



GTP/OTT programme

Welcome

Secondary Training day



GTP/OTT programme

Learning outcomes

By the end of this session you will be able to:

complete your Initial Needs Analysis

use the results of INA to plan your induction



Self study and e-learning

1. Task – Find out about your school context – Ofsted and DCSF websites
2. Task – Prepare for the subject audit and progression in your subject by next week
3. Task - Gain an understanding of the GTC Code of Conduct and Practice for registered teachers



About your school

aims of the school	curriculum at Key Stages 3 and 4	extra-curricular, out-of-school activities
facilities	school day – example of pupil timetable	school profile
details about homework	Key Stage 3 tests and GCSE results and targets,	quotes from recent Ofsted report
details of pupil involvement and responsibilities	school rules	links with other schools and organisations
recent and proposed projects and events	options and choices, work experience and careers	sixth-form
provision for all abilities; with exceptional and special needs – challenge and support	home/school links	uniform
school values, expectations and shared understandings	parents' evenings/meetings	opportunities for parental involvement – friends of the school, parent–staff association,



The purpose of the Initial Needs Analysis

To recognise your strengths

**To ensure that your training plan
drives your programme; is cohesive
and personalised to meet your
needs.**



One size does not fit all because:

Your starting points are different

The age ranges of your programme may be different

The components of your training of your will be combined in different ways

You are/will be teaching in different schools

You will also be teaching in two schools

Your specialist subjects are different



TDA ITT requirement 2.7

Prepare all trainee teachers to teach across two or more consecutive age ranges selected from the following:

Ages 11-14 (School years 7-9)

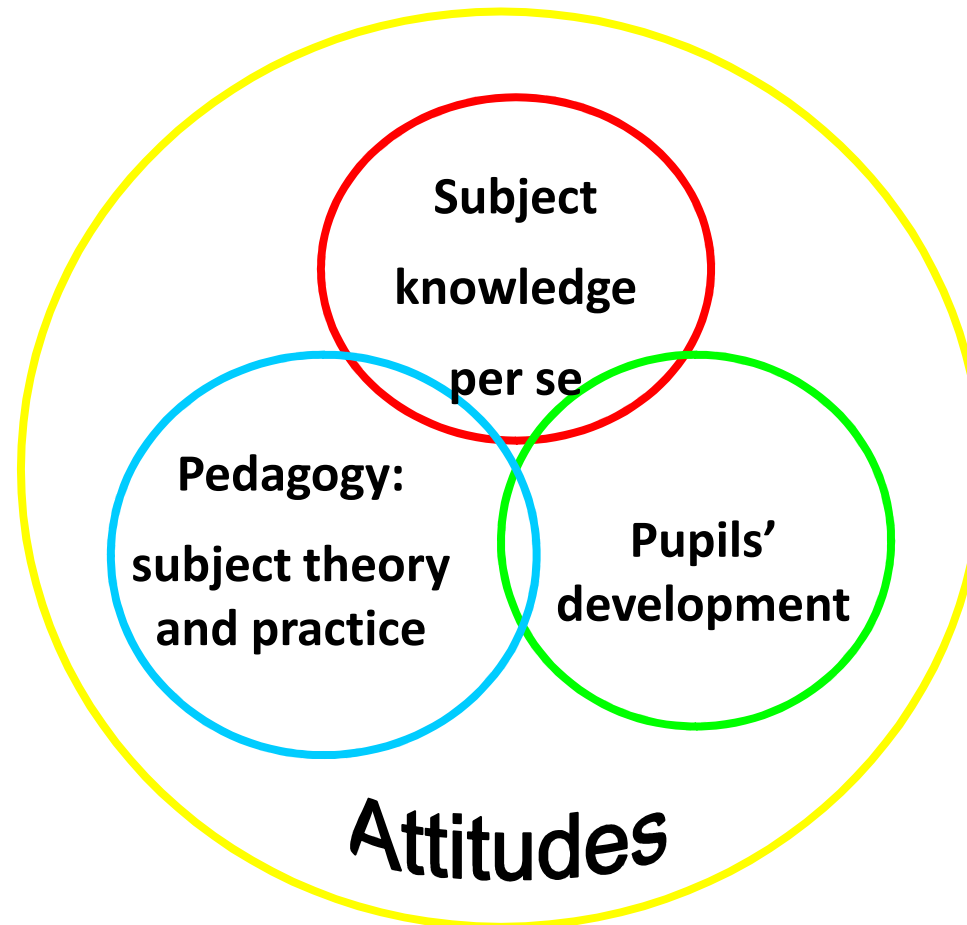
Ages 14-16 (School years 10-11)

Ages 16-19 (School years 12-13)

and engage them with the expectations, curricula, strategies and teaching arrangements in the age ranges immediately before and after the ones they are trained to teach.

Programme of Study

Subject Knowledge for Teaching





TDA ITT requirement 2.9

That each trainee teacher has taught in at least two schools prior to recommendation for the award of QTS.

Trainee teachers must pass the three skills tests before they can be awarded qualified teacher status (QTS).

Trainee teachers must evidence that they have fully met the 33 Standards for QTS



The minimum 60 day (300hrs) training requirement

What counts towards the 300 hrs?

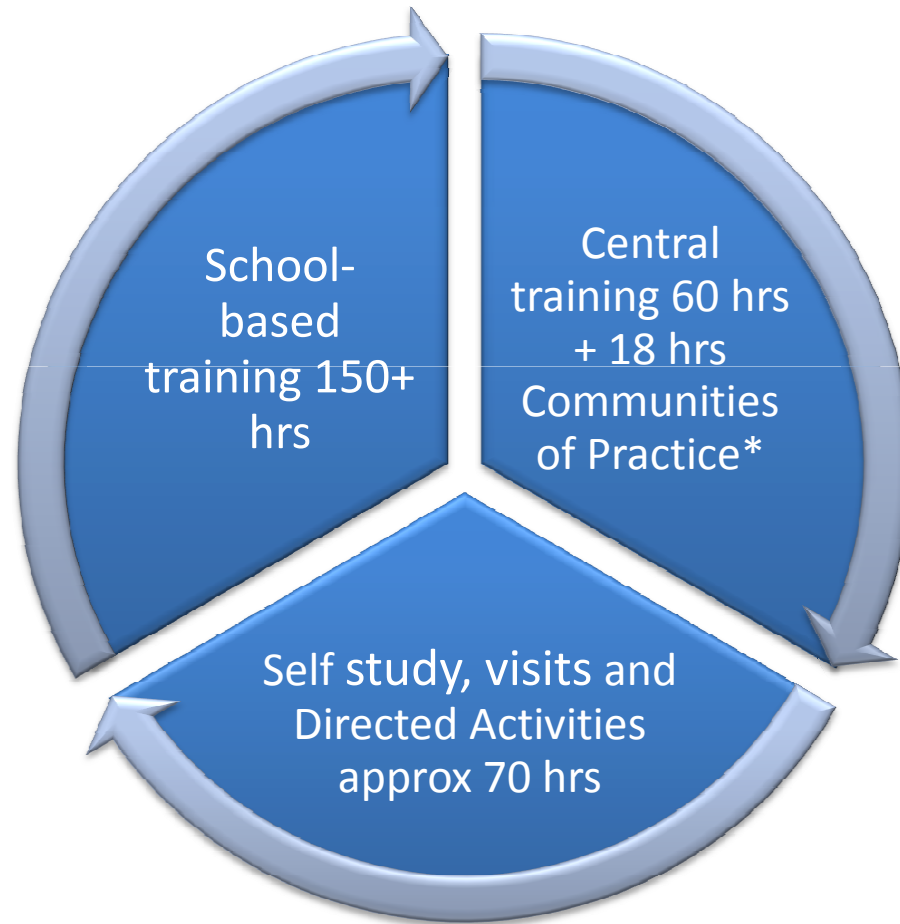
It is any activity that the GT or OTT undertakes where intended learning outcomes have been previously agreed.

There is also the expectation that learning will be reviewed after the activity.



Components of training

a minimum of 60 days of training (300hrs)



* Except Community of Practice in Science which will be 27 hrs



Components of training Enrichment sessions

Additional Twilight Sessions	indicative hrs
Behaviour Management - Cecil Jones High School	10 hrs
EAL - Belfairs High School	6 hrs
Coaching for Skills Tests - Shoebury School	1 hr each
Learning in Other Settings - tba	3 hrs
Post 16 Focus - tba	2 hrs
Integrated Working - Pauline Baines & Jane Ladner - Belfairs School (attendance recommended)	2 hrs
NLP - joint primary and secondary - Jan/Feb 2010 - Belfairs School (attendance recommended)	3 hrs
<i>Details of these workshops will be sent out nearer the time</i>	total approx 27 hrs



Some factors that will determine your personalised training programme

Your prior learning and experience

Your teaching experience

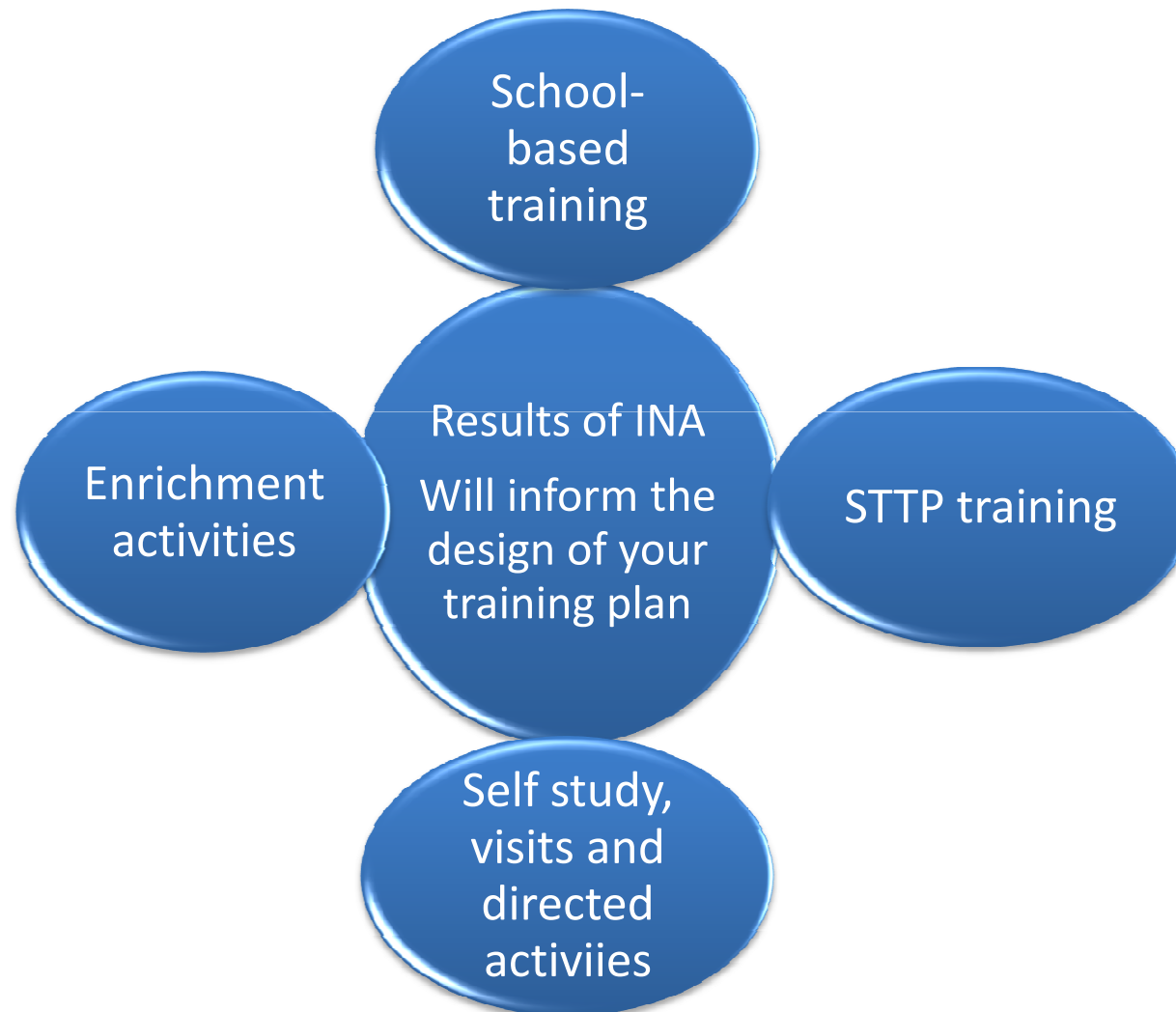
How long you have been in the school

Your ICT skills

The range of learning opportunities in school

Your subject knowledge for teaching

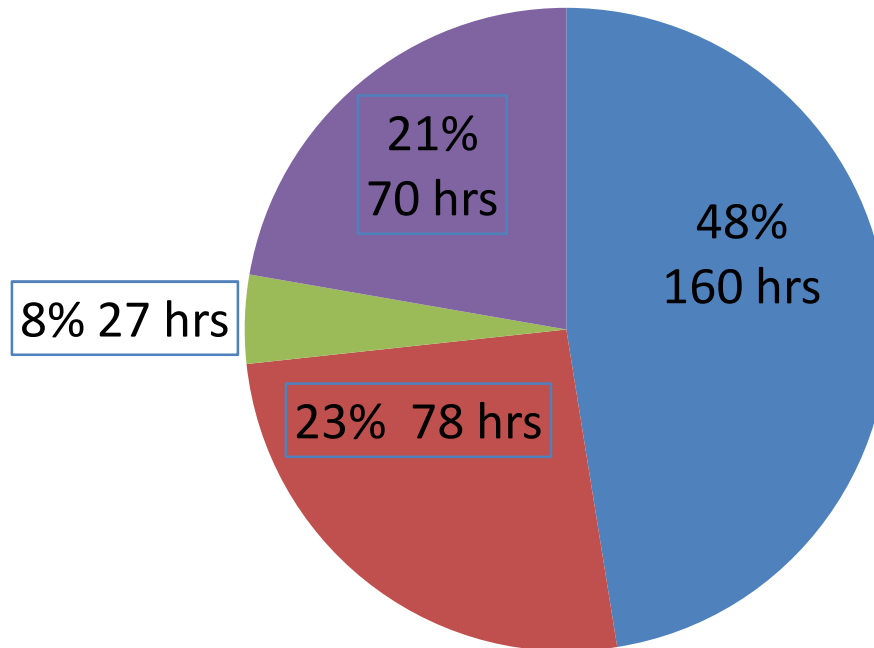
Your personalised training plan





Example of a Personalised training plan for a salary and training grant - funded History GT (new to teaching) 335 hrs

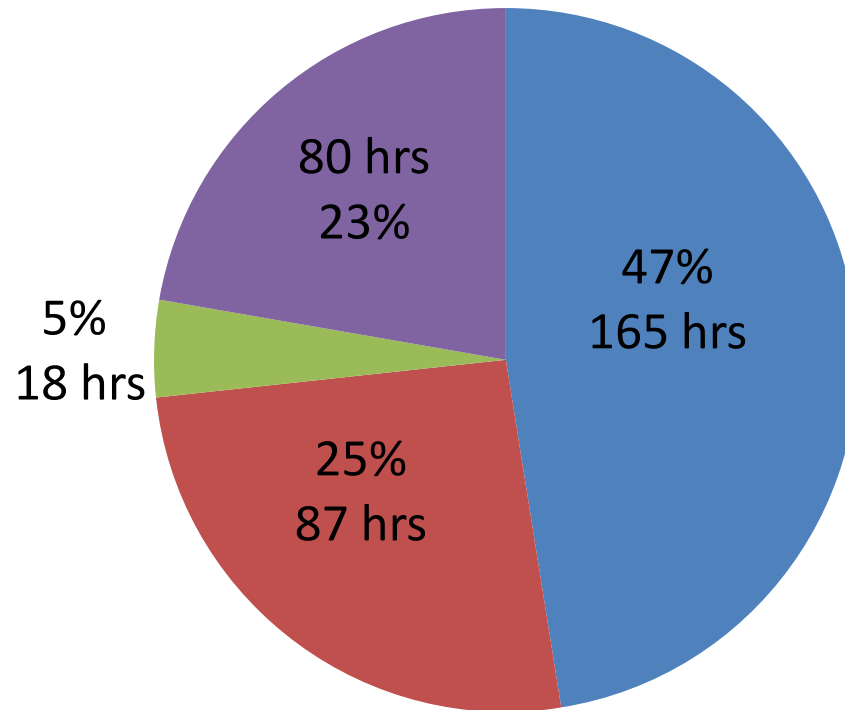
■ school-based training ■ STTP training ■ enrichment sessions ■ self study





Example of a Personalized Training Plan for a salary and training grant - funded Science GT with some experience (350 hrs)

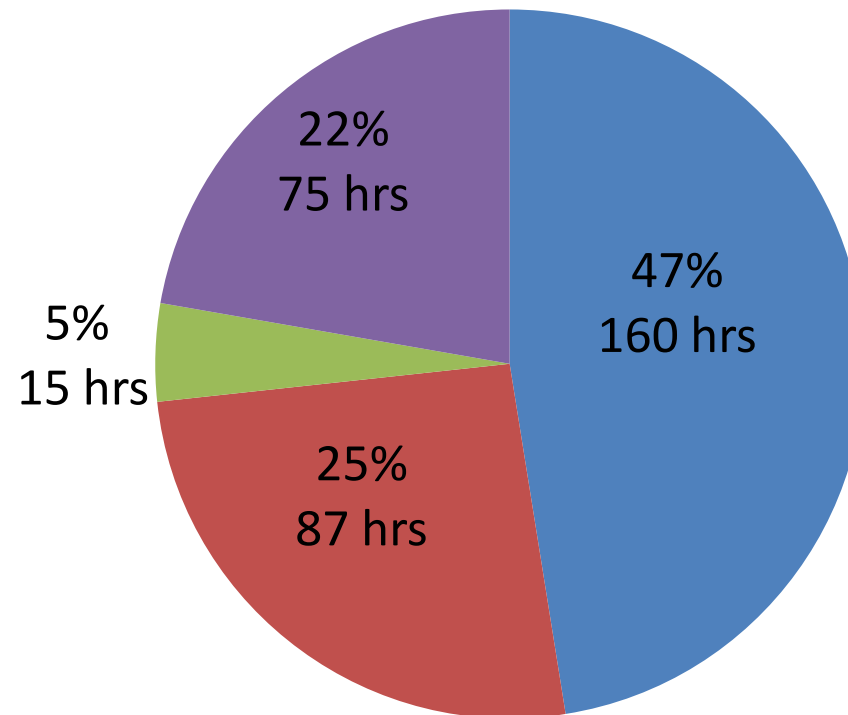
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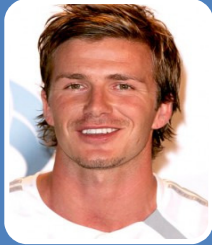




Example of a Personalized Training Plan for a salary and training grant - funded Maths GT with some experience (337 hrs)

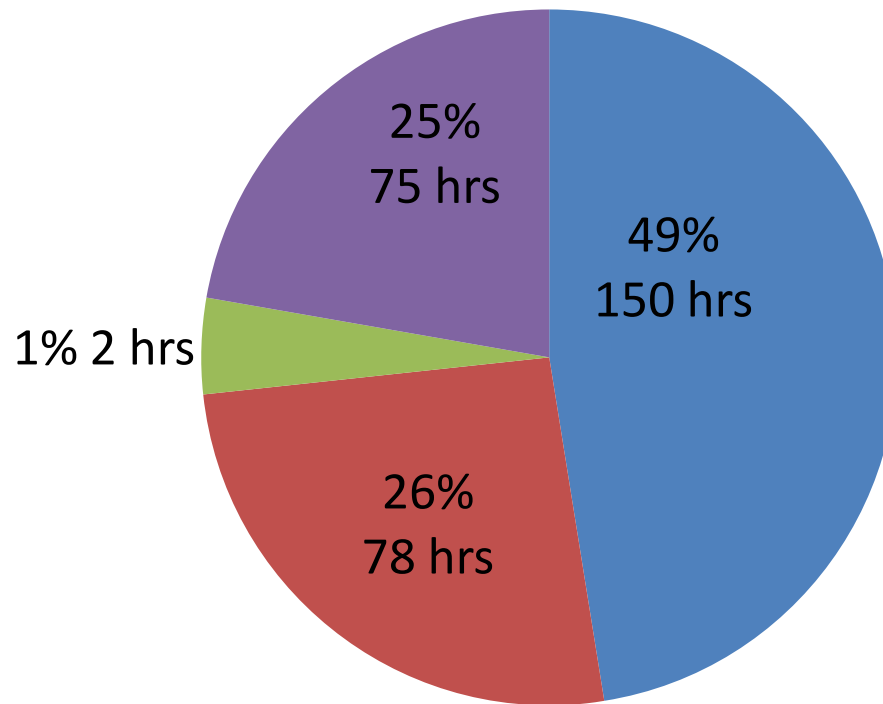
■ school-based training ■ STTP training ■ enrichment sessions ■ self study





Example of a Personalized training plan for a training grant only – funded, very experienced PE GT (305 hrs)

■ school-based training ■ STTP training ■ enrichment sessions ■ self study





The Initial Needs Analysis

1. ICT self audit
2. Prior learning and experience
3. Subject audit
4. pre-start and induction planning

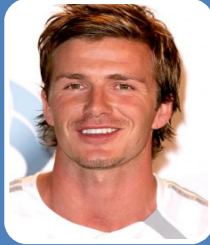
The Initial Needs Analysis – ICT audit

What are your strengths in ICT:

- for the IT Skills Test ?
- for using this in your teaching?
- for e-learning during the training programme?

What are you development needs?

How can you address these?



**Results of ICT audit
for a training grant only – funded,
very experienced PE GT (305 hrs)**

ICT Audit and subject audit outcomes:

To provide opportunities for pupils to use ICT as an aid to improving performance and tracking progress

Strength

Use of video camera

Development needs

How to upload videos to school VLE

How to use the e-portfolio

Teaching the use of spreadsheets for tracking progress

Actions

Purchase new hardware/software

Personal tuition over the summer by Bill Gates

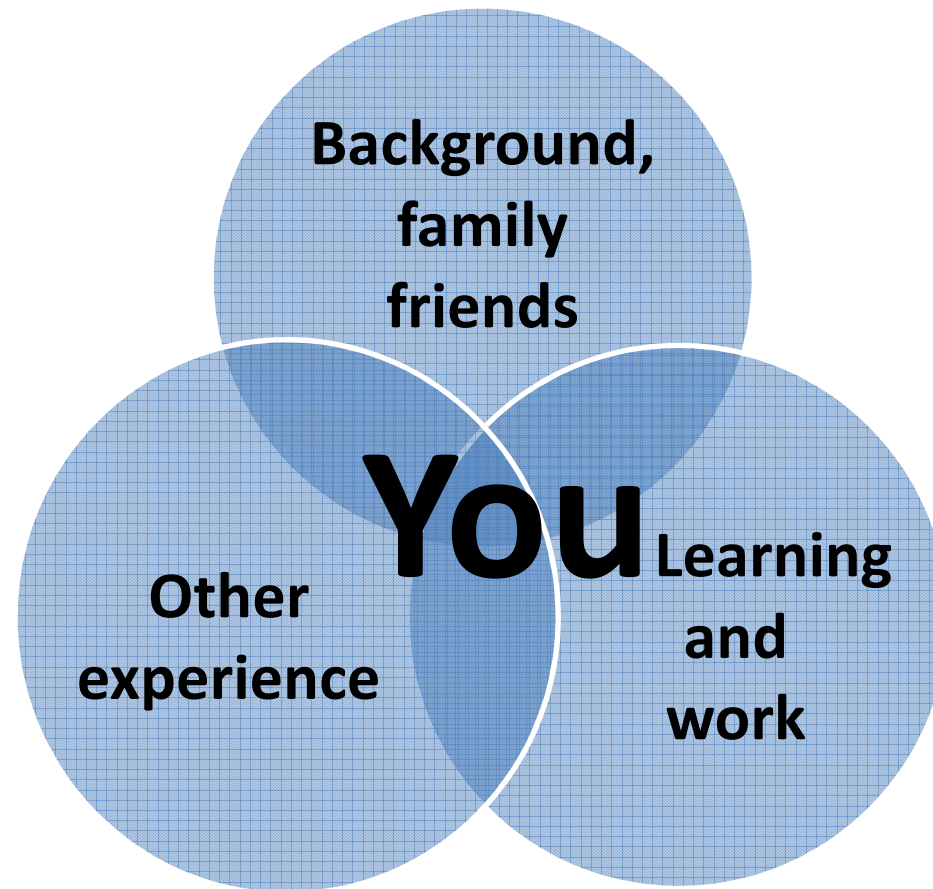
The Initial Needs Analysis – ICT audit

Possible actions:

- Take practice tests on TDA website
- Book ICT skills test sessions at Shoeburyness High School
- Gain an ICT qualification such as ECDL e.g. on-line through Learndirect over the summer
- Self –study
- ICT tuition from expert at school



Step 2 Prior Learning and Experience



Have you

- **worked within Health & Safety regulations**
- **studied your subject at A level, degree and post degree levels or practised this in vocational settings (NVQ levels 4 and 5)**
- **worked in a customer facing role?**

Have you

- **worked as a TA/LSA/ unqualified teacher**
- **supported a family member/person with a learning difficulty or a disability**
- **trained others at work**
- **published research in your subject?**

Have you

- **used ICT packages**
- **led a Scout/Girl Guide group or worked with children or young people**
- **gained other relevant voluntary work experience**
- **promoted learning and development for adults or children**
- **had annual work appraisals?**

Have you

- **taken part in relevant hobbies or interests**
- **been involved with faith activities**
- **been involved in coaching or mentoring others?**

What evidence of your prior learning and experience do you have?

To gain QTS you have to show how you have **met** the standards, not merely addressed them

Evidence should be:

Sufficient*

Current

Valid

Reliable/ authentic

**Three pieces of evidence of each standard except Q7b*



Matching evidence to the Standards

Evidence should show impact of what you did in terms of the outcomes for children, young people or adults.

Outcomes should show how you promoted learning - the development of knowledge, skills and attitudes of others

Copies of
risk assessments

Vocational
qualifications

Witness statements

Copies of annual
appraisals/targets

Written references

Exemplar uses of ICT
+ annotation

Possible ideas for
tangible evidence
of relevant prior
experiences

Photographs, videos
+ annotation

CV +
Personal statement

Newspaper articles
+ annotation

Written assignments,
reports, submissions

Testimonials, letters of
appreciation

Personal examples of
relevant work/research

The starting point - Initial Needs Analysis

Attributes

- Relationships with children and young people ([Q1](#) [Q2](#))
- Frameworks
- [Q3\(a\)](#) [Q3\(b\)](#)
- Communicating and working with others
- [Q4](#) [Q5](#) [Q6](#)
- Personal professional development
- [Q7\(a\)](#)[Q7\(b\)](#)[Q8](#) [Q9](#)

Knowledge and understanding

- Teaching and learning
- [Q10](#)
- Assessment and monitoring
- [Q11](#) [Q12](#) [Q13](#)
- Subjects and curriculum
- [Q14](#) [Q15](#)
- Literacy, numeracy and ICT
- [Q16](#)[Q17](#)
- Achievement and diversity
- [Q18](#)[Q19](#)[Q20](#)
- Health and well-being
- [Q21\(a\)](#)[Q21\(b\)](#)

Skills

- Planning
- [Q22](#) [Q23](#) [Q24](#)
- Teaching
- [Q25\(a\)](#) [Q25\(b\)](#) [Q25\(c\)](#) [Q25\(d\)](#)
- Assessing, monitoring and giving feedback
- [Q26\(a\)](#) [Q26\(b\)](#) [Q27](#) [Q28](#)
- Reviewing teaching and learning
- [Q29](#)
- Learning environment
- [Q30](#) [Q31](#)
- Team working and collaboration
- [Q32](#) [Q33](#)



Matching evidence to the Standards

Attributes

Relationships with children and young people
([Q1](#) [Q2](#))

Frameworks
[Q3\(a\)](#) [Q3\(b\)](#)

Previous experience

Working (paid or voluntary) with children and young people

Health and Safety,
Equality and
Diversity
Safeguarding

Possible evidence

thank you letters,
testimonials
newspaper articles,
impact: examples of learning or achievements

Completed risk assessments,
training you've led
impact: evaluations, any evidence of resolving complaints about discrimination or harassment



Matching evidence to the Standards

Attributes

Communicating and working with others

[Q4](#) [Q5](#) [Q6](#)

Personal professional development

[Q7\(a\)](#)[Q7\(b\)](#)[Q8](#) [Q9](#)

Previous experience

Working (voluntary or paid) collaboratively with those supporting children or young people

Coaching or mentoring experience and outcomes of your work

Possible evidence

Thank you letters
testimonials
newspaper articles
impact: achievements, qualifications or employment

thank you letters,
newspaper reports,
impact: achievements, work appraisals showing targets met



Step 3 – audit of subject knowledge

Task – Prepare for the subject audit and progression in your subject by next week

From looking at the National Curriculum in your subject at KS 2, what prior, knowledge and skills do you expect your students to have?

How do/will you teach the elements of your subject to meet all pupils' needs including those who are gifted and talented; those who use EAL and those who have SEN?



Step 4 – INA induction planning

Putting it all together

Using the results of your ICT , Prior learning and experience and subject knowledge audit, identify your strengths; early development priorities and key actions that you will take.



Three day cross phase visits to Primary or post compulsory schools/settings

Purpose:

To learn about the expectations, curricula, strategies and teaching arrangements in the age ranges immediately before and after the ones they are trained to teach.

To understand the importance of the teaching of reading

The teaching of reading is not just an issue for English

- 70% of pupils permanently excluded from school have literacy difficulties
- 25% of young offenders have reading skills below those of an average 7 year old
- 60% of the prison population have literacy difficulties
- Other long-term consequences – unemployment or low-paid work, mental health problems