

DELIVERING A QUALITY ITT SESSION (guidance)

(Please distribute to all personnel involved in providing SD training)

Prior to/when planning the session, consider:

- The needs and stage of learning of trainees at that point in their curriculum/programme.
- What the trainees know already or have experiences of in the focus area of the training- email a survey/ask?
- Any pre-reading, articles or research papers that you could guide the trainees to (article, book chapter, journal, research that has been peer reviewed).
- Trainee pre-session self-assessment of confidence and subject knowledge (audit?)
- Establish clear session aims/success criteria that support the agreed ITT curriculum
- Ensure all resources are well prepared and, where relevant, can be taken away by trainees.

For foundation subjects consider:

- Subject knowledge and curriculum progression across the year groups
- Pedagogy to support teaching the N.C in this area
- Research/publications linked to the subject area
- Assessment of the subject across all year groups - progression
- Opportunities to see the subject being taught
- Opportunities to have a go at planning, teaching and evaluating (mini-teach)
- Share the aims/success criteria with trainees.

During the taught session:

- You do not need to 'lead from the front' like a lecture. Do chunk the day and organise different sessions – actively involving trainees
- Plan a balance of theory, subject and background knowledge, mixed with a range of practical and hands on application. Too much of one element alone may not lead to rounded understanding of the subject.
- The use of film clips, technology and practical trainee application of technology is useful.
- Share case studies and your experience to put new ideas/theory into context for trainees – link to research
- Make explicit links to broader professional studies element e.g “This is also a good behaviour management strategy.” “We are now looking at.....”
- Make clear National Curriculum links and exposure. Support trainees in seeing the links and build their knowledge of N.C expectations and the subject development.
- Involve children in your training. Let trainees ‘see’ what you are referring to or plan and have a go themselves with a group/class of children in order to reinforce their own learning (learning in action).

Methods of delivery during a day may include:

- Focused lesson observations in different classes (specific focus identified and referred to afterwards – shared/paired discussion, coaching sessions)
- Practical session to demonstrate/learn/model skills – expert teaching
- Reflective enquiry walk through the school/tour of school
- Trainee paired/group work or mini teach – plan, teach, evaluate, de-brief
- Independent study and/or learning focus time
- Book scrutiny and looking at planning
- Small group work – trainer led, trainee observe, group discussion.
- Small group work – trainee plan, lead and evaluate.
- Group discussions – scenarios, case studies, sub knowledge focus/presentations, follow up to observations

At the end of the session/day consider:

- What can the trainees take away – research, reading, web links?
- Opportunities to reflect and consider their emerging needs (What would you use with your class? What do you need to do next? Identify independent learning)
- Trainee session evaluation linking to the aims/S.C set. E.g. What was useful? Even better if..., Next steps...
- Something physical to take away – a resource, group generated ideas, something linked to the focus that they can use in future.
- Post reading references and suggestions – take away support/research
- Food for thought – leave the session with a problem, question or next step for trainees to think about.
- Self-assessment – re-assess own confidence and knowledge from initial audit.

For further information about the DfE ITT core content recommendations see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf