



Stepping Out'
**The regional development programme
 for Teacher Educators**



Thames Valley Professional Development Network – July 2012

Aim: To build confidence of Teacher Educators by providing opportunities for them to network with other Teacher Educators, access support from more experienced colleagues and to reflect on key aspects of delivering a teacher education programme.

Outcomes of the 'Stepping Out' Teacher Educator Development (2-day) programme

By the end of the programme participants will have:

- Identified and worked on key skills and knowledge that distinguish a Teacher Educator from other teachers in the L&S sector
- Considered the effectiveness of a range of strategies, approaches and resources
- Explored ways to help develop trainee teachers and promote reflective practice
- Identified their own development needs and a range of possible sources of on-going support
- Participated in a range of activities which provide useful ideas for ITT and which model good practice

Day 1: Professional Journeys

Objectives:

- Identified key aspects of the teacher educator role which differ from the role of being a teacher / trainer
- Identified ways to promote reflective practice and develop critical thinking in trainee teachers
- Developed an awareness of the current situation with teacher training awards and their requirements
- Considered how to keep up to date with policy and with national developments
- Discussed some aspects of undertaking ITT observations and giving feedback which promotes reflective practice
- Considered the role of educational theory and explored some ways to promote links between theory & practice

Time	Topic	Activity detail	Supporting resources
	Icebreaker TBA Welcome / Introductions	Icebreaker TBA Everyone introduce themselves to the group, their context and status as teacher educators	
	How have you got here? Your journey	Overview of Programme What are your expectations, hopes & aspirations for the programme? - <i>Group exercise to</i>	Programme details Flip chart paper & pens

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		<i>identify common themes / consider wk 2 content</i> <i>Where are you in the teacher career cycle?</i> <i>Short input followed by discussion in pairs</i>	Teacher career cycle handout
	The Sector	Update on current sector situation	Refer to Teacher Ed website Brief Handout / Timeline Q&A
	Supporting Resources for Teacher Educators	Online resources, including: Reflective Practice; Itslife; Teacher Ed website; - CETTS TELL MA study Books, and reading list	Internet access and data projector TELL flyer BSU CPD leaflet Reading list on website
12.45	LUNCH		
	Introduction to Reflective practice	Activity: How to foster reflective thinking by your teacher trainees and their students. (a)'Why reflect' activity from RP resource (b) National / Star College video from RP resource.	' <i>Why reflect</i> ' activity sheet 'Fi's journal' video Part of PowerPoint on Reflective Practice about benefits ('refpractice_detailed')
	What is being a Teacher Educator all about?	Key Characteristics Discussion – agree / disagree / add or remove items Key challenges as a teacher educator	Key characteristics and subject knowledge checklist Key challenges activity – record on flipchart
	Relationship between theory and practice	Role of theory in ITT: Activity - 10-15 min Input using Harkin (2006)	Resource:

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		and Clow and Harkin (2009), followed by Q&A 'what theory do you like?' Activity - 'Theories out of a hat' Interesting ways to deliver key aspects of theory. Choose theory and topic to teach out of hat at random and plan how to teach it in groups. Discuss implications of theories for practice	Theory in Teacher Ed PowerPoint 2 x articles 'Theories out of a hat' activity Resources: task handout theories cards topics cards Further Readings and resources
	Review & between session task	Review of day Between session task(s) / Homework reminder: <i>Resources</i> - what you use – showcase wk 2 Work in groups of 3-4 to: (a) Share 1 key incident each as TE – generate 1 key learning point from each incident. (b) Produce 1 reflective comment on first day Put them on post-its (different colours) - view on way out.	2 x colours of post-its
16.30	Evaluation, Finish & Depart	Evaluation	Evaluation Form

Day 2: Professional Practice

Objectives:

- Have considered the importance on promoting effective planning as a tool to 'equip' teachers and contribute to excellence in teaching & learning
- Explored the diversity of the sector and discussed ways to address the varying needs of trainees (& learners)
- Discussed ways to meet qualification (and other) requirements within specific programmes
- Explored some aspects of undertaking ITT observations and ways to give giving feedback
- Discussed and practised assessing written work at appropriate level(s)
- Have considered a variety of different roles relevant to a teacher education programme: delivery team, internal & external mentors, links with staff development and HR, etc
- Identified useful sources of on-going support and ways to use them (including their Awarding Institution's External Verifier/ Moderator)

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- Identified and explored a range of survival tools and useful resources

Time	Topic	Activity detail	Supporting resources
9.30	Introduction to the day – review of day 1	Learning anecdotes as a tool for reflection Outline of the day's session	
10.00	Meeting learning needs and managing behaviour	Meeting the varied needs of trainees on the programme - ranges of differing needs Dealing with 'difficult' / 'challenging' learners / staff Activity: produce your top tips for behaviour management in your context.	Meeting needs activity sheet Behaviour Management PPT and activities
Short guide to behaviour management - handout Geoff Petty managing behaviour - http://www.geoffpetty.com/whatsnew.html Geoff Petty- http://www.geoffpetty.com/whatsnew.html Sue Cowley - http://www.suecowley.co.uk/downloads.html Pivitol (Paul Dix) - http://www.teachers.tv/behaviour/paul-dix-profile			
11.00	BREAK		
11.15	Planning for high quality learning	How we get key aspects of planning across to trainees: Outstanding Planning involves ... <ul style="list-style-type: none"> group discussion / wordstorm OfSTED CIF extracts Examples of ways relating to: <ul style="list-style-type: none"> Lesson planning Engaging staff – examples / shared experience – discussion and experience share	OfTED extract / s 2 x blank lesson plans Examples of engagement activities

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		Mini planning / engaging staff activity – half day <ul style="list-style-type: none"> • staff CPD session on planning for outstanding learning • Include behaviour management tips from previous activity 	Planning activity staff CPD / ITE session
12.45	LUNCH		
1.15	Resources	Your resources	
2.15	Observations	Observations: <ul style="list-style-type: none"> • OfSTED Grading criteria – extracts / Bradley Lightbody outstanding criteria .. choose • Watch video • Pause to think – Informal feedback – feedback about grades – feedback to trainee • Plenary: Summary of key issues re observation 	OfSTED Grading extracts Twist in the nail – TTV video
3.15	Professionalism	<ul style="list-style-type: none"> • What makes a professional? • Your ways forward? 	PowerPoint 'Professionalism in ITE'
3.45	What next Evaluation	<ul style="list-style-type: none"> • Possible forum / network – existing network one task each re teacher educator • Evaluation of the STEP programme 	
4:30	Finish & Depart		