



***‘CREATING  
POSSIBILITIES IN THE  
SCHOOL LED SYSTEM’***

**The NW School Led Conference 2015**

Tuesday 20<sup>th</sup> October, 9:00 – 3:45pm

The Point, Emirates Old Trafford, Manchester

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**A ONE DAY CONFERENCE FOR ALL SCHOOLS IN THE NORTH WEST REGION**



# Specialist Initial Teacher Education

Building Firm Foundations for Careers in Special Education

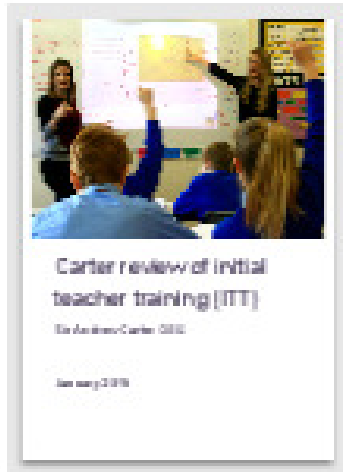
*North West Specialist Teaching Schools*



After Carter:  
including SEND in ITT



## Carter: Key Messages

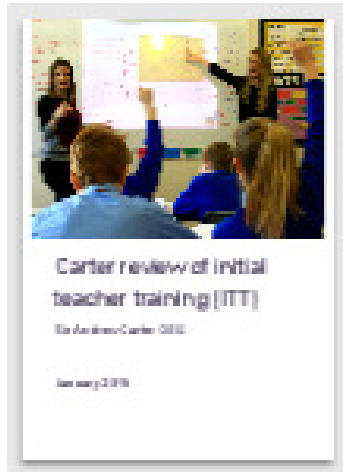


Sir Andrew Carter OBE published his review on the quality and effectiveness of ITT in January 2015.

The Report makes 18 recommendations, including a number which are of specific importance to specialist providers.



## Carter: Key Messages



### Specialist ITT Recommendations

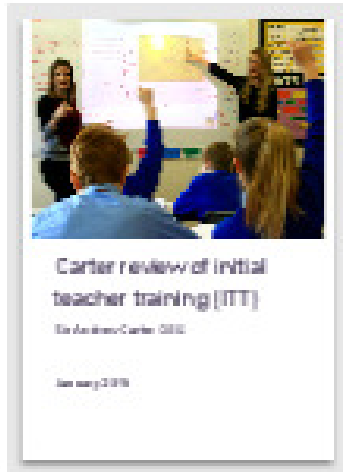
DfE should commission a sector body to develop a framework of core content for ITT ,  
(1g) **Special educational needs and disabilities** should be included in a framework for ITT content. (Recommendation 1)

**All ITT partnerships** should build in **structured and assessed placements** for trainees in **special schools** and mainstream schools with **specialist resourced provision.**

(Recommendation 10)



## Carter: Key Messages



In addition the following recommendations appear to offer partnership opportunities for specialist and mainstream ITT providers and might be best achieved through networking:

### ITT Content

Recommendation 1: Framework

**1c: Evidence-based teaching**

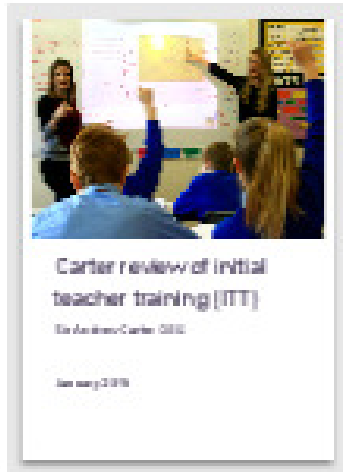
**1d: Assessment**

**1e: Child and adolescent development**

**1f: Managing pupil behaviour** emphasis on the importance of prioritising practical advice throughout programmes.



## Carter: Key Messages



Evidence based and research approaches

Recommendations 6-9

Teachers' Standards to be more explicit about **teachers taking an evidence-based approach;**

Central portal of **executive summaries,** providing **practical advice on research**

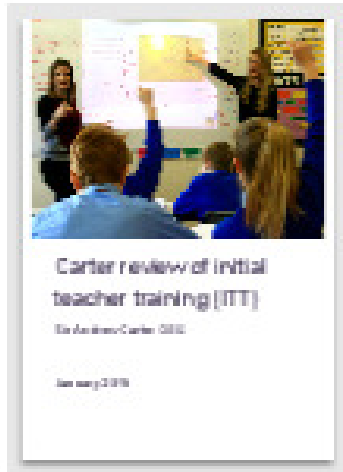
**findings** about effective teaching in different subjects and phases;

ITT partnerships should **make more systematic use of wider expertise** outside university departments of education;

**Central repository of resources & guidance on assessment .**



## Carter: Key Messages



### Improving Mentor Support

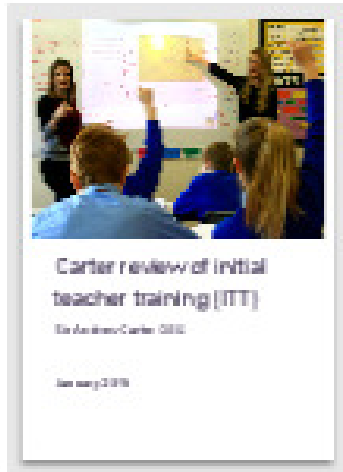
Recommendations 11 - 12

**Selection & recruitment** of mentors who are **excellent teachers**, able to explain & demonstrate outstanding practice;  
**Rigorous training** for mentors - focus on how teachers learn & skills of effective mentoring;  
**Resource allocated to mentoring** should reflect the importance of the role;  
**National standards** for mentors.





## Carter: Key Messages



### Networks and collaboration

Recommendations 13-17

**Robust local partnership** arrangements;  
**DfE should collaborate** with those involved in ITT to consider the way in which teachers qualify **to strengthen the system**;  
DfE should **undertake a review of the skills tests** in selecting high quality trainees;  
**Develop & expand NCTL's "Get into Teaching" website**;  
**Develop Gov.uk site** to signpost schools making choices about partner provider;  
**Schools to publicise ITT opportunities.**





# Specialist Initial Teacher Education

Building Firm Foundations for careers in special education

*Case Studies*





**National Teaching School**  
designated by



National College for  
Teaching & Leadership

# **Case Study's North West Specialist Teaching Schools**

**Hawthorn Special School and Everyone Learning Alliance;**

**Piper Hill and Teach Manchester;**

**Tor View: A Specialist Learning Community and East  
Lancashire Inclusion Partnership;**

**Ladywood School and Ladywood Teaching School**



# Case Study – Ashton on Mersey and SITE



**Context – National SEND ITT project**  
Exploring innovative routes for SEND ITT (mainstream and specialist settings)



**Partnership – 4 SITE schools & Ashton on Mersey SCITT**

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**Vision - KS2-3 route**

**Project – Secondary English route with SEND**



# Case Study – Ashton on Mersey and SITE



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## Course content

- Secondary English PGCE from University of Chester;
- SCITT training programme;
- 8 days specialist SEND training designed & delivered by SITE schools;
- Short course in Child Development ;
- Assessed placements in special school – secondary & mainstream secondary;
- 3 day Primary SEND Experience programme



# Case Study – Ashton on Mersey and SITE



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## Project outcomes

- Specialist training resources to support ITT providers in implementing Carter's recommendations.
- Career prospects – mainstream teachers skilled in SEND pedagogy; Teacher supply for Secondary Special schools; Mainstream SENCO route.
- Input into National ITT debate.





# Making SENSE of Special Needs

The SEN School Experience Framework



# The SENSE Framework

## Rationale

- The framework is designed to support Special Teaching Schools and their partners to deliver an outstanding special school experience to Initial Teacher Trainees.

## Structure

3 elements:

- Student workbook with links to online materials

Reflective practice logs

- Workshops







# Delivery

- Supportive handbooks for mentors and trainees
- Induction workshop and pre-visit
- 1 - 2 week placement in a special school with specific teaching and learning focus
- In-school workshops relating to focus areas
- Comprehensive trainee workbook including a reflective practice log and links to further information
- Pre-project information from trainees to support personalisation



## Teaching and Learning focus

- Assessment
- Communication
- Differentiation
- Planning for learning
- Promoting positive behaviour
- Teamwork in the classroom

*Opportunity for highly focused, interactive learning with an experienced colleague on key aspects of teaching and learning across all sectors and settings*



## Flexibility

- Draws on outstanding special school practice,
- Links to on line materials including the Training Materials for teachers of learners with severe, profound and complex learning difficulties.
- Each element of the framework can stand alone
- The school placement, supported by a rigorous Reflective Practice Log
- Learning outcomes, linked to the Teacher's Standards, are identified throughout and supported by each of the three elements.



## Aims

To support trainees to develop their knowledge and understanding of:

- Inclusive practice
- Approaches to teaching and learning, including differentiation
- Particular pedagogies
- Roles and importance of other professionals
- Working with teaching assistants in the classroom
- Approaches to promote positive behaviour

*Enhance confidence in teaching diverse learners and trying out new approaches in the classroom*



## Impact

Overall, trainees across all schools report a significant increase in their skills, knowledge and understanding in relation to aspects of the framework.

- An introduction to SEN: *Average increase 55.23%*
- Assessment: *Average increase 59.70%*
- Communication: *Average increase 48.23%*
- Differentiation: *Average increase 29.64%*
- Planning for Learning: *Average increase 27.61%*
- Promoting Positive Behaviour: *Average increase 34.55%*
- Teamwork: *Average increase 44.33%*






## Feedback

“I felt as if I gained a lot from the planning for learning workshop and looking over my mentor’s planning with her. This has made me re-think the way in which I differentiate in class.”

“I feel that this placement has helped me to develop my behaviour management techniques, which has helped me to develop as a learning teacher. I could actually notice how my confidence developed during challenging situations as the placement progressed.”






“The area which I feel has developed most from this placement is planning and differentiation. I think this has developed as I have seen the detail into which all teachers have to go into at school to ensure each child can access the curriculum”

“The main thinking that has changed for me is the depth in which I differentiate the learning. Rather than just differentiating for attainment groups, differentiate and personalise the learning within these groups for each individual pupil”





“I have developed an understanding of how targets are very carefully made for pupils at all levels of learning, using P scales or even broken down P scales at times. I have then been able to observe how these targets are met in practice. I think this directly transfers to providing for diverse learners in mainstream settings.”

*At all times trainees are directed to reflect on their learning in the special school and consider the implications for teaching and learning in mainstream schools.*





## Embedding and Extending outcomes

- Partnership working with special schools increases mainstream mentors understanding of the SEN context.
- Enhanced support for trainees to build on their reflection to apply their learning to their mainstream practice.
- Deepens trainee thinking about pedagogy across all contexts





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