Changes to Initial Teacher Training from September 2024

For a recording of the session on 22.02.24 click here.

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Why TSH Berkshire?

From September 2023 "all TSHs will be expected to deliver new strategic roles to support local ITT delivery across their TSH region"

1. Increase school engagement in ITT across the STH region.

2. Find and support Intensive Training and Practice across the region

1 West Berkshire   2 Reading   3 Wokingham   4 Windsor and Maidenhead   5 Bracknell Forest   6 Slough

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Initial teacher training (ITT) market review report

July 2021

Initial teacher training (ITT): criteria and supporting advice

Statutory guidance for accredited ITT providers

...c year 2024/25

Initial teacher training (ITT) reform

Information for schools

November 2023

Department for Education

"This ... includes information on ITT, the important role schools play in training the future generation of teachers, and the benefits ITT presents for schools."

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The ITT Core Content Framework

(2019)

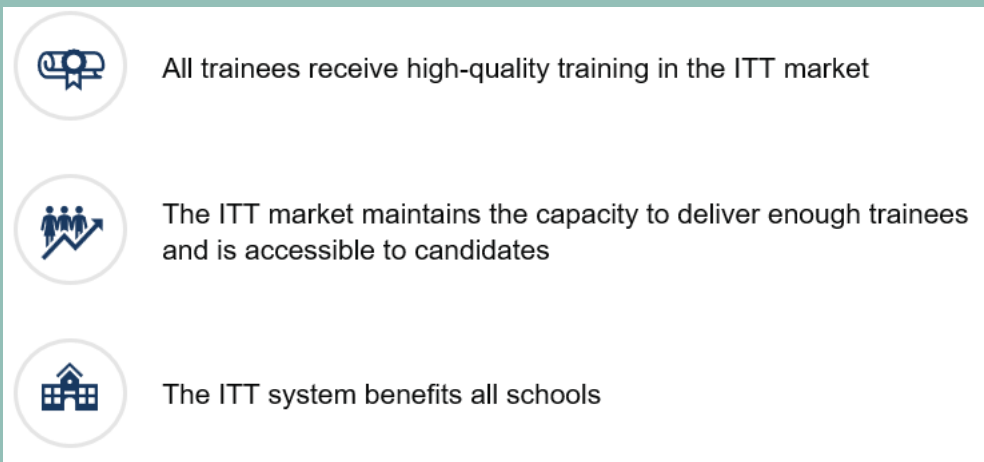**Supporting ITT (and ECF) development in 5 Core Areas:**

- Behaviour Management
- Pedagogy
- Subject and Curriculum Knowledge
- Assessment
- Professional Behaviours.

An independent charity dedicated to breaking the link between family income and educational achievement. It supports schools to improve teaching and learning through better use of evidence.
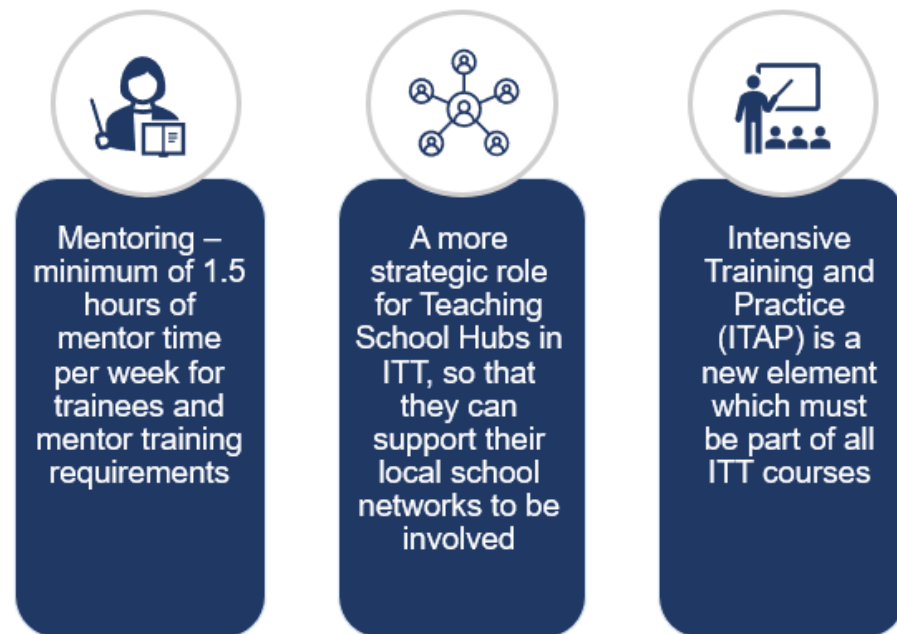
Education Endowment Foundation

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What are the aims of ITT changes?

All trainees receive high-quality training in the ITT market

The ITT market maintains the capacity to deliver enough trainees and is accessible to candidates

The ITT system benefits all schools

Following the reforms, from September 2024 there will new quality requirements for all ITT courses. These include:

Mentoring – minimum of 1.5 hours of mentor time per week for trainees and mentor training requirements

A more strategic role for Teaching School Hubs in ITT, so that they can support their local school networks to be involved

Intensive Training and Practice (ITAP) is a new element which must be part of all ITT courses

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Changes to mentoring.

New quality requirements:

a. Every trainee gets 1.5 hours per week of mentoring support.

b.   All school-based mentors will have *access* to 20 hours of funded training (*6 hours per year thereafter*)

c.   Lead mentors or mentor leadership teams.

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20 hours!?

Attracting mentors	Giving them training time
• *Appoint a Senior Leader to co-ordinate and QA*	• Previously gained qualifications/ECT mentoring **may** partially count.
• *Outline the benefits of mentoring*	• Offer time back in summer term (secondaries!)
• *Add mentoring to career pathways from the word 'go' at recruitment*	• Primaries – could explore the ITT working across multiple classes
• *Part of the Appraisal process*	• Mentoring instead of school CPD
• *Use of funds*	• Mentors assigned to one specific provider
• Provide protected periods to work with LMs or write reports	• Asynchronous training

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Changes to mentoring.

There will be DfE funding to Accredited ITT Providers and to schools:

- Paying for someone to take over lessons while a teacher is training
- Paying for someone to teach if a teacher takes time off in lieu to train
- Overtime payment to the teacher, if they are training outside of normal working hours (teacher workload should be carefully considered in such cases)
- Paying for any costs that come from reducing a teacher's other responsibilities, so they have time to train

Initial Teacher Training (ITT) Reform Funding Guidance (publishing.service.gov.uk)

Paid in arrears, mentors must:

- Be employed at the school.
- Have completed 20 hours of training by end of the year.
- Have at least 1 trainee

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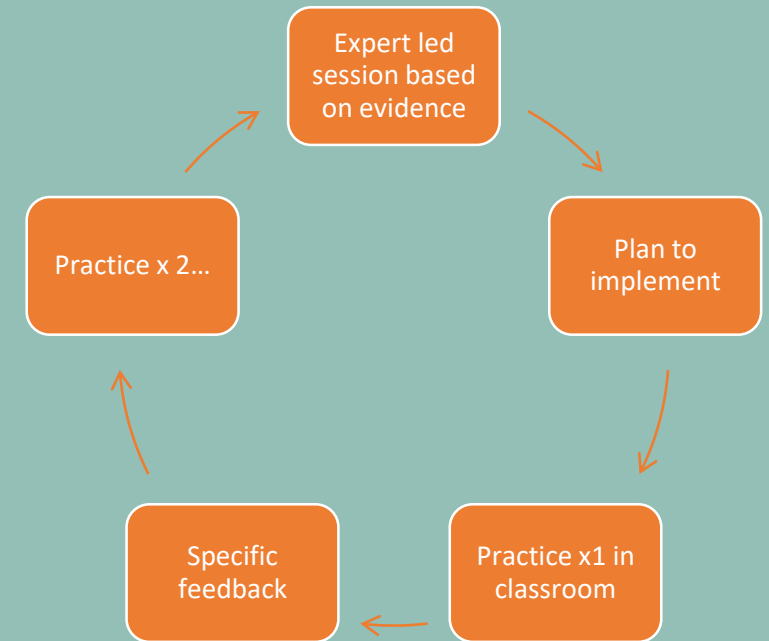TSH Berkshire
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Intensive training and Practice (ITAPs)?

> "a specific and focused element of the teacher training curriculum" *DfE*
>
> "intended to help consolidate trainees' knowledge of key evidence-based principles for effective teaching" *DfE*

Classroom Practice (Standard 4 – 'Plan and teach well structured lessons')

Learn that…	Learn how to…
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	**Plan effective lessons, by:** • Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	**And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.*
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	• Enabling critical thinking and problem solving by first teaching the

Expert led session based on evidence → Plan to implement → Practice x1 in classroom → Specific feedback → Practice x 2... → (back to Expert led session)

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Schools and ITAPs?

Do you have expertise/strong practice among your staff?

Could you offer a live classroom experience for some trainees on an ITAP focus?

Hosting ITAPs can play a part in the 'Golden Thread' of staff CPD or NPQs (if they're doing one)

Keep your school up to date with current education thinking.

Strengthen links between your school and Accredited Providers and their Lead Mentors.

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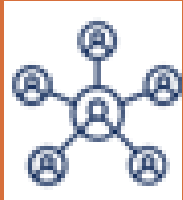TSH BERKSHIRE

In a nutshell.

Changes are:

Mentors

ITAPs

Hubs

What now for schools?

Consider:

- Do you know how each provider you use is 'doing' Mentor training/Lead Mentoring/ITAPs and how it will impact you? **If not, contact them.**

- Are your providers running information sessions on how they are implementing the changes? **Go to them.**

- **Have SLT level conversations** about how to attract and support mentors.

- How might you overcome the challenges of working with multiple providers?

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"Strategic role to support local ITT delivery"

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