



East of England
Regional Network for ITT

Initial Teacher Training Update - November 2022.

Dear Headteachers,

We are delighted to say that as a region the majority of our providers of ITT were successful in their bids for reaccreditation which means there is plenty of capacity in our region to train your future teachers. In light of the impending statutory changes to ITT we have summarised for you the key impact that these changes will have on your schools and have detailed some of the ways providers in the region are collaborating to ensure that schools are fully prepared for the new quality requirements.

Under the new expectations...

Providers will be expected to;

- Deliver new curricular with secure evidence bases which goes beyond the Core Content Framework (CCF)
- Ensure all trainee have access to opportunities for carefully structured deliberate practice
- Ensure that all trainees undertake 20 days of Intensive Practice each year, drawing on the expertise in the partnerships
- Run programmes which have;
 - At least 36 weeks in total
 - A minimum of 24 weeks in school
 - 4 weeks of Intensive Practice (minimum of 25 hrs per week, with a minimum of 5 hours expert support)
 - A minimum of 15 hours per week in the classroom
 - A minimum of 1.5 hours of mentoring per week
- Ensure all mentors are adequately trained by delivering a mentor curriculum, aligned to the trainee curriculum and supported by an appropriate evidence base.

Schools will be expected to;

- Provide a minimum of 1.5 hours of mentoring per week
- Release all Mentors for a minimum of 20 hrs training in year 1 and 6 hours per year thereafter
- Release any Lead Mentors for a minimum of 30 hrs training in year 1 and 12 hours per year thereafter
- Ensure mentors have the necessary expertise.

Schools will be asked about engagement with ITT during inspections and this may well go on to become a part of future inspection frameworks.



Actions taken by the Region to date

For the last year providers have been collaborating on the work needed for the new quality requirements. This work has taken place in partnership with the Teaching School Hubs

1. From September 2022 providers have collaborated to offer training for mentors on Instructional Coaching (certificated by NASBTT) - not all providers have bought into this.
2. Before the end of December 2022 providers will audit the mentors to decide which parts of the mentor training they will need to attend (providers are able to accredit some prior learning).
3. From January 2023 regional mentor training will run and mentors will attend the necessary training in order to be ready to pilot new curriculums in September 2023.
4. The region is in the process of producing a research handbook to accompany this training.

Curriculum Development

We are currently working to explore the degree to which we might align curriculums across the region to ensure we have greater consistency between provision. There should be an update available for your next meeting.

Mentor Training (more details)

The rationale for a collaborative offer to regional ITT mentor training is to limit the amount of training any one ITT mentor would need to undertake and to ensure a coordinated and consistent approach to high quality, evidence-based mentor training across the region. The Teaching School Hubs have supported ITT providers by providing a mentor audit tool of skills and knowledge, for providers to assess what each mentor needs in relation to the core content framework and Instructional Coaching. This ITT audit will consider mentor prior learning, such as the ECF programme. At the moment, the ITT mentor training will not count towards the ECF mentor training. The Teaching School Hubs and will certify the regional mentor training so that it counts towards the statutory 20 hours of training required for all ITT mentors in 2024. This certification can subsequently be used as evidence of prior learning for those mentors who work across multiple ITT providers. To support schools, training will be offered as twilights, recorded and can be followed up at different points by individual ITT providers based on their own sequencing of mentor training programmes. Individual ITT providers will add in the priority aspects from the regional mentor training offer as they see fit, building their own bespoke programme to meet their individual needs.

The Teaching School Hub/Regional Network mentor training offer for 2022-23 is as follows:

9 hours of bespoke mentor training offered at basic and advanced level running alongside subject forums

- 1 hour of taught input with an expert in that CCF area.
- Follow up reading/references (Some time will be provided for this in the session)
- Short follow up reflection to be completed during the session, sent to providers, and signed off by them to evaluate mentor engagement and impact on skills and knowledge

All sessions will be delivered at two levels, basic and advanced

Spring Term 2023 Session 1 Wednesday 18th January 2023, 4.00-5.30pm	CCF linked to Deliberate Practice and Behaviour <ul style="list-style-type: none">• The content of the CCF including how specific practice has fidelity to the trainee professional studies and subject curricula
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	<ul style="list-style-type: none"> • The research and principles underpinning the CCF • That it is essential to communicate expectations around mentoring with clarity. • How to construct granular targets that are meaningful and aligned to the intended outcomes of the trainee curriculum • How to scaffold deliberate practice identifying and focussing on the essential knowledge, skills and concepts of teaching a particular subject within a particular phase/domain and then planning activities that focus trainees' thinking on these essential components
Spring Term 2023 Session 2 Wednesday 1st March 2023, 4.00-5.30pm	Professional Behaviours, Formative Assessment <ul style="list-style-type: none"> • Assessing Trainee Professional behaviours • How to diagnose what teachers know and can do; starting professional development from that point and adapting the approach based on the trainees' developing expertise, and applying an understanding of the typical differences between novice and expert teachers • Scaffolding effective reflection
Summer Term 2023 Session 3 Wednesday 26th April 2023, 4.00-5.30pm	Pedagogy and Professional Dialogues <ul style="list-style-type: none"> • How to break down complex training objectives into constituent components and scaffold tasks around them, whilst ensuring that trainees can reconstruct the components back into a whole through their understanding of the underlying principles behind a particular approach. • How to scaffold professional dialogues • The evidence underpinning effective teaching at a general level
Summer Term 2023 Session 4 Wednesday 10th May 2023, 4.00-5.30pm	Pedagogy and Mentor Conference <ul style="list-style-type: none"> • How to identify interventions or modifications to deliberate practice to support diverse trainee needs • Ensure they are current in terms of research and evidence both generally and for specific subjects • Recent research in the science of learning and what this means for classroom practice
Summer Term 2023 Session 5 Wednesday 7th June 2023, 4.00-5.30pm	Curriculum Design and Summative Assessment <ul style="list-style-type: none"> • How to diagnose what teachers know and can do; starting professional development from that point and adapting the approach based on the trainees' developing expertise, and applying an understanding of the typical differences between novice and expert teachers • The agreed principles of curriculum design • How to support trainees to plan sequences of lessons in particular phases

In addition to this we have Regional Subject Forums

- Where the communities of practice are and how to use them effectively
- Subject specificity: the evidence bases used for each subject and phase
- How to decide on which evidence should inform phase and subject and share this with trainees
- That it is essential to ensure that mentors can continually develop specialist subject, phase, and domain expertise.

If you are interested in any of your staff joining these forums please contact Sam Torr at the Alpha Teaching School Hub

What You Could Do Now

Headteachers play a key role in the capacity, choice, and training of mentors and as such we have collated some suggestions below on ways in which school leadership teams can select, prioritise, support and develop their ITT mentors for the future.

- Sign staff up for the Regional Subject Forums to ensure that mentors are part of local subject communities.
- Encourage staff to join the Chartered College of Teaching for them to remain briefed about the most current research
- Consider how this mentoring offer might be used in school to develop middle and subject leaders
- Work with your local ITT provider in develop the profile and pipeline of ITT mentors in school

We look forward to working with you to meet the new statutory requirements. Please do not hesitate to contact me if you have any questions.

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