- Supported school-based action research activity
- Support for staff engaged in research degree study
- Development of working parties involving trainees, eg workforce remodelling, vocational provision and assessment, etc.
- Involvement of pupils as feedback mentors for trainees

Active dissemination

Manifested by:

- Hosting of dedicated training conferences
- Provision of management training
- Publication of research papers
- Publication and distribution of training materials, including CD, DVD and Video
- Effective use of online and interactive websites
- Involvement in local and regional training networks, such as Networked Learning Communities, Partnership Promotion Schools, Specialist Schools Networks, etc.