



# GTP/OTT programme

Aim:

To support you in helping trainees to get the best possible outcomes from their training, both as a learner on the programme and a teacher in school.



# Frameworks

- **Subject Knowledge for Teaching Framework – programme of study**
- **The QTS Standards- attainment targets**
- **School-based training programme**
- **STTP central training programme**
- **Directed activities**
- **TDA ITT requirements and trainee entitlement**
- **Ofsted attainment criteria**



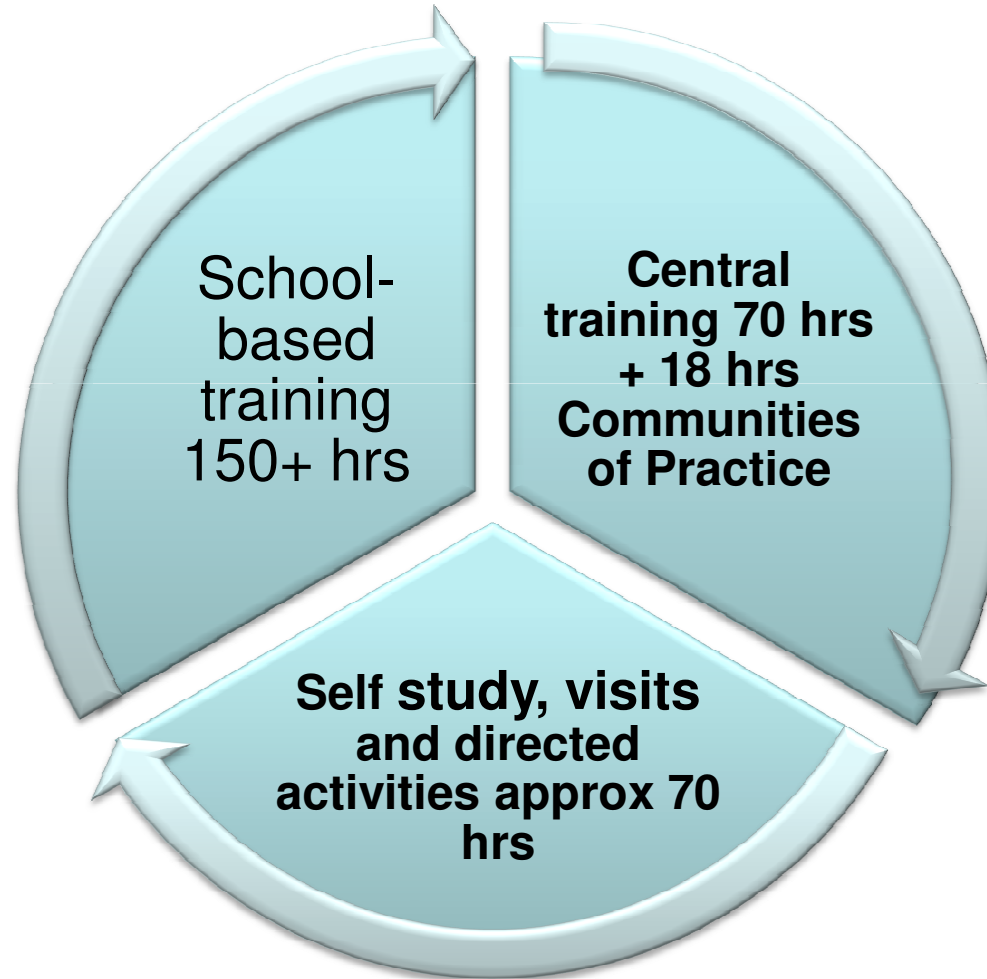
## Trainee entitlement FAQ

1. What training resources will be available to me? (2.3)
2. What classes will I be teaching? (2.7)
3. What subjects can I teach? (2.1)
4. How much teaching will I be doing?
5. How many schools will I need to teach in? (2.7, 2.8, 2.9)
6. Do I have to teach in a primary school and post- sixteen setting? (2.7)
7. How long will my training programme be?
8. How much teaching will I be doing?
9. How will this programme prepare me for my NQT year (induction)? (2.6)
10. How will I contribute to the quality of STTP provision (2.2)?
11. When should I take the 3 Skills Tests?



# Training Programme

a minimum of 60 days of training (300hrs)





# Components of training

School-based training – subject studies and professional studies

STTP training days (Belfairs School) – professional studies

STTP Communities of Practice – subject studies

Directed tasks and self-study

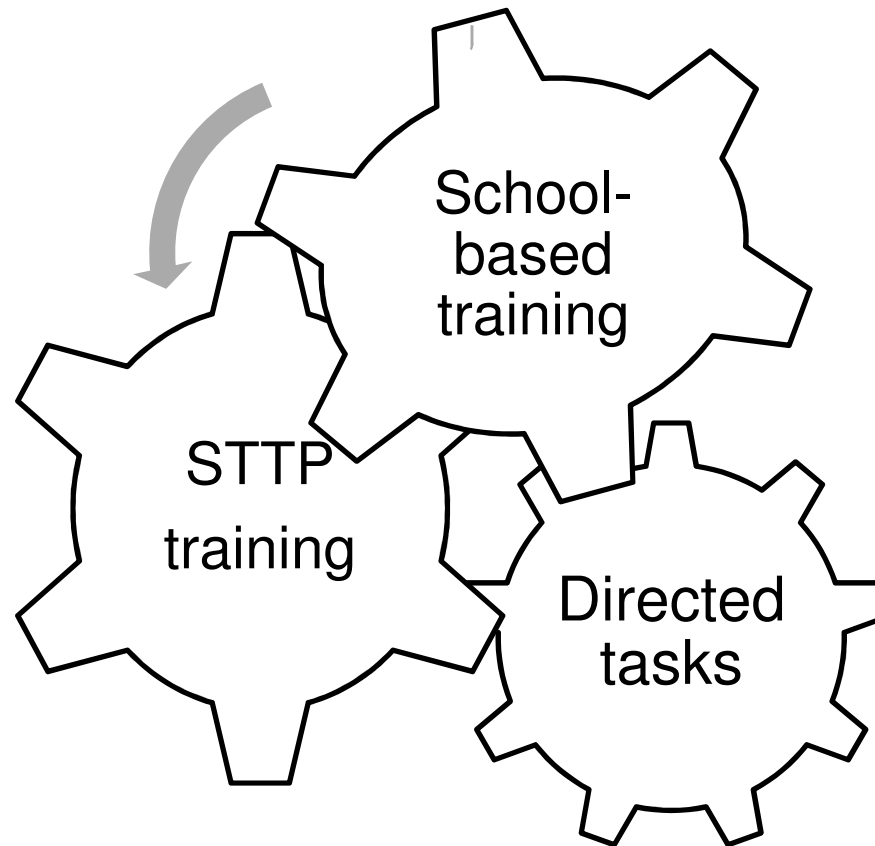
Other personalised CPD *e.g. STTP enrichment activities, visits to schools and other settings,*



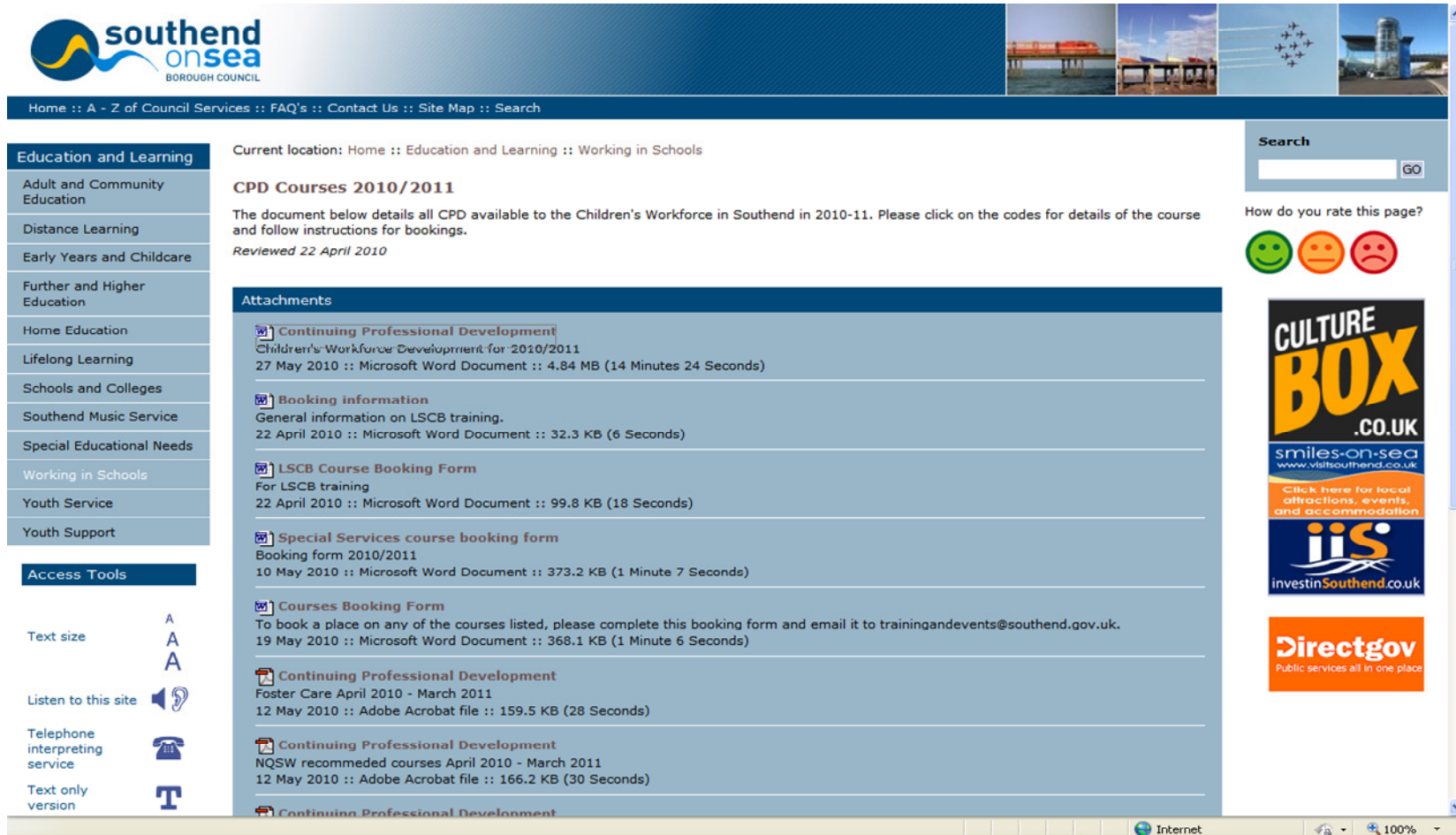
# Directed activities

*Purpose:*

*To scaffold portfolio building and increase coherence between all elements of the school-based and central training*



# Other CPD






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


Current location: Home :: Education and Learning :: Working in Schools

**CPD Courses 2010/2011**

The document below details all CPD available to the Children's Workforce in Southend in 2010-11. Please click on the codes for details of the course and follow instructions for bookings.




*Reviewed 22 April 2010*

**Attachments**

-  **Continuing Professional Development**  
Children's Workforce Development for 2010/2011  
27 May 2010 :: Microsoft Word Document :: 4.84 MB (14 Minutes 24 Seconds)
-  **Booking information**  
General information on LSCB training.  
22 April 2010 :: Microsoft Word Document :: 32.3 KB (6 Seconds)
-  **LSCB Course Booking Form**  
For LSCB training  
22 April 2010 :: Microsoft Word Document :: 99.8 KB (18 Seconds)
-  **Special Services course booking form**  
Booking form 2010/2011  
10 May 2010 :: Microsoft Word Document :: 373.2 KB (1 Minute 7 Seconds)
-  **Courses Booking Form**  
To book a place on any of the courses listed, please complete this booking form and email it to trainingandevents@southend.gov.uk.  
19 May 2010 :: Microsoft Word Document :: 368.1 KB (1 Minute 6 Seconds)
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Foster Care April 2010 - March 2011  
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# Key concepts

Personalised learning

Reflective practice



# Personalised learning

- What theory of learning is this grounded in?
- How is personalised learning different from individualised learning?
- How does a personalised learning approach impact on the role of the teacher?
- How does/will a personalised approach to training shape your work as a school-based trainer?



# Personalised learning

## Social constructivism

*“Learning is an active social process in which individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed”*



# Personalised learning

*“Constructivist learning is based on students' active participation in problem-solving and critical thinking regarding a learning activity which they find relevant and engaging. They are "constructing" their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs”*



# **Developing reflective practice**

**Bloom's cognitive domain**

**Recall**

**Comprehension**

**Application**

**Higher order thinking skills**

**Analysis**

**Synthesis**

**Evaluation**

# GTP/OTT programme

## **Meeting the 33 QTS Standards**

Trainees evidence that they meet the Standards by building:

**Learning Journey Folder**

**Teaching File**

**Professional Development Folder**



# GTP/OTT programme

## **Assessment for Learning**

Weekly reviews of progress towards stated learning targets at meetings with your trainee

Weekly graded observations of the trainee's teaching and feedback on this.

Half –termly graded reports of progress: in lessons, trainee files, trainee explanations, noticeable characteristics

Verification of progress grades by STTP tutor assessor during school 5 visits

Recommendation for QTS by the school and final assessment



## **Factors that determine the design of personalised training**

The type of training place given

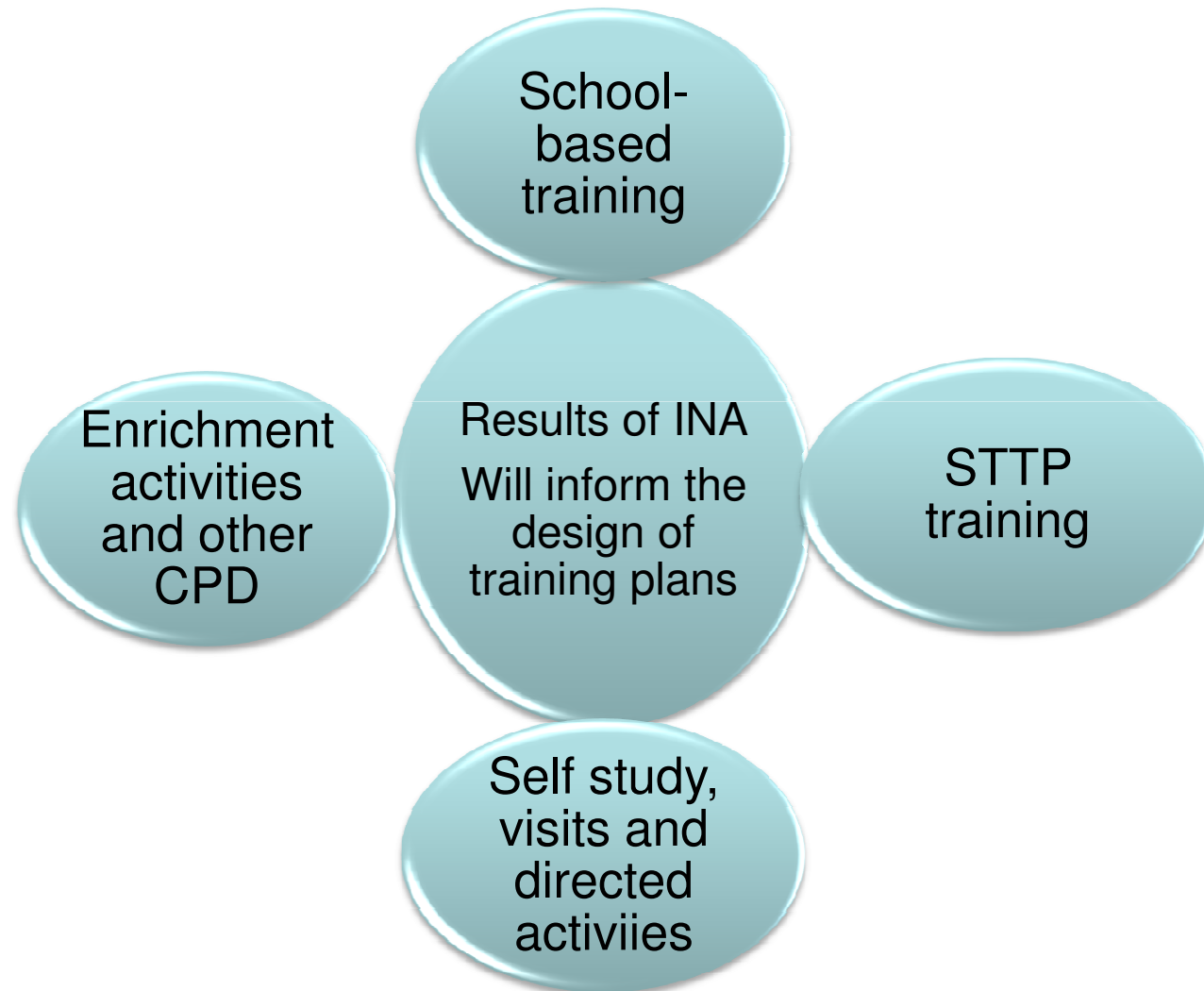
The TDA ITT requirements

The Subject Knowledge for Teaching framework and QTS Standards

Opportunities available in your school

The individual's starting points on the programme

# Personalised training plans





# Initial needs analysis

## Useful information

features of individuals' backgrounds and personal circumstances  
(*any additional support needs?*)

Previous work and study experience (degree class and content)

Previous teaching experience and the breadth of the standards

Time spent in your school and starting points in the 4 areas of the subject knowledge for teaching framework

ICT skills



# Initial needs analysis

## Trainees' starting points on the programme

1. ICT self-audit
2. Prior Learning and Experience
3. Subject Audit
4. Starting points against the SKFT framework

*Results of initial needs analysis help you to personalise the*

Induction Plan