

MEADFURLONG MIDDLE SCHOOL

POLICY FOR INITIAL TEACHER TRAINING

January 2004

Rationale

We believe that taking an active part in Initial Teaching Training benefits our school by

- Encouraging teachers to reflect on and develop their own practice
- Giving teachers opportunities for professional development in mentoring and supporting trainees
- Bringing new ideas into the school, contributing to school improvement plans
- Enabling us to forge fruitful relationships with training providers
- Enabling us to play a positive part in the preparation of new generation of teachers

Commitment

While always keeping as a first and absolute priority in the education and welfare of our pupils as a school we undertake

- To adopt a whole school model of support for trainees, thus providing them with a coherent environment in which to develop their skills
- To give trainees a quality experience by managing carefully their time in school, and taking their individual training needs into account
- To give them opportunities for experiencing all aspects of classroom life, including as appropriate to their stage of training planning, teaching and assessing pupils' working; using different teaching and behaviour management strategies: and fulfilling the general role of a class teacher
- To allow them where possible to join in other aspects of school life, including duties, staff trainings, meetings with parents and extra-curricular activities
- To regard student teachers as potential colleagues, to introduce them to pupils as temporary members of staff and to ensure they are treated as such
- To uphold equal opportunities by safeguarding respectful attitudes and behaviour towards trainees regardless of ethnicity, gender, sexual orientation or physical disability
- To encourage teachers to train as mentors, and to work with training providers to ensure common standards and purpose
- For the benefit of all staff as well as trainees, to encourage a shared language of education, and to disseminate an understanding of good practice, throughout the school.
- To be fair and consistent in all our work with trainees
- To treat them with appropriate sensitivity, where is it necessary to build their self-esteem and confidence and enable them to grow as learners and as teachers.

Roles and Responsibilities

The Headteacher and/or Deputy Headteacher will

- Decide each year the number of student teachers who can be accepted into the school and given appropriate experience and support without jeopardising the interests of school pupils and staff
- Keep governors informed and consult them as necessary
- Support mentors and class teachers in their work
- Be informed of any problems with the placement, and take action as necessary
- Attend partnership meetings with providers, or send a mentor as a representative
- Publish and provide school information for use by trainees
- Provide mentors and trainees with essential resources in terms of both time and opportunity for trainings and meetings, and of practicalities such as stationery and photocopying of ICT facilities.

The mentor will

- Be responsible for the supervision, monitoring, assessment and pastoral care of trainees; ensure that trainees are fully informed of school routines
- Ensure that the trainee is provided with appropriate experience of teaching groups and classes; arrange opportunities for them to observe good teachers at work in the school; provide them with access to the expertise of specialist staff such as subject and special needs co-ordinators.
- Liaise with the representative of the training provider (eg university tutor) and fulfil agreed partnership requirements
- Attend relevant training and development sessions where possible and appropriate
- Maintain written records of the mentoring process

The class teacher (if not a mentor) will

- Assist in the practical implementation of the mentor's role, in particular giving the trainee opportunity and encouragement to experience the role of the teacher

The trainee will be expected to

- Behave professionally and respect confidentiality at all times; dress in accordance with the accepted codes for the school; be reliable in matters of attendance and tasks assigned to them
- Take an active part in their own professional development, seizing every opportunity they can to learn from their time in school, through observation, discussion reflection and experience.
- Take a full part in school life, in and out of the classroom
- Keep their file up to date and respond to any school requirements in terms of paperwork.

The training provider will

- Set up a partnership agreement with in the school
- Ensure that the school is fully informed of course requirements and received all relevant literature
- Provide a link tutor to support mentors and trainees as necessary and to moderate summative assessment of the trainee’s performance
- Respond to issues raised with them by the school
- Provide appropriate training for mentors

Agreed by Governors and adopted on.....

Date for review.....