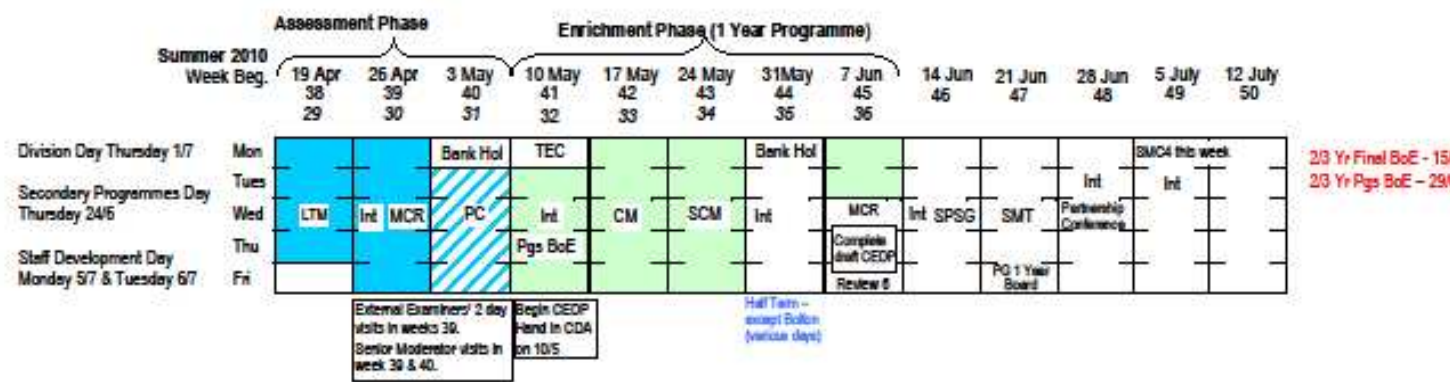
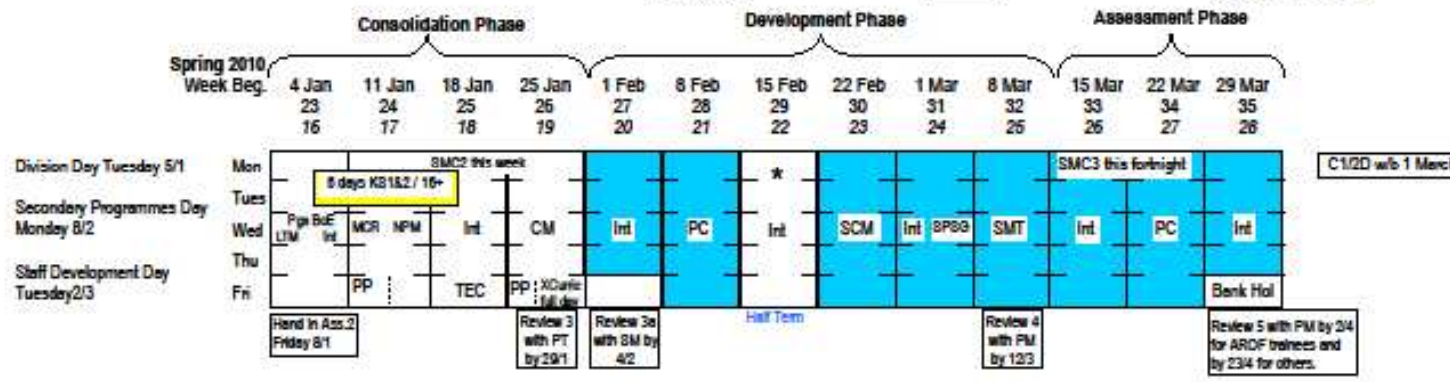
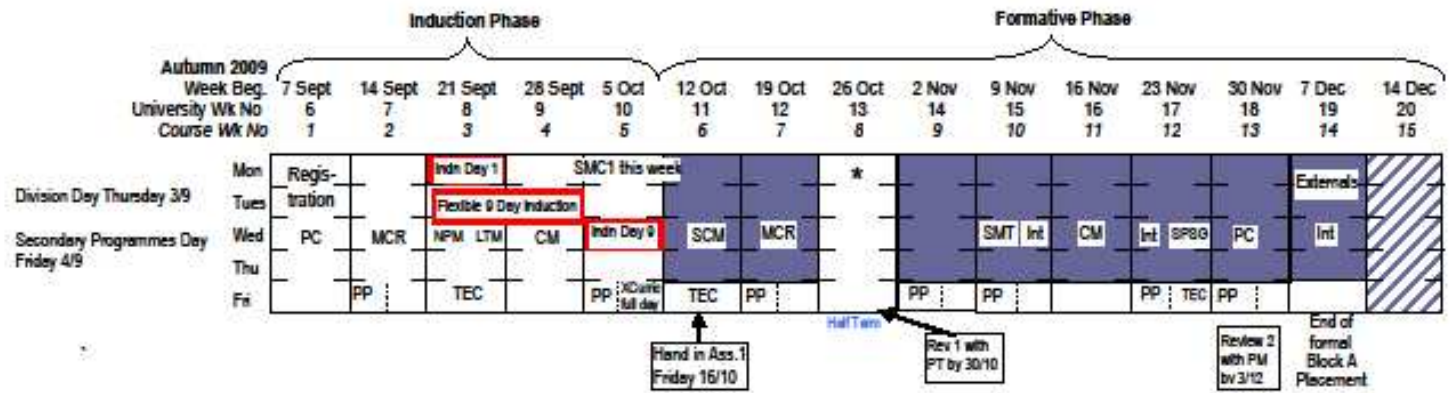


ASSESSMENT STRUCTURES IN ITT; THE NEW
SECONDARY CURRICULUM. UK EXEMPLARS

Change and Continuities

Manchester Metropolitan University Institute of Education
Secondary Programmes of Initial Teacher Training Partnership Calendar (2009 - 2010)



- Key**
- University Sessions
 - Induction in School
 - Block Attachment A
 - School-based study days
 - Primary/Post-16 Attachment
 - Block Attachment B
 - School-based study days
 - Enrichment Phase/
 - * Half Term in School
- BoE Board of Examiners
 - C1/2D Cluster Half Day
 - CM Cluster Meeting
 - LTM Link Tutor Meeting
 - MCR Mtg. of Cluster Reps.
 - NPM New Professional Mentor Conference
 - PC Programme Ctee.
 - PGS Progress Board
 - PM Professional Mentor
 - PP Professional Practice
 - SMT Strategic Management Team
 - SCM Subject Co-ord. Mtg.
 - SMC Subject Mentor Conf.
 - SPSG Secondary Programmes Steering Group
 - TEC Trainee Evaluation Committee

Professional Standards for QTS

‘The standards for the award of QTS are outcome statements that set out what a trainee teacher must know, understand and be able to do to be awarded QTS’

3 areas:

1. Professional Attributes
2. Professional Knowledge and Understanding
3. Professional Skills

Professional Standards for QTS



1. Professional Skills:

- Relationships with children and young people
- Frameworks
- Communicating and working with others
- **Personal Professional Development**

Professional Standards for QTS



2. Professional Knowledge and understanding:

- Teaching and Learning
- Assessment and Monitoring
- **Subjects and Curriculum**
- Literacy, Numeracy and ICT
- Achievement and Diversity
- Health and Well-being

Professional Standards for QTS



3. Professional Skills:

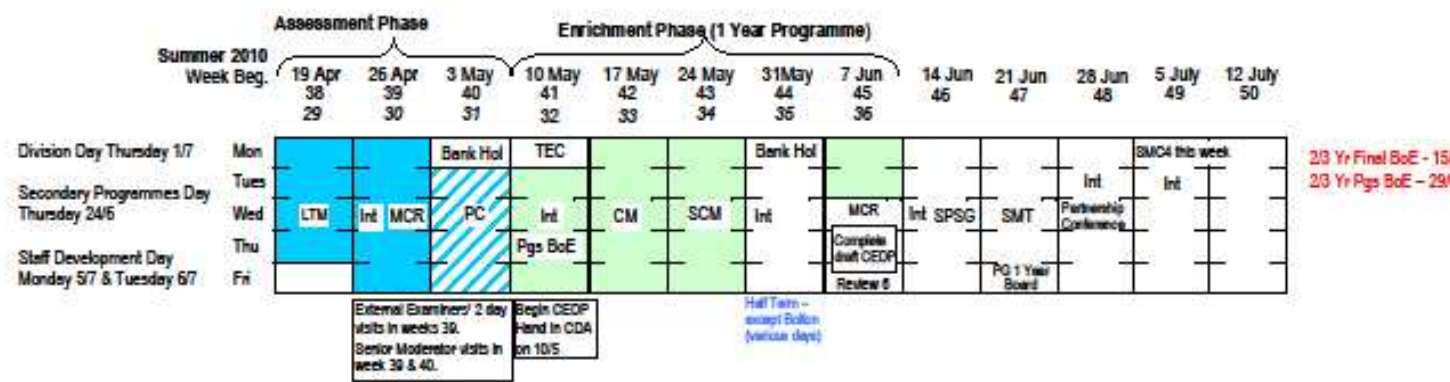
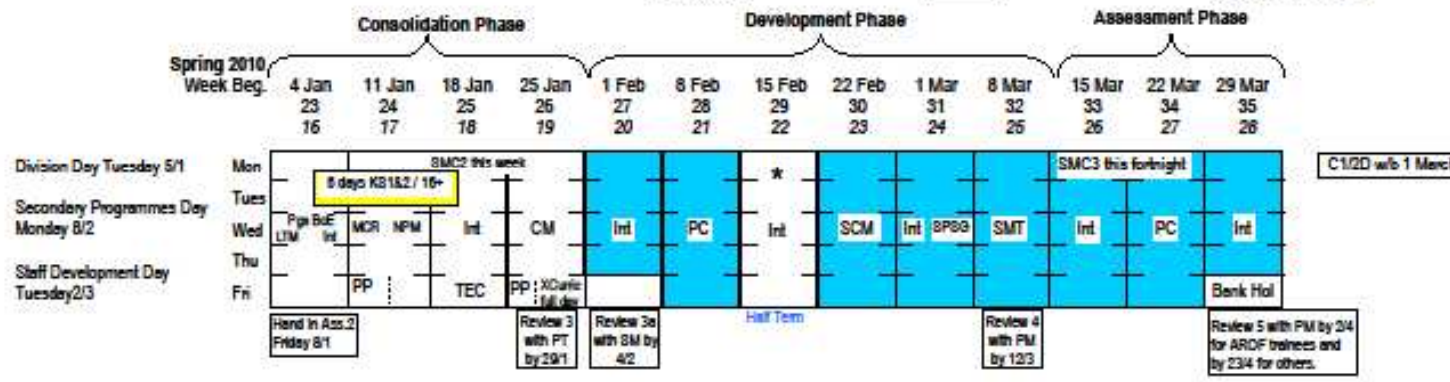
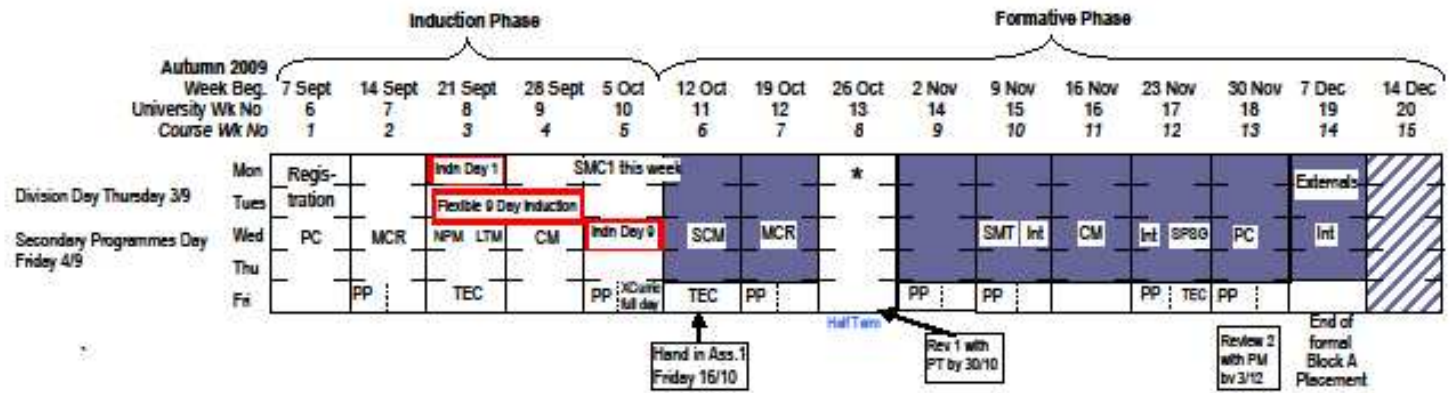
- Planning
- Teaching
- Assessment, Monitoring and Giving feedback
- **Reviewing Teaching and Learning**
- Learning Environment
- Team Working and Collaboration

The PGCE secondary programme at MMU



- Key Learning and Assessment contexts: **School** and **the University**
.....enabling trainees to meet the Standards for QTS
- Monitoring progress and Assessment: against the **Standards; and at Masters' Level.**
- The Trainers and the Assessors: the University tutors and school-based mentors (teachers)

Manchester Metropolitan University Institute of Education
Secondary Programmes of Initial Teacher Training Partnership Calendar (2009 - 2010)



Key

- University Sessions
- Induction in School
- Block Attachment A
- School-based study days
- Primary/Post-16 Attachment
- Block Attachment B
- School-based study days
- Enrichment Phase/
- * Half Term in School

BoE Board of Examiners
 C1/2D Cluster Half Day
 CM Cluster Meeting
 LTM Link Tutor Meeting
 MCR Mtg. of Cluster Reps.
 NPM New Professional Mentor Conference
 PC Programme Ctee.
 PGS Progress Board
 PM Professional Mentor
 PP Professional Practice
 SMT Strategic Management Team
 SCM Subject Co-ord. Mtg.
 SMC Subject Mentor Conf.
 SPSG Secondary Programmes Steering Group
 TEC Trainee Evaluation Committee

The PGCE secondary programme at MMU

The PGCE year. ([see the calendar](#))

- **36 weeks:** 24 weeks or 120 days in school

- **Phases:** Induction; Formative; Consolidation; Development and Assessment; Enrichment

- **2 Key Full-Time School Placements:**
 1. Block A placement (Formative): Pass/ Fail ref. QTS standards
 2. Block B placement (Development and Assessment): Pass/ Fail ref. QTS standards

The PGCE secondary programme at MMU



School-based training and Assessment

Mentors and tutors

□ Role Of Mentor: (see HITT film 3 Stage 1)

Aiding, monitoring and assessing trainee progress.

- Observing trainee lessons, de-briefing and written reports.
- Tutorials.....
- School Experience file

The PGCE secondary programme at MMU

3 Assignments assessed at Masters' Level:

1. Reflection on Effective Teaching and Learning **October**
 2. Learning, Communication and Diversity. **January**
 3. Curriculum Development and Assessment (equivalent to two assignments) **May**
- Trainees' ***observations; reading; practice; reflection.***
 - Contribute towards trainee meeting the QTS standards.

All of this makes for a very busy, but hopefully happy, student. 😊 😊 😊 😊

Observe teachers in the classroom

Reflect upon observations

Plan and deliver lessons

Evaluate and reflect upon lessons taught

Weekly evaluation of progress against the Standards

School-based activities

Read and Research; prepare assignments

Monitor and assess pupils' learning



Lectures, tutorials, workshops and seminars

Read and Research; prepare assignments

Peer group teaching

Online learning

Review of progress

Subject pedagogy

Professional issues

Subject pedagogy

Professional issues

The PGCE secondary programme at MMU



6 formal Reviews of Trainee progress against QTS standards.

3 Reviews in the university; **3 Reviews** in school.

In school, 1 Review at the end of Block A (pass/fail)

1 Review at the end of block B (pass/fail)

Newsflash!

BBC News

Tuesday 9
February
2010

□ 'Teachers need better qualifications'

□ ?????

DCSF: Select Committee Report, Feb 2010



'Training of Teachers'

DCSF: Select Committee Report, Feb 2010

'Training of Teachers'

Some key conclusions and recommendations:

- Need to recruit the best to teaching: **Entry qualifications** to ITT programmes are too low and **must be raised**
- **More schools** need to participate in the **training of teachers**
- **High quality school based mentoring** to be a priority
- **Trainers** in Higher Education need to be more **research active**
- Raising the status of school teachers involved in delivering ITT in schools
- The DCSF strongly support the principle of establishing teaching as **a Masters' level profession**.
- **Professional development** of all teachers to become a priority.



The new Secondary Curriculum

Change and Continuity

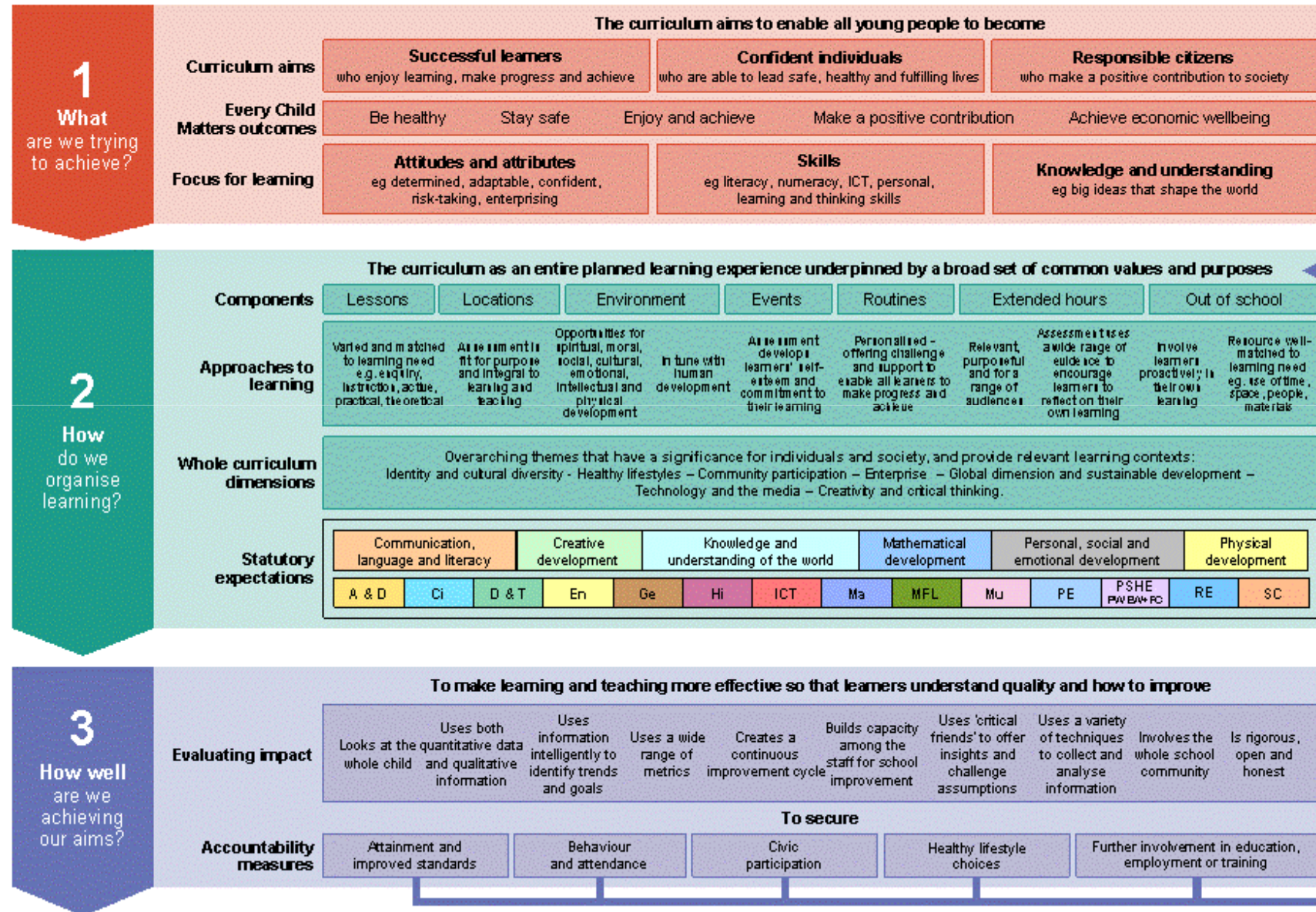
The new Secondary Curriculum



The Big Picture

A big picture of the curriculum

Three key questions





Three key questions

Menu

Learning approaches

1
What
are we trying
to achieve?

A range of approaches eg enquiry, active learning, practical and constructive

In tune with human development

Matching time to learning need eg deep, immersive and regular frequent learning

2
How
do we
organise
learning?

Building on learning beyond the school including community and business links

Using a range of audience and purpose

Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development

3
How well
are we
achieving
our aims?

Including all learners with opportunities for learner choice and personalisation



Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)



H.A. Integrated Learning Models



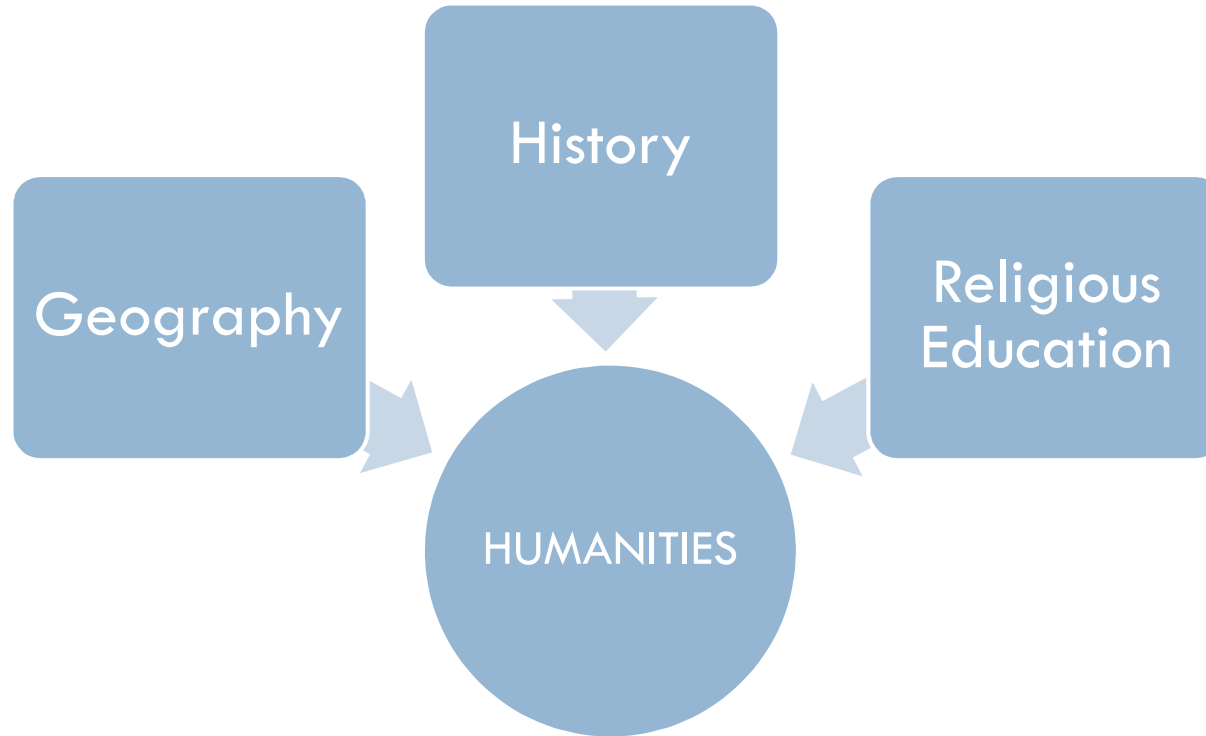
- Exemplars

- School A

- School B

- School C

Integrated Learning Models: School A



Big Questions

‘What does it mean to be free?’

‘Who do we think we are?’

Integrated Learning Models: School B

- **THEMATIC APPROACH**
- Integrated **CROSS-CURRICULAR SKILLS**
- Delivered within **subject areas**, by **subject specialists**.

Egs of THEMES:

- **Who am I?**
- **Where are we going?**
- **Money Makes the World go round?**
- **America, China and Us.**

An interesting point: lessons 4hours in length!

Integrated Learning Models: School C

Humanities English Maths ICT  Projects

Projects designed around Key words i.e.

CHANGE ENVIRONMENT FREEDOM CONQUEST
REVOLUTION

In addition, pupils continued to have lessons in separate subjects. E.G.

In HISTORY, each pupil: 1 Project Lesson a week
1 Project lesson a week